



Department of English Learners Services

World Language Curriculum Guide



SPANISH 1 NON-NATIVE
2023-2024

SPANISH 1-QUE CHEVERE-PACING GUIDE

UNIT 1 “Hola ¿Cómo te llamas?”

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Reading/Writing	Blended Learning
UNIT 1 6-8 weeks (Sep. 5th-October 27th) Week 1 of 1 (p.1-43) Ch. 1A/B Mucho Gusto: EL mundo hispanohablante	EQ: How do people reach out to communicate? --Hola ¿Cómo te llamas? -Saludos y despedidas 1. Alphabet 2. Greetings 3. Numbers 4. La hora 5. Punctuation 6. Cognates c	1.1 1.2 4.1	1. Spell word in Spanish 2. Greet and say goodbye 3. Use Spanish punctuation appropriately 4. Use definite and indefinite articles 5. Cognates 6. 10 wonders of the Spanish speaking world 7. Telling time (ask /answer for time-focus: quarter/half NOT minus quarter)	1. Alphabet TB (p.2/ #1-3) GV (p. 7/ #6) 2. Greetings TB (p. 4/ #4-10) GV (p. 5/ #2) 3. Numbers TB (p. 11/ #18) GV (p.2/ #4-6) 4. La hora TB (p. 30)	1. Spanish alphabet/ Spanish punctuation TB (p. 6) 2. Definite articles TB (p. 14) 3. The Spanish "you" (formal/informal) TB(p. 26) 4. Telling time (es la una; son las dos) TB (p. 34-35) GV (p.	1. Communication TB (p.17/ #36-37, 42) 2. Lectura informativa TB (p. 19) Extension: TB (p.20)	-google my maps, -quizlet, -google earth -poster using google drawing 6-8

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Reading/Writing	Blended Learning
UNIT 1 Wk 2 of 5 (p. 45-70) Ch 2A ¡Al colegio! Estados Unidos	EQ: How does education promote understanding of different cultures? -¿Cómo se llama? -Asking questions -disagreeing -verb ser -School supplies -plural nouns -definite/indefinite articles	1.1 1.2 1.3 2.1	1. Ask and tell: <ul style="list-style-type: none">• who someone is• where someone is using from using subject pronouns and the verb ser <ul style="list-style-type: none">• how to say a word in Spanish 2. Give examples of Spanish in everyday life3. Identify Hispanic influence in the US4. Talk about one or several people, places, or classroom objects5. Talk about grades in Spanish-speaking countries	1. -Asking questions <u>Practice</u> TB (p. 47-49/ #1-9) TB(p. 52/ #14-16) (yo) sé, ¡Ay!) -disagreeing (p.51/# 12) TB (p.47) 2. Classroom items TB (p. 56) TB (p. 57-58/ #21-24) TB (p. 61/ # 29) 3. Subject pronouns TB (p. 50)	1. Subject pronouns TB (p.50) 2. Verb ser TB (p.51/ #11) 3. Definite article w/ nouns (masculine, feminine, singular, plural) TB (p. 60/ #30) 4. Plural nouns TB(p. 61/ #30) 5. Indefinite articles TB (p. 62/ #34)	1. Create your own report card with comments TB (p.67/ #47) 2. Using the Spanish grading system (google drawings)	-Quizizz -flipgrid(culture) -questar (essential question)

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Reading/Writing	Blended Learning
UNIT 1 Wk 3 of 5 <p>(p.70-88)</p> <p>Ch 2B</p> <p>¡Al colegio! Estados Unidos</p>	<p>EQ: How does education promote understanding of different cultures?</p> <p>-¿Cuántas clases tienes?</p> <p>-School schedules, -days of the week, -classes, -colors, -clothes, -To talk on the phone, -to talk about what you need, -to talk about classes and schedule,</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p>	<ol style="list-style-type: none"> Discuss school schedules Describe classroom objects and clothing Talk on the phone in Spanish Talk about: <ul style="list-style-type: none"> what people do and need using -ar verbs student exchange program and schools in Spanish-speaking world where things are and how people are using the verb estar Identify technology items Ask for and provide contact information Talk about where things are and how people are using the verb estar 	<ol style="list-style-type: none"> School schedules, <ul style="list-style-type: none"> days of the week classes colors TB (p. 70) Clothes <ul style="list-style-type: none"> To talk on the phone TB (p. 71) To talk about what you need To talk about classes and schedule TB (p. 80) 	<ol style="list-style-type: none"> Using adjectives to describe, TB (p 74-75) Review:masculine / feminine singular/ plural, Present tense of _ar verbs TB (p. 78) Verbs:hablar, estudiar, llevar, necesitar, terminar WB: p 35, 36GV WB # 6, 7 Talking about schedules: using the 24 hour clock Practice: location and how someone feels: estar, (p. 88) 	<ol style="list-style-type: none"> Sentences with missing words, build sentences using the correct form of the given verbs Grammar: Talking about location and how someone feels: estar TB(p. 88) Sentences with missing words, build sentences using the correct form of the given verbs 	<ol style="list-style-type: none"> Koma-koma: Students create a lesson about present tense of -ar verbs similar to the one in the e-book student edition: TB (p. 78) Google my maps: Give students a list of Spanish speaking cities TB (p. 89) and have students locate them in the countries they belong to using Google My Maps. Drop a pin on each city, write a sentence. Ex: Madrid está en España. Keynote: Students create their own schedule including six classes and lunch. They also

	- present tense verbs		8. Read and discuss a poem by Gina Valdés				plan ahead and make a list of clothes they will be wearing. They will include colors and class supplies.
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Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Writing	Blended Learning
UNIT 1 Wk 4 of 5 <p>(p. 102-125)</p> <p>Ch 3A</p> <p>¡En la ciudad! México</p>	<p>EQ:How do major cities tell their stories?</p> <p>-¿ Adónde En la ciudad</p> <p>-Zócalo de la Ciudad de México</p> <p>-places in the city</p> <p>-indirect objects</p> <p>-preposition contractions</p> <p>-asking questions</p> <p>-transportation</p> <p>-Diego Rivera's murals</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.2</p> <p>3.2</p> <p>4.2</p>	<p>1. Places in the city</p> <p>2. Invite using quieres? and por qué no?</p> <p>3. Introduce a friend in express courtesy</p> <p>4. Ask and answer questions</p> <p>5. Interesting places to visit in Mexico City</p> <p>6. Modes of transportation and proximity</p> <p>7. Express a problem</p> <p>8. Ask and see where someone is going using the verb -ir</p> <p>9. Mexico City's subway</p>	<p>1. Places in the city TB (p. 102-103)</p> <p>2. Indirect objects TB (p.106)</p> <p>3. Preposition contractions TB (p. 107)</p> <p>4. Asking questions TB (p.109)</p> <p>5. Transportation TB (p. 114, 119/ # 33)</p> <p>6. Ir TB(p. 117)</p>	<p>1. Making introductions: -Indirect objects: te, le, les TB (p. 106/ # 7-8, 10) -preposition Contractions: al, del TB (p. 107/ # 9) GV (p.25 /#5) WB (p. 44-45/ #4-5)</p> <p>2. Asking questions: -ways to form questions (p. 109)</p> <p>3. Verb "ir" (p. 117/ #30-34) <u>Practice</u> WB: (p.46-47/ #7-8) GV (P. 46-47/ #6-9) Link to video: book (p. 109)</p>	<p>1. Reading: El Parque de Chapultepec TB (p.113)</p> <p>2. El metro de la Ciudad de México TB (p. 122)</p> <p>3. Writing: TB ((p.123/ #41) Create an informational brochure about the symbols used for the metro stations in Mexico City.</p>	<p>1. Slideshow: Find a picture of your favorite artist, paste it into your slide, introduce the person to the class, tell how the person feels using the verb estar. TB (p. 120).</p> <p>2. Google Calendar: Students can plan a trip using Google My maps, they measure the distance between two cities and decide the means of transportation to use. How to go to places Sentence frame: El símbolo representa un/una _____ porque la estación está cerca de el/la un/ una _____.</p>

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Reading/Writing	Blended Learning
UNIT 1 Wk 5 of 5 <p>(p. 102-136)</p> <p>Ch 3B</p> <p>¡En la ciudad! México</p>	<p>EQ:How do major cities tell their stories?</p> <p>-En el centro</p> <p>-Places to go in the city</p> <p>Expressions: -to talk about what someone is going to do</p> <p>Expressions: -To have a conversation in a restaurant -to talk with the server</p> <p>-Frida Kahlo and her art</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.2</p>	<p>1. Places in the city</p> <p>2. Ask and see what people are going to do using -ir a + infinitive</p> <p>3. Mexico's three cultures</p> <p>4. Mexico cities alarm works and cuisine</p> <p>5. Have a conversation in a restaurant</p> <p>6. Talk about what people do using -er verbs</p>	<p>1. Food: conversation in a restaurant, to talk with the server</p> <p>Link to Quizlet (p. 126-127)</p> <p><u>Practice</u></p> <p>WB(p. 54-55/ #1-2)</p> <p>GV (p. 31-32/ #1-2)</p> <p>TB (p. 134)</p> <p>WB (p.67-68/ #6,7)</p> <p>GV (p. 34/ #6)</p>	<p>1. Present Tense of -er verbs</p> <p>TB(p.136) (comer, comprender, leer)</p> <p><u>Practice</u></p> <p>WB (p. 35-38/ #7-11)</p> <p>Link to grammar video: TB (p.78)</p> <p>2. -ir + a+ infinitive</p> <p>Future grammar link</p> <p>TB(p. 129)</p> <p><u>Practice</u></p> <p>WB (p. 32/ #3-5)</p> <p>Grammar and Practice TB(p. 129)</p> <p>WB #3, 4</p> <p>GV(p. 32-33/ #3-5)</p>	<p>1. Frida Kahlo TB(p. 141-142)</p> <p>Extension</p> <p>2. Students create a timeline with the most significant events in the life of the artist that are represented in her art.</p> <p>3. Create a collage with places to go in the city labeled using google drawings</p> <p>TB (p. 133-134)</p>	<p>1. Link to Newsela article</p> <p>Add examples of her art that can be connected to those events in her life.</p> <p>-Frida Kahlo Foundation</p> <p>-Create your own crossword puzzle</p> <p>https://www.puzzle-maker.com/CW/</p>

Suggested Strategies:

Keynote to create the slides, Imovie to make the presentation more interesting: Add music and record voice.

End of Unit Project (Date): October 25th-30th

UNIT 1

Un día en la Ciudad de México (Students can use Padlet to gather information about Mexico as it is presented through the unit)

Students plan a day in Mexico City. They will include places to visit such as areas in the city (Zócalo), buildings (Catedral Metropolitana) or museums (Frida Kahlo or Palacio Nacional to see Diego Rivera’s murals). They will break the day to have lunch and dinner (explain what they will be eating) and they can also include an activity for young travelers like the zoo or parque de atracciones. They will include a map with pins on the places they suggest for the visit, also the metro stations that take you to those places.

UNIT 2 La Familia y los Amigos

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Writing	Blended Learning
<u>UNIT 2</u> 6-8 weeks (Oct. 30th- Dec.21st) Week 1 of 6 (p. 150-165) Ch 4A La familia y los amigos: Puerto Rico y República Dominicana	EQ: How do cultural values shape relationships in Hispanic countries? - La familia -La familia -Expressing Possession: Possessive Adjectives -Saying What Someone Does: Present Tense of -ir Verbs -Descubre los dos idiomas de Puerto Rico La isla del encanto y su gente encantadora -¿Cómo están? -Describing People and Things with estar	1.1 1.2 1.3	1. Talk about: <ul style="list-style-type: none"> family and relationships what people do using -ir verbs talk about Puerto Rico, its languages, and its people use estar to describe people things explain the Hispanic naming 2. Use possessive adjectives to describe relationships among people	3. Family 4. Adjectives 5. Donde vive mi/su familia	1. Possessive adjectives (p.155) <u>Practice:</u> WB (p. /#3-5) GV (p. 43/ #6) 2. Present tense of -ir verbs <u>Practice:</u> WB (p. 68-69/ #6-7) GV (p.44-45/ # 7-8) 3. Describing People and Things with estar <u>Practice:</u> (p.162-163/ #23-24) (p. 165/ #28) WB (p.71-72 / #10-12) GV. (p. 45-46/ #9-10)	Suggested activity: 1. Create a family tree of a famous family. Include pictures and labels. 2. Shared slideshow Describe your favorite family member TB (p. 158) 3. Mis parientes famosos, book TB (p. 168). Use google Drawings (collage) 4. Read about Puerto Rico	

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<div>UNIT 2</div> <div>Week 2 of 6</div> <div>(p. 174-194)</div> <div>Ch 4B</div> <div>La familia y los amigos: Puerto Rico y República Dominicana</div>	EQ: How do cultural values shape relationships in Hispanic countries?		1. -Talk about activities people like and don't like to do	7. Nos gusta... Things we like doing (p. 174-175)	4. Using gustar to State Likes and Dislikes Link to grammar video Student book (p. 177) TB (p. 177/ #7) WB (p. #3) LA #2 GV (p. 48-50/ #3-6)	1. La evolución de la familia dominicana Y dos dominicanos famosos:	1. Interview a classmate, book TB (p. 191)
		1.1					
		1.2					
	-Nos gusta -Leisure-time activities -Relationship with friends -Likes and dislikes -descriptions	1.3	2. -Discussed the role of the family in the Dominican republic 3. -Describe typical Dominican music 4. -Describe friends and family 5. -Use the verb ser and estar correctly 6. -Talk about the importance of baseball in the Dominican Republic	2. Expressions to talk about things you and other people like. Link to quizlet flashcards TB (p. 174) <u>Practice</u> TB (p 175/ #1-3) WB (p. 74-75/ #1-2) GV (p.47/ # 1-2) ¿Cómo somos? TB (p. 185) 3. Adjectives to describe people, personality traits (p. 185-186/ #22-23) Link to quizlet book TB (p. 174) <u>Practice:</u> WB (p. 80-81/ # 8-9) GV (p.52/#10-11)	-Using a to emphasize what you are saying Grammar, TB (p. 179/ #10) WB (/ # 4-5) LA (#3) GV (#79) -Uses of ser and estar TB (p.189/ #29-30) Link to video, (p. 189) Student TB WB (p. 53-54/ #10-13) LA (p. / #7) GV (p. / #12-13)	2. El merengue y la bachata TB (p.183-184) Each student creates a slide with four things they like and one they dislike. Provide them with sentence frames. 3. Students describe five people they like using the verbs ser and estar. Provide them with sentence frames. 4. El merengue y la bachata TB (p. 184) 5. Reading: Prereading: play examples of merengue and bachata songs. Talk about Juan Luis Guerra. Bring videos with the steps to learn the dances. 6. Post reading: answer comprehension que	2. Students can use keynote and Imovie to present the interview. 3. Provide them with the questions and sentence frames for the answers. Make sure they use adjectives, personality traits, le gusta/gustan sentences, verbs ser and estar. 4. Use google my maps, have them drop a pin in different places, write where they are located. 5. Keynote/ Googleslides: Create a poster with pictures of the main ideas labeled. Include a link to examples of merengue or bachata. Students can record themselves.

<div><div>UNIT 2</div><div>Wk 3 & 4 of 6</div><div>(p. 202-220)</div><div>Ch 5A</div><div>La rutina y la diversión: Costa Rica y Nicaragua</div></div>	<div>EQ: What does a house and its contents tell us about the people who live there?</div> <div>-¿Qué hay en la cocina?</div> <div>-Electronic equipment</div> <div>-Weekly schedule</div> <div>-Leisure-time activities</div>	<div>-Identify objects in an electronic s store</div>	<div>-Express strong feelings using que+ adjective/noun</div> <div>-Discuss how nature conservation and political neutrality and present in Costa Rica</div> <div>-Discuss Monteverde Cloud Forest Reserve in Costa Rica</div>	<div>1. Electronic devices</div> <div>Link to quizlet: student edition</div> <div>TB (p. 202)</div> <div>Practice</div> <div>TB (p. 203-204) WB (p. 84/ #1)</div> <div>GV (p. 55/ #1)</div> <div>2. Weekly activities/ to talk about what you are going to do.</div> <div>TB (p. 212) Link to quizlet: student edition</div> <div>TB (p. 202)</div> <div>Practice</div> <div>TB (p. 213/ #21-22)</div> <div>WB (p. 90/ #8)</div> <div>GV (p.59-60/ #6-7)</div>	<div>1. Verbo tener</div> <div>TB (p. 206)</div> <div>Practice</div> <div>TB (p. 206-207)</div> <div>WB (p.84-85/ #2-3)</div> <div>GV (p.56-57/ #2-4)</div> <div>2. Expressing strong feelings.</div> <div>TB (p. 208)</div> <div>Practice</div> <div>TB (p. 208-209)</div> <div>WB (p.87/ #5)</div> <div>GV (p.58/ #5)</div> <div>3. Direct Objects.</div> <div>TB (p. 215)</div> <div>Practice</div> <div>TB (p. 215/ #27-28)</div> <div>WB (p. 91/ #9-10)</div> <div>GV (p. 52/ #8)</div> <div>4. Direct Object</div> <div>Pronouns:</div> <div>TB (p. 216)</div> <div>Link to grammar video</div> <div>TB (p. 216-217/ #29-32)</div> <div>WB (p. 92-94/ #11-14)</div> <div>GV (p. 63-64/ #9-11)</div>	<div>1. Ask students to make a list of five “cuanto/a/os/as” questions and ask a classmate. Write the answers using complete sentences and the correct form of tener. Write a paragraph with the answers. Students can use ChatterPix to speak their paragraph.</div> <div>2. Create a grammar video explaining several expressions reacting to different situations. Include drawings or pictures. Use Imovie and Koma-Koma, or Keynote and Imovie to record their voices.</div> <div>3. Answer comprehension questions</div> <div>TB (p. 210/ #17-18)</div> <div>TB(p.210/practicas,comparaciones)</div> <div>4. Costa Rica: Un país</div>	<div>1. Keynote</div> <div>Students can use Google My maps to plan their trip or Book creator and record their voices or include videos of the places to visit. They can also use Keynote to create slides and Imovies to combine slides, voice and music.</div> <div>2. SeeSaw</div> <div>Students write a social media post about an imaginary trip to Costa Rica. They should include what they do or see there. They should do their own research to enhance their posts. Post in SeeSaw Unas vacaciones de aventuraTB (p. 219)</div> <div>3. Flipgrid</div> <div>Costa Rica: país Pequeño pero de gran riqueza</div> <div>TB (p. 210)</div> <div>Read and create a Flipgrid to react to</div>
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						<p>pacífico y patriótico TB (p. 211) Reading in Spanish: Identify cognates Use vocabulary provided Answer comprehension and analiza questions</p> <p>5. Read and answer questions/ show students examples of the activities explained in the reading. Extension: TB (p. 220/ #37)</p>	<p>the essential question.</p>
<p>UNIT 2 wk 5 & 6 of 6</p> <p>(p. 223-242)</p> <p>Ch 5B</p> <p>La rutina y la diversión: Costa Rica y Nicaragua</p>	<p>EQ: What does a house and its contents tell us about the people who live there?</p> <p>-¿Qué fecha celebramos? -Dates -Special dates -Numbers (100-999,999) -Months</p>	<p>1.1 1.2 1.3</p> <p>1.2 2.1 3.1</p>	<p>1. Talk about:</p> <ul style="list-style-type: none">• holidays and celebration• months of the year and birthdays <p>2. Tell where someone comes from using the verb venir</p> <p>3. Count using numbers from 101 to 999,999</p> <p>4. Ask for and give the date</p> <p>5. Describe festival in Nicaragua</p> <p>6. Discuss Ruben Dario</p>	<p>1. Celebrations, days of the week, months of the year, seasons, expressions to talk about days and birthdays, numbers 100 and up TB (p. 223-224) TB (p. 232-233) Link to Quizlet: TB p. 223 <u>Practice</u> TB (p. 224/ #1-3) TB</p>	<p>1. Verb “venir” TB p. 226 <u>Practice</u> TB (p. 226- 227/ #7-10) WB (p. 97-98/ #3-5) GV (p. 66-67/ #3-5)</p> <p>2. Use of present tense to indicate future TB (p. 228) <u>Practice</u> TB (p. 228-229/ #11-13) GV (p. 68/ #6)</p> <p>3. Asking for and giving the date TB (p. 238)</p>	<p>1. Reading about Nicaragua (Spanish) TB (p. 230)</p> <p>2. Answer comprehension questions TB (p. 241- 242)</p> <p>3. Answer comprehension questions TB (p. 242)</p>	<p>1. Suggested activity: Create a November calendar with the month celebrations and students’ birthdates.</p> <p>2. Students create a collage of their favorite holiday with captions (Use Google Drawings)</p> <p>3. Flipgrid: Create an entry for students</p>

		3.2	and the annual celebration in his honor	(p. 234/ #18-21) WB (p. 95-96/ #1-2) GV (p. 65/ #1-2)	<u>Practice</u> TB (p. 239/ #30-32) WB (p. 104 / #12) GV (p. 71-72/ #11-13) <u>Practice</u> (p. 240/ #33)		to respond to the Essential question. 4. Keynote: Students research special holidays in different Spanish-speaking countries. TB (p. 246/ D)
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Suggested Strategies:

Students can use a variety of apps to make this project more interesting: Imovie, Book creator, Keynote.
Padlet to gather information.

End of Unit Project (Date): 12/14-12/121

UNIT 2
Research Celebrations in the Countries visited during this Unit: Puerto Rico, República Dominicana, Costa Rica, Nicaragua.
Choose one holiday and find out how it is celebrated in the different countries, compare and contrast. Include information about traditions that make the holiday unique, special foods or clothing involved in the celebration.

UNIT 3 Mi Casa es su Casa

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Writing/Reading	Blended Learning
UNIT 3 8-10 weeks (Jan. 8th- March 8th) Wk 1 of 7 (p. 250-270) Ch 6A Mi casa es su casa: Venezuela y Colombia	EQ: What does a house and its contents tell us about the people who live there? -Qué hay en la cocina? -?Qué hay en la mesa?	1.1 1.2 1.3	1. Identify items in the kitchen and dining room 2. Express obligation using tener que and deber 3. Talk about plans and preferences using stem-changing verb (e-ie)	1. Items in the kitchen, how to name those items in different countries, expressions to talk about plans you have, verb poner. TB (p. 250-251) <u>Practice</u> TB (p. 252) WB (p. #1-2) GV (p. / #1) 2. What's on the table, expressions to ask someone to pass something at the table 3. Link to quizlet: TB (p. 250) <u>Practice</u> TB (p. 261) WB (p. 112-114/ #10-12) GV (p.80 /#10-12)	4. expressing obligations with tener que and deber TB (p. 254) <u>Practice</u> WB (p.108 / #3) GV (p.74/ #2-3) 5. stem-changing verbs Link to Grammar lesson TB (p. 255) <u>Practice</u> TB (p. 256-257) WB (p.108-110 / #4-7) GV (p.76-79/ #4-9) 6. Demonstrative Adjectives TB (p. 263) <u>Practice</u> TB (p. 264-265) WB (p. 113-115 / #13-16) GV (p. 82/ #13)		1. Google drawings: Design a kitchen and label each item. Choose a country and using the “en otros países” section, label the different items with the appropriate term. 2. Google Drawings or Keynote: .Ask students to find and create a collage on what people eat in different Spanish speaking countries to accompany a meal: include Colombia and Venezuela 3. Koma-Koma/imovie Have students create a short grammar video explaining the lesson.

<div>UNIT 3</div> <div>Wk 2 of 7</div> <div>(p. 272-297)</div> <div>Ch 6B</div> <div>Mi casa es su casa: Venezuela y Colombia</div>	<div>EQ: What does a house and its contents tell us about the people who live there?</div> <div>-Qué hay en la cocina?</div> <div>-¿Qué hay en la mesa?</div> <div>-La casa de Julián</div> <div>-Un día con Verónica</div>	<div>1.1</div> <div>1.2</div> <div>1.3</div> <div>2.2</div>	<div>1. Identify rooms and floors</div> <div>2. Report what other people say using the verb decir</div> <div>3. Express wishes using querer and gustaria</div> <div>4. Describe housing styles in Colombia</div> <div>5. Tell how i and others feel using expressions with tener</div> <div>6. Make requests using stem-changing verbs (e-i)</div> <div>7. Recognize when you use pedir and preguntar</div> <div>8. Read and discuss a poem by Rafael Pombo</div>	<div>1. Parts of the house, expressions to describe your room, to start and to close a letter link to quizlet TB (p. 272)</div> <div>Practice</div> <div>TB (p. 272-273)</div> <div>WB (p.116-117 /#1-3)</div> <div>GV (p. 83-84 /#1-4)</div> <div>2. Expressions using tener + adjective: tengo hambre, tengo calor, tengo miedo, frío, sueño, etc</div> <div>TB (p. 282-283)</div> <div>link to quizlet TB (p. 272)</div> <div>Practice</div> <div>TB (p. 283-284)</div> <div>WB (p.122-123 /#9-11)</div> <div>GV (p. 86-87/#7-8)</div>	<div>1. Stem-changing verbs: decir TB (p. 276)</div> <div>Link to video TB (p. 255)</div> <div>Practice</div> <div>TB (p. 276)</div> <div>WB (p. 118-119 #4-6)</div> <div>GV (p. 84-86/ #5)</div> <div>2. Expressing wishes with querer and gustaría TB (p. 278)</div> <div>Practice</div> <div>TB (p. 278-279)</div> <div>GV (p. 86/#6)</div> <div>3. Stem changing verbs e→i Verbs: pedir- link to grammar video TB (p. 287)</div> <div>Practice</div> <div>TB (p. 287-288)</div> <div>WB (p. 114-115/#13-15)</div> <div>GV (p. 89-90/#10-12)</div>	<div>1. Google Drawings:</div> <div>Students create and label a floor plant of the house being described on TB (p. 272) using the descriptions and their own imagination.</div> <div>2. Seesaw or Chatterpix:</div> <div>Students can write a description of their ideal house and read it using . TB (p. 279 /#15)</div>	<div>1. Google drawings:</div> <div>Students illustrate each situation and add the appropriate expression using . TB (p. 284 / #24)</div>
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<div>UNIT 3</div> <div>Wk 3 of 7</div> <div>(p. 288-297)</div> <div>Ch 6A/B</div> <div>Mi casa es su casa: Venezuela y Colombia</div>	<div>EQ: What does a house and its contents tell us about the people who live there?</div> <div>-La casa de Julián</div> <div>-Un día con Verónica</div>	<div>2.2</div> <div>3.1</div> <div>3.2</div>	<div>1. Describe:</div> <div><ul style="list-style-type: none">different types of housing in Venezuelatable settingstalk about typical Venezuelan foodsvarious geographic regions of Venezuela</div>	<div>1. Review:practice activities/ link to games</div> <div>TB (p. 270)</div> <div>Quiz:</div> <div>Quizzes (p. 45-49)</div>	<div>1. Review: practice activities/ link to games</div> <div>TB (p. 293)</div> <div>Quiz:</div> <div>Quizzes (p. 50-55)</div>	<div>1. Venezuela</div> <div>Los venezolanos y sus casas (English)</div> <div>TB (p. 258)</div> <div>Comprensión and analiza questions.</div> <div>TB (p. 258)</div> <div>WB (p. / #8-9)</div> <div>2. Colombia</div> <div>Las diferentes casas Colombianas</div> <div>TB (p. 280)</div> <div>Answer comprensión and analiza questions</div> <div>TB (p. 280 /#17-18)</div> <div>WB (p.120-121/ #7-8)</div>	<div>1. Dos viviendas</div> <div>Venezolanas:</div> <div>TB (p. 267/ #30)</div> <div>Students can create a slideshow using Keynote and share this activity with classmates using SeeSaw</div> <div>2. Students write a summary using a map, illustrations and short sentences.</div> <div>3. Google my maps: drop a pin on each one of the locations in Colombia the article describes. Include pictures of the houses described. Each picture needs a caption describing style and color.</div>
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<div>UNIT 3</div> <div>Wk 4 of 7</div> <div>(p. 299-314)</div> <div>Ch 7A</div> <div>Las diversiones de todo el ano: Argentina y Chile</div>	<div>EQ: How does geography affect the sport and leisure of a nation?</div> <div>-Las diversiones</div> <div>-En mi tiempo libre</div>	<div>1.2</div> <div>2.1</div> <div>2.2</div>	<div>1. Talk about leisure activities</div> <div>2. Use -o to -ue stem-changing verbs</div> <div>3. Say how long something has been happening right now using the present progressive</div>	<div>4. Leisure activities, Expressions to talk about things you are going to do, things you would like to do, shows you would like to watch.</div> <div>Link to quizlet</div> <div>TB (p 300-301)</div> <div>Practice</div> <div>TB (p. 301-302)</div> <div>WB (p. 126-127/ #1-2)</div> <div>GB (p.91-92/ #1-3)</div> <div>5. free time, expressions to suggest going out.</div> <div>TB (p. 308-309)</div> <div>Link to quizlet</div> <div>TB (p. 300)</div> <div>Practice</div> <div>TB (p. 309)</div> <div>WB (p. 132/ #9-10)</div> <div>GV (p. / #7-8)</div>	<div>1. Stem-changing verbs o→ue, u→ue</div> <div>Verbs: poder, jugar, costar, recordar, volver</div> <div>TB (p. 304)</div> <div>link to Grammar lesson</div> <div>TB (p. 304)</div> <div>Practice</div> <div>TB (p 304-305)</div> <div>WB (p. / #3-6)</div> <div>GV (p. / #4-6)</div> <div>2. Expresiones con hace</div> <div>TB (p. 311)</div> <div>Practice</div> <div>TB (p 311-312)</div> <div>WB (p. 123-124/ #11-12)</div> <div>GV(p. 88-89/ #9-10)</div> <div>3. Saying what is happening: present progressive-</div> <div>Link to video</div> <div>TB (p. 313)</div> <div>Practice</div> <div>TB (p. 313-314)</div> <div>WB (p. 114 /#13)</div> <div>GV (p. 99-101 /#11-13)</div>		
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<div>UNIT 3</div> <div>Wk 5 of 7</div> <div>(p. 316-322)</div> <div>Ch 7A</div> <div>Las diversiones de todo el ano: Argentina y Chile</div>	<div>EQ: How does geography affect the sport and leisure of a nation?</div> <div>-las diversiones</div>	<div>1.2</div> <div>1.3</div> <div>1.1</div>	<div>1. Discuss popular sports in Argentina</div> <div>2. Discuss Argentina, its geography, and pastimes</div>		<div>1. Using the present progressive with direct object pronouns</div> <div>Link to grammar video</div> <div>TB (p. 316)</div> <div>Practice</div> <div>TB (p 316-317)</div> <div>WB (p. 135/ #14)</div> <div>GV (p. 102/ #14)</div> <div>2. Review Link to games</div> <div>TB (p. 321)</div> <div>3. Quiz</div> <div>Quizzes (p. 55-59)</div>	<div>1. Shared slideshow:</div> <div>TB (p. 317/ #34):</div> <div>instead of your classmates, write what your favorite famous person is doing. Insert a picture and a caption on your slide.</div> <div>2. Argentina, un país de mucha variedad</div> <div>TB (p. 306)</div> <div>Comprensión and analiza questions</div> <div>TB (p. 306)</div> <div>WB (p.130-131 /#7-8)</div> <div>3. Los deportes en Argentina</div> <div>TB (p. 319)</div> <div>Comprensión and analiza questions</div> <div>TB (p. 319)</div> <div>Extensión</div> <div>(p. 320 / #41)</div> <div>Use Keynote, Imovie and narrate your work.</div>	<div>1. Google My Maps:</div> <div>Students drop pins on a map and write captions and look for pictures for all the areas the article talks about . Add leisure activities that go with each region described.</div>
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<div>UNIT 3</div> <div>Wk 6 of 7</div> <div>(p. 323-336)</div> <div>Ch 7B</div> <div>Las diversiones de todo el ano: Argentina y Chile</div>	<div>EQ: How does geography affect the sport and leisure of a nation?</div> <div>-Cuándo son las estaciones en Chile?</div> <div>-Qué tiempo hace para los deportistas?</div>	<div>1.2</div> <div>1.3</div>	<div>1. Talk about seasons and weather</div> <div>2. Use:</div> <div><ul style="list-style-type: none">verbs with special accentuation like esquiar, enviar, and continuarthe present tense of dar and ponerordinal numbers to indicate order</div> <div>3. Identify people who participate in sports using -dor(a) and -ista</div>	<div>4. Seasons, months of the year, expressions to talk about sharing information</div> <div>Link to quizlet</div> <div>TB (p. 323-324)</div> <div>Practice</div> <div>TB (p. 324)</div> <div>WB (p.136-137 / #1-3)</div> <div>GV (p. 193-194/ #1-2)</div> <div>5. Weather, ordinal numbers, sports, expressions to talk about the weather.</div> <div>Link to quizlet</div> <div>TB (p. 332-333)</div> <div>Practice</div> <div>TB (p 333-334)</div> <div>WB (p. / #10-12)</div> <div>GV (p. / #6-9)</div>	<div>1. Verbs that require special accentuation</div> <div>TB (p. 326)</div> <div>Practice</div> <div>TB (p. 326-327)</div> <div>WB (p. 138/ #4-5)</div> <div>GV (p. 105/ #3)</div> <div>2. Describing people using -dor and -ista</div> <div>TB (p. 335)</div> <div>Practice</div> <div>TB (p. 335-336)</div> <div>WB (p. 143/ #13)</div> <div>GV (p. 110/ #10)</div>	<div>1. Shared slideshow:</div> <div>Each student think about a famous athlete, insert a picture of the person and include a brief description: Name, sport played, country of origin.</div>
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<div>UNIT 3</div> <div>Wk 7 of 7</div> <div>(p. 337-347)</div> <div>Ch 7B</div> <div>Las diversiones de todo el ano: Argentina y Chile</div>	<div>EQ: How does geography affect the sport and leisure of a nation?</div> <div>-Cuándo son las estaciones en Chile?</div> <div>-Qué tiempo hace para los deportistas?</div>	<div>1.2</div> <div>1.3</div>	<div>1. Discuss how Chile’s geography affects its sport and leisure activities</div> <div>2. Discuss the island of Rapa Nui and its inhabitants</div>	<div>Link to games</div> <div>TB (p. 343)</div>	<div>Quizzes (p. 60-65)</div>	<div>1. La geografía y la identidad Chilena.Listen to the article, practice fluency, record the reading on Seesaw</div> <div>TB (p. 330)</div> <div>WB (p. 140/ #8-9)</div> <div>Answer comprensión and analiza questions</div> <div>TB (p. 330)</div> <div>2. Rapa Nui</div> <div>TB (p. 341)</div> <div>Pre reading activities</div> <div>TB (p. 341)</div> <div>Comprensión and Analiza sections</div> <div>TB (p. 342)</div> <div>Flipgrid: react to the essential question.</div>	<div>1. Write a summary using google my maps: Drop a pin on each one of the locations the text describes, attach pictures of the places and the activities that can be done in each place. Give students sentence frames</div> <div>2. Students write a postcard about their journey to Rapa Nui.</div> <div>3. Google Drawings: Create the front and back of a postcard.</div>
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Suggested Strategies:

Suggested apps: Keynote/Imovie/garageband
Green screen to take pictures to add to their presentation.

End of Unit Project (Date of Completion): March 01-March 12
UNIT 3

Students will create a rental ad in the city/ country of their choice visited during this unit (Colombia, Venezuela, Argentina, Chile). They will include information about the house (physical description), the area (weather, geography) and leisure activities for prospective renters.

UNIT 4 La Rutina Diaria y Vamos de Compras

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Writing/Reading	Blended Learning
UNIT 4 8-10 Weeks (March 11th-June 7th) Wk 1 of 7 <p>(p. 349-370)</p> Ch 8A La rutina diaria: España	EQ: How do routines inside and outside the home reflect cultural values? -Haciendo quehaceres -Mucho por hacer	1.2 1.3	1. Talk about the household chores 2. Use the indirect objects pronouns to say whom or for whom something is done 3. Discuss daily life in Spain for adults and teenagers 4. Talk about party preparation	1. Daily chores: quehaceres TB (p. 350-351) Link to quizlet TB(p. 350) <u>Practice:</u> TB (p 351) WB (p. 146/ #1) GV (p. 136/ #1-2) 2. Chores related to party preparations TB (p. 362) Link to quizlet TB (p. 350) <u>Practice:</u> TB (p. 363) WB (p. / #9) GV (p. 141-142/# 9-10)	1. Indirect Object Pronouns TB (p. 354-355) Link to grammar video: TB (p. 355) <u>Practice:</u> TB (p. 356-357) WB (p.147-149/#2-5) GV(p.114-118 /#3-7) 2. Present Tense of oír and traer TB (p. 365) <u>Practice:</u> TB (p. 365-366) WB (p. 154-155/ #10-11) GV (p.120-121/ #11-12)	1. Google Drawings: Make a list of chores you do during the week, make sure to include your daily chores and the time you do them. Illustrate your work and make sure you write a different one for each day. 2. Play Spanish music and pause to ask students what instruments they can hear.	3. Google slides: Students work in pairs to create a dialogue using indirect object pronouns. Their dialogues should take place in different contexts: class, cafeteria, mall, movie theater, etc.

<div><div><div>UNIT 4</div><div>Wk 2 of 7</div></div><div><div>(p. 374-395)</div><div>Ch 8A/B</div><div>La rutina diaria: España</div></div></div>	<div>EQ: How do routines inside and outside the home reflect cultural values?</div> <div><div>-Haciendo quehaceres</div><div>-Mucho por hacer</div></div>
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<div>UNIT 4</div> <div>Wk 3 of 7</div> <div>(p. 374-395)</div> <div>Ch 8B</div> <div>La rutina diaria: España</div>	<div>EQ: How do routines inside and outside the home reflect cultural values?</div> <div>-¡al supermercado!</div> <div>-¡Al mercado!</div>	<div>1.1</div> <div>1.2</div> <div>1.3</div>	<div>1. Identify and describe foods</div> <div>2. Talk about preparing a meal</div> <div>3. Make comparisons</div> <div>4. talk about a typical Sunday in Spain</div> <div>5. Describe where the Spaniards shop for food</div> <div>6. Purchase food at a market</div> <div>7. Use the preterite tense of dar and estar</div> <div>8. Read and discuss a popular Spanish short story</div>	<div>1. Food//buy products at a market</div> <div>TB (p. 386-387)</div> <div>Link to quizlet (p. 374)</div> <div>Practice:</div> <div>TB (p 387-388)</div> <div>WB (p. 164-165/ #9-10)</div> <div>GV (p. 131-133 /#11-13)</div> <div>Quiz 8A/8B: Quizzes, (p. 64-71)</div>	<div>1. Preterite Tense of dar and estar</div> <div>TB (p. 390)</div> <div>Link to Grammar video</div> <div>-preterite tense of regular -ar verbs</div> <div>TB (p. 367)</div> <div>Practice:</div> <div>TB (p. 390- 391)</div> <div>WB (p.165-167 /#11-13)</div> <div>GV (p. 133-134 /#14-15)</div>	<div>1. ¿Cómo viven los chicos españoles?</div> <div>TB (p. 361)</div> <div>Read, look for unfamiliar words, complete comprensión and analiza sections on TB (p. 361)</div> <div>Writing:</div> <div>2. Prepare a collage with illustrations showing how young people live in Spain using google drawings. Make sure you write a caption underneath each illustration. Include all examples given in the text.</div> <div>.</div>	<div>1. Los Domingos en casa en España</div> <div>TB (p. 384)</div> <div>Comprensión and analiza sections</div> <div>2. Google My Maps: Gastronomía en las regiones de España: Research dishes for different regions in Spain (give students a list of regions) Have them list main ingredients on each dish. Students are to drop a pin in each region, add a picture of the dish and name some of the ingredients</div> <div>3. I-Culture: Additional resources: Passport I-Culture/ I-video: Videos about Spain</div>
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<div>UNIT 4</div> <div>Wk 4 of 7</div> <div>(p. 401-428)</div> <div>Ch 9A</div> <div>Vamos de compras!: Panamá y Ecuador</div>	<div>EQ: What can you learn about a country from the products and services it provides?</div> <div>-Ropa para todos</div> <div>-Artículos para todos</div>		<div>1. Describe clothing in terms of color and fabric</div> <div>2. Identify parts of the body</div> <div>3. Use adjectives as nouns</div> <div>4. Talk about the past using the past using the preterite tense of -er and -ir verbs</div> <div>5. Talk about shopping for clothing</div> <div>6. Use the preterite of ir and ser</div> <div>7. Use the affirmative and negative expressions in conversions</div> <div>8. Read about and discuss a shopping mall in panama</div>	<div>1. Clothing, expressions to talk about clothing items, body parts, colors</div> <div>TB (p. 402,403)</div> <div>Link to quizlet TB (p. 402)</div> <div>Practice</div> <div>TB (p. 403-404)</div> <div>WB(p.168-170 /#1-3)</div> <div>GV(p.136-137 /#1-4)</div> <div>2. Shopping</div> <div>TB (p 414-415)</div> <div>Link to quizlet TB (p. 402)</div> <div>Practice</div> <div>TB (p. 415-416)</div> <div>WB (p. 176/ #10)</div> <div>GV (p. 141/ #9)</div>	<div>1. Preterite Tense of -er and -ir verbs</div> <div>TB (p. 409)</div> <div>Link to grammar video: TB (p. 409)</div> <div>Practice</div> <div>TB (p. 410-411)</div> <div>WB (p.172-173 /#5-7)</div> <div>GV (p. 139-140 /#6-8)</div> <div>2. Preterite Tense of ir and ser TB (p. 417)</div> <div>Practice</div> <div>TB (p. 418- 419)</div> <div>WB (p. 177/#11-12)</div> <div>GV (p.142-143 / #10-12)</div>	<div>1. Suggested activity to practice grammar preterite tense verbs: TB (p. 411 #18)</div> <div>2. Students get in pairs to practice dialogues using verbs in the preterite tense.</div>	<div>1. Koma-Koma:</div> <div>Students illustrate several sentences using both verbs in the preterite tense. Students change the context and illustrations and keep the verb using Koma-Koma to create a short video.</div>
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Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Reading/Writing	Blended Learning
UNIT 4 Wk 5 of 7 (p.401-428) Ch 9A Vamos de compras!: Panamá y Ecuador	EQ: What can you learn about a country from the products and services it provides? -Ropa para todos -Artículos para todos	1.1 1.2 1.3	1. Talk about the Panama Canal and the products and services that Panama provides		1. Affirmative and Negative words TB p. 420, 421 <u>Practice</u> TB p 421,422 WB (p. 178 /#13-14) GV (p. 144-145 /#13-14)	1. Reading/writing El Canal de Panamá TB p. 413 Preview the reading with videos: El canal en 5 minutos Time lapse Discovery channel. El Canal en espanol Read, Answer comprehension and analiza questions 2. Students describe a boat trip through the canal de Panamá. TB (p. 423 /#40) Additional resources:l-culture videos	1. Quizlet : Students create a memory game by making pairs of cards. They can use quizlet or paper cards. -They can present their work using keynote and Imovie where they can narrate their trip. Each slide should have illustrations and captions

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Reading/Writing	Blended Learning
UNIT 4 Wk 6 of 7 (p.428-453) Ch 9B ¡Vamos de compras!: Panamá y Ecuador	EQ: What can you learn about a country from the products and services it provides? -Regalos para todos -Vamos a pagar	1.1 1.2 1.3	2. Talk about gifts and accessories 3. Use diminutives to express affection or size 4. Use the preterite of leer, oír, ver,decir, hacer, and tener 5. Discuss the connection between Ecuador's geography and the products and services it provides 6. Talk about the prices and payment practices in a store 7. Read about and discuss el Mercado de Otavalo	TB p. 428-429 Vocabulary about presents expressions to talk about buying presents Link to quizlet TB p. 428 Practice; TB p. 429, 430 WB#1-3 GV #1-3	2. Preterite of leer, oír, ver, decir, hacer, tener TB (p. 433) Link to Grammar video: TB (p. 409) 3. preterite tense of regular -er and -ir verbs <u>Practice</u> TB (p. 434-435) WB (p.180-181 /#4-5) GV (p. 163 /#4) Quizzes (p. 77, #3)		Students practice the quiz until they get all answers correctly, they take the real quiz the next day on Goformative (for do now)

Units (#of weeks)	Topics	Standards	Objectives	Vocabulary	Grammar	Reading/Writing	Blended Learning
UNIT 4 Wk 7 of 7 (p.438-453) Ch 9B ¡Vamos de compras!: Panamá y Ecuador	EQ: What can you learn about a country from the products and services it provides? -Regalos para todos -Vamos a pagar	1.1 1.2 1.3	1. Talk about gifts and accessories 2. Use diminutives to express affection or size 3. Use the preterite of leer, oír, ver,decir, hacer, and tener 4. Discuss the connection between Ecuador's geography and the products and services it provides 5. Talk about the prices and payment practices in a store 6. Read about and discuss el Mercado de Otavalo	1. Vocabulary to talk about shopping TB (p. 438,439) Link to quizlet TB (p. 428) <u>Practice</u> TB (p. 439, 440) WB (p. 187 /#12-13)	1. Using Prepositions TB p. 442 <u>Practice</u> TB (p. 444-445) WB (p. 188 /#14) GV (p. 143-144 /#11-13) Quizzes p. 79 #6 Review vocabulary and grammar: link to games TB (p. 449)	1. Los productos de Ecuador TB (p. 436) Reading/ answer comprensión and analiza questions	1. Seesaw/Google Drawings: Students summarize main ideas from the reading and use illustrations with captions to write their summary.

Suggested Strategies:

Students can use Book Creator to create a book comparing the three markets using complete sentences and illustrations. They should also include voice and narrate the content. Students share their work on Seesaw and look at each other's work and make positive comments about the content: Provide them with sentence frames for the comments.

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End of Unit Project (Date of Completion): May 24-June 5th

Research famous markets in Perú (Pisac), Ecuador (Otavalo) , Spain (Rastro, Madrid). Compare and contrast the three using diagrams or charts to make comparisons clear. Include characteristics such as who buys their products sold, location, days and hours of operation, and any additional services or attractions offered by the markets that make them similar to or different from the others.