|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 1-2 Weeks | Beginning of the Year Review | * Grammar Reference Sheets
* Practicing conjugations from past years
* Reviewing vocabulary from past years
 | N/A | **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. | YablaYouTube VideosAdapted activities from *Carnegie Learning Passport*Old Vocabulary ListsGrammar NotesReview games: Quizlet, Blooket, Kahoot, Gimkit |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 10-12 Weeks | Personal and Public Identity | * Essential Questions:
* *How are relationships impacted by age, gender, race and culture?*
* *How do my views of others impact my ability to build relationships?*
* *How do I choose my friends?*
* *What makes a good match between people?*
 | Integrated Performance AssessmentTalk Abroad #1Culture Project | **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. | YablaYouTube VideosTalk AbroadSeries: *El Corazón de José Ramos*Movie: *Bajo la Misma Luna (Under the Same Sun)*Articles/InfographicsAdapted activities from *Carnegie Learning Passport*Vocabulary ListReview games: Quizlet, Blooket, Kahoot, Gimkit |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 10-12 Weeks | Family and Community | * Essential Questions:
* *What is a good citizen?*
* *Can one individual make a difference?*
* *How do we contribute to our communities and societies?*
* *To what extent do we have a responsibility to respond to other humans in need?*
 | Integrated Performance AssessmentTalk Abroad #2Service “Project” and Presentation | **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. | YablaTalk Abroad YouTube VideosArticles/InfographicsAdapted activities from *Carnegie Learning Passport*Vocabulary ListReview games: Quizlet, Blooket, Kahoot, GimkitMovie: *El Laberinto del Fauno* (Pan’s Labryinth) or *Una Vida Mejor* (A Better Life) |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 10-12 Weeks | Science and Technology | * Essential Questions:
* *What constitutes a healthy lifestyle?*
* *To what extent does culture influence our health practices?*
* *To what extent can traditional and modern health practices co-exist?*
* *How do I receive healthcare?*
 | Integrated Performance AssessmentTalk Abroad #3Culture ProjectFinal 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. | YablaTalk Abroad YouTube VideosArticles/InfographicsAdapted activities from *Carnegie Learning Passport*Vocabulary ListReview games: Quizlet, Blooket, Kahoot, GimkitMovie (if time permits)  |