

<b>Planned Course:</b> Spanish 4	<b>Course Number:</b> AH511	<b>Department:</b> World Languages	
<b>Unit:</b> ¿Será Mejor el Futuro?	<b>Grade Level:</b> 11-12		
<b>Estimated Time:</b> 4 weeks	<b>Level/Track:</b> Standard	<b>Date Approved:</b> August 10, 2020	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p><b>PA Standards</b> 12.1 A-F, 12.3 A, B, 12.5 A, C, D</p> <p><b>ACTFL Standards</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p><b>AP Themes:</b></p> <p><b>Contemporary Life:</b> *What are your future plans?</p> <p><b>Global Challenges:</b> *How do I describe future events?</p> <p><b>Science and Technology:</b> *How will technological advances enhance our lives?  *How will technological advances negatively impact our lives?  *What technologies should we use and which should we reject?</p>	<p><b>Modes:</b></p> <p><b>Interpersonal (Speaking)</b> *Students will discuss different occupations.  *Students will interview each other about what will happen in the near and distant future.  *Students will take turns pretending to be a gypsy, predicting the future based on questions that students wrote and ask.</p> <p><b>Interpersonal (Written)</b> *Students will respond to email requesting information and advice about future plans.  *Students will respond to various Schoology discussion boards about their future plans.</p> <p><b>Interpretive (Audio, visual, audio and visual)</b> *Students will listen to songs about what things will be like in the future and answer questions about them.</p>	<p><b>Modes:</b></p> <p><b>Interpersonal (Speaking)</b> *In pairs, students will answer questions about their future in Lingt / Schoology.  *Students will debate if the future will be better or worse in a fishbowl debate.</p> <p><b>Interpersonal (Writing)</b> *Students will respond to an email that requests information about future employment and personal accomplishments .</p> <p><b>Interpretive (Audio, visual, audio and visual)</b> *Students will interpret interviews or role plays of students talking about what the future will be like.</p> <p><b>Interpretive (Print)</b> *Students will read stories about occupations and the future and respond to questions about them in writing.</p>
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<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> <ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

		<p><b>Interpretive (Print)</b> *Students will read opinion pieces about the future and interpret which authors have an optimistic vs pessimistic view of the future. Link to <a href="#">story</a>.</p> <p>*Students will read <a href="#">opinions</a> of what the future will be like and agree or disagree.</p> <p><b>Presentational (Written)</b> *Students will create a rough copy of a <a href="#">persuasive essay</a> about whether they think the future will be better or worse.</p> <p><b>Presentational (Speaking)</b> *Students will record responses in Lingt language regarding future plans.</p>	<p><b>Presentational (Writing)</b> *Students will create a final copy of <a href="#">persuasive essay</a> about whether they think the world will be better or worse, defending their position.</p> <p><b>Presentational (Speaking)</b> *Students will present their personal future plans either in recorded presentation or live.</p>
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