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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 |