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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 list  Review games: Quizlet, Blooket, Kahoot, Gimkit  Video 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 #1  Interpretive 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 list  Review games: Quizlet, Blooket, Kahoot, Gimkit  Video 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 Tasks  Spanish Project: Familia Extraña  Culture 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 list  Review games: Quizlet, Blooket, Kahoot, Gimkit  Video series: *El cuarto misterioso*  YouTube videos  Adapated 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 Tasks  Benchmark #2  Spanish Project: Mi Tienda  Vocabulary 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 list  Review games: Quizlet, Blooket, Kahoot, Gimkit  Video series: *El cuarto misterioso*  YouTube videos  Adapated 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 Tasks  Benchmark #3  Vocabulary 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 list  Review games: Quizlet, Blooket, Kahoot, Gimkit  Video 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 Tasks  Vocabulary 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 list  Review games: Quizlet, Blooket, Kahoot, Gimkit  Video series: *El cuarto misterioso*  YouTube videos  Adapated 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 Tasks  FlipGrids  Final 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 list  Review games: Quizlet, Blooket, Kahoot, Gimkit  Video series: *El cuarto misterioso*  YouTube videos: Recetas (ComidaKraft, etc)  Adapated activities from *Carnegie Learning* |