|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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. | Yabla  YouTube Videos  Adapted activities from *Carnegie Learning Passport*  Old Vocabulary Lists  Grammar Notes  Review 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 is my identity shaped over time?* * *How do people, places, and events define me?* * *How do people, my culture, and society influence identity?* * *To what extent is my future determined by who I am today?* * *To what extent does age play a factor in society?* * *Who do we respect?* | Integrated Performance Assessment  Talk Abroad #1 | **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. | Yabla  YouTube Videos  Talk Abroad  Movie: *Una vida mejor (*A Better Life)  Articles/Infographics  Adapted activities from *Carnegie Learning Passport*  Vocabulary List  Review games: Quizlet, Blooket, Kahoot, Gimkit |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 10-12 Weeks | Contemporary Life | * Essential Questions: * *How does media impact culture and vice versa?* * *How does the accessibility to media or lack thereof impact culture?* * *To what extent does media affect our daily lives and influence our choices?* | Integrated Performance Assessment  Talk Abroad #2  Culture 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. | Yabla  Talk Abroad  YouTube Videos  Articles/Infographics  Adapted activities from *Carnegie Learning Passport*  Vocabulary List  Review games: Quizlet, Blooket, Kahoot, Gimkit  Movie: *Living On One Dollar* |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 10-12 Weeks | Science and Technology | * Essential Questions: * *To what extent do technological advances impact our lives now and in the future?* * *To what extent is climate change altering my lifestyle now and how will it alter it in the future?* | Integrated Performance Assessment  Talk Abroad #3  Culture Project  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. | Yabla  Talk Abroad  YouTube Videos  Articles/Infographics  Adapted activities from *Carnegie Learning Passport*  Vocabulary List  Review games: Quizlet, Blooket, Kahoot, Gimkit  Movie (if time permits) |