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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| Quarter 1/2  13 Weeks | **Unit 1** -The Spanish-speaking world-Greeting/farewells-Names-Numbers-Cognates-Nouns-Telling Time-Expressions of courtesy-Days of the Week-Colors-Dia de los Muertos | * COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
* CULTURES Interact with cultural competence and understanding
* CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
* COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence
* COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 | -Quiz per topic -Q1 Benchmark /End of Unit 1 Exam-Dia de los Muertos Project | **ACTFL**-Interpersonal Communication-Interpretive Communication-Presentational Communication-Relating Cultural Practices to Perspectives-Relating Cultural Products to Perspectives-Making Connections-Acquiring Information and Diverse Perspectives-Language Comparisons-Cultural Comparisons-School and Global Communities-Lifelong Learning | -¡Qué Chévere! Textbook-¡Qué Chévere! Workbook-¡Qué Chévere! Vocabulary Practice-i-Passport-i-Video-i-News-SenorWooly.com-Nysedregents.com -Disney “Book of Life” video-Disney “Coco” video-Teacher’s Discovery “Dia de los Muertos” video |
| Quarter 2/3 13 Weeks | **Unit 2**-Hispanic Influence in the U.S. -The classroom-Classroom objects-School subjects-Schools in Spanish-speaking countries-Being an exchange student-Schedules -Telling time-“El Gordo” Spanish Lottery-Navidad-Nochebueba | * COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
* CULTURES Interact with cultural competence and understanding
* CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
* COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence
* COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 | -Quiz per topic -Q2 Benchmark /End of Unit 2 Exam-Christmas Around the World Project | **ACTFL**-Interpersonal Communication-Interpretive Communication-Presentational Communication-Relating Cultural Practices to Perspectives-Relating Cultural Products to Perspectives-Making Connections-Acquiring Information and Diverse Perspectives-Language Comparisons-Cultural Comparisons-School and Global Communities-Lifelong Learning | -¡Qué Chévere! Textbook-¡Qué Chévere! Workbook-¡Qué Chévere! Vocabulary Practice-i-Passport-i-Video-i-News -SenorWooly.com-Nysedregents.com-Teacher’s Discovery “Navidad” video |
| Quarter 3/4 14 Weeks  | **Unit 3**-Clothing-Colors-Mexico-Personal descriptions-Adjectives-The verb “ser”-Places in the city-The verb “ir”-Transportation methods-Foods-Pascua-Cinco de Mayo-Cascarones | * COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
* CULTURES Interact with cultural competence and understanding
* CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
* COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence
* COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 | -Quiz per topic -Q3 Benchmark /End of Unit 3 Exam-Clothing Project-Cascarones Project-Final Exam | **ACTFL**-Interpersonal Communication-Interpretive Communication-Presentational Communication-Relating Cultural Practices to Perspectives-Relating Cultural Products to Perspectives-Making Connections-Acquiring Information and Diverse Perspectives-Language Comparisons-Cultural Comparisons-School and Global Communities-Lifelong Learning | -¡Qué Chévere! Textbook-¡Qué Chévere! Workbook-¡Qué Chévere! Vocabulary Practice-i-Passport-i-Video-i-News-SenorWooly.com-Nysedregents.com-Disney “McFarland” video-Teacher’s Discovery “Cinco de Mayo” video |