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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| ~1-2 Weeks | Basic Review | * Basic classroom phrases to use daily
* Greetings
* Goodbyes
* Numbers
* Writing the date
* Listening practice
* Reading practice
* Writing practice
* Speaking practice
 |   | **Standard 1: Interpretive Communication**Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**Standard 2: Interpersonal Communication**Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.**Standard 3: Presentational Communication** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.**Standard 4: Relating Cultural Practices and Products to Perspectives** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.**Standard 5: Cultural Comparisons** Learners use the target language to compare the products and practices of the cultures studied and their own. | Vocabulary listReview games: Quizlet, Blooket, Kahoot, GimkitVideo series: *El cuarto misterioso*YouTube vídeos Adapated activities from *Carnegie Learning* |

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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| ~6 – 8 weeks  | Personal Identity | * The verb “Ser”
* Adjectives and basic descriptions
* Talking about self and others
* Day of the Dead
* Cultural differences between US and Spanish-speaking countries
* Listening practice
* Reading practice
* Writing practice
* Speaking practice
 | Benchmark #1Interpretive Tasks  | **Standard 1: Interpretive Communication**Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**Standard 2: Interpersonal Communication**Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.**Standard 3: Presentational Communication** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.**Standard 4: Relating Cultural Practices and Products to Perspectives** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.**Standard 5: Cultural Comparisons** Learners use the target language to compare the products and practices of the cultures studied and their own. | Vocabulary listReview games: Quizlet, Blooket, Kahoot, GimkitVideo series: *El cuarto misterioso*YouTube video: La Máscara Adapated activities from *Carnegie Learning*YouTube video: *El Día de los Muertos* |

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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| ~6 – 8 weeks  | Family | * Talking about family members
* Spanish Royal Family
* Family celebrations
* Cultural differences between families in US and Spanish-speaking countries
* La Tomatina
* Listening practice
* Reading practice
* Writing practice
* Speaking practice
 | Interpretive TasksSpanish Project: Familia ExtrañaCulture Project: Spanish-Speaking Holidays  | **Standard 1: Interpretive Communication**Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**Standard 2: Interpersonal Communication**Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.**Standard 3: Presentational Communication** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.**Standard 4: Relating Cultural Practices and Products to Perspectives** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.**Standard 5: Cultural Comparisons** Learners use the target language to compare the products and practices of the cultures studied and their own. | Vocabulary listReview games: Quizlet, Blooket, Kahoot, GimkitVideo series: *El cuarto misterioso*YouTube videosAdapated activities from *Carnegie Learning* |

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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| ~4-6 weeks  | Clothing | * How to identify clothing and accessories
* Shopping/store vocabulary
* Regular and irregular present tense conjugations
* Listening practice
* Reading practice
* Writing practice
* Speaking practice
 | Interpretive TasksBenchmark #2Spanish Project: Mi TiendaVocabulary Quizzes FlipGrids | **Standard 1: Interpretive Communication**Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**Standard 2: Interpersonal Communication**Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.**Standard 3: Presentational Communication** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.**Standard 4: Relating Cultural Practices and Products to Perspectives** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.**Standard 5: Cultural Comparisons** Learners use the target language to compare the products and practices of the cultures studied and their own. | Vocabulary listReview games: Quizlet, Blooket, Kahoot, GimkitVideo series: *El cuarto misterioso*YouTube videosAdapated activities from *Carnegie Learning* |

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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| ~4-6 weeks  | Food | * Identifying foods in Spanish
* Identifying beverages in Spanish
* Discussing nutrition
* Comparing foods from US to Spanish-speaking countries
* Listening practice
* Reading practice (recipes)
* Writing practice
* Speaking practice
 | Interpretive TasksBenchmark #3Vocabulary QuizzesFlipGrids  | **Standard 1: Interpretive Communication**Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**Standard 2: Interpersonal Communication**Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.**Standard 3: Presentational Communication** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.**Standard 4: Relating Cultural Practices and Products to Perspectives** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.**Standard 5: Cultural Comparisons** Learners use the target language to compare the products and practices of the cultures studied and their own. | Vocabulary listReview games: Quizlet, Blooket, Kahoot, GimkitVideo series: *El cuarto misterioso*YouTube videos: Recetas (ComidaKraft, etc)Adapated activities from *Carnegie Learning* |

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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| ~3-4 weeks  | Daily Routine | * Reflexive Verbs
* Reflexive Verb Conjugations
* Items needed to get ready
* Listening practice
* Reading practice
* Writing practice
* Speaking practice
 | Interpretive TasksVocabulary QuizzesFlipGrids  | **Standard 1: Interpretive Communication**Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**Standard 2: Interpersonal Communication**Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.**Standard 3: Presentational Communication** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.**Standard 4: Relating Cultural Practices and Products to Perspectives** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.**Standard 5: Cultural Comparisons** Learners use the target language to compare the products and practices of the cultures studied and their own. | Vocabulary listReview games: Quizlet, Blooket, Kahoot, GimkitVideo series: *El cuarto misterioso*YouTube videosAdapated activities from *Carnegie Learning* |

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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| ~1-2 weeks  | End of Year Review | * Review present tense conjugations (including regulars, irregulars and reflexive verbs)
* Vocabulary review
* Listening practice
* Reading practice
* Writing practice
* Speaking practice
 | Interpretive TasksFlipGridsFinal Exam  | **Standard 1: Interpretive Communication**Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**Standard 2: Interpersonal Communication**Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.**Standard 3: Presentational Communication** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.**Standard 4: Relating Cultural Practices and Products to Perspectives** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.**Standard 5: Cultural Comparisons** Learners use the target language to compare the products and practices of the cultures studied and their own. | Vocabulary listReview games: Quizlet, Blooket, Kahoot, GimkitVideo series: *El cuarto misterioso*YouTube videos: Recetas (ComidaKraft, etc)Adapated activities from *Carnegie Learning* |