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| **Chapter & Time Frame** | **Standards (ACTFL)** | **Objectives** | **Grammar** | **Vocabulary** | **Culture** | **Assessments** |
| Personal descriptions and fashion – 23 days | 1.1, 1.2, 1.3, 2.1, 2,1, 3.1, 4.1, 4.2, 5.1, | Describe people’s personalities  Describe people’s physical features  Discuss likes, dislikes, things that bother you, things you hate, things that interest you, and things that fascinate you  Describe clothing and its material  Use direct and indirect object pronouns  Compare and contrast people, objects, and clothing | Regular present tense  Present tense stem changers  Reflexive verbs  Verbs like gustar: interesar, molestar, fascinar, detester, caer bien/mal  Direct object pronouns  Indirect object pronoun s  Double Object pronouns | Clothing  Materials  Adjectives that describe clothing  Likes and dislikes  Personality adjectives  Words that describe physical appearances  Comparisons (i.e. the most, the worst, the least, etc.)  Interactions (i.e. discuss, influence, have in common, etc.) | Oscar de la Renta | Acrostic  Worksheets  Quizzes  Tests  Project: fashion show |
| Unit 1 Lesson 1: Vamos a acampar – 24 days | 1.1, 1.2, 1.3, 2.1, 2.2, 3.1. 4.1, 4.2, 5.1 | Describe a camping trip  Talk about what you did with your friends  Use the preterit  Talk about nature | Regular preterit  Irregular preterit  Stem changing preterit | Camping, hiking, and outdoor activities  Nature and travel | Gerardo Murillo  Nature and art  Monterrey and national parks  Octavio Paz | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test  -Project: Travel brochure and commercial/PSA |
| Unit 1 Lesson 2: Vamos a la playa – 12 days | 1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 | Talk about family vacations  Discuss skills and abilities  Describe a place and its climate  Use the imperfect and preterit to talk about past events | Regular imperfect  Irregular imperfect  Saber vs. conocer  Preterit vs. imperfect | Family relationships  Beach and water activities  Travel | Cliff divers in Acapulco  Artists and family paintings  Laura Esquivel | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test |
| Unit 2 Lesson 1: todos para uno y uno para todos – 14 days | 1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1 | Describe volunteer activities  Organize people to do a project  Persuade or influence others  Use polite, tú, ud, uds, and nosotros commands  Advertise projects | Tú commands  Ud, uds, and nosotros commands | Volunteer activities and opportunities  Doing a project  Advertising | El museo del barrio  Pablo O’Higgins  Roberto G Fernández | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test  -Project: environmental problems and solutions |
| Unit 2 Lesson 2: como nos organizamos – 18 days | 1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1 | Make requests and recommendations  Express opinions  Talk about media and the community  Use the impersonal “se”  Use pronouns with commands  Use impersonal expressions and infinitives | Pronouns with commands  Impersonal expression + infinitive  Impersonal “se” | Requests and recommendations  Media: newspapers and television | Carlos Santana  Spanish newspapers in the USA  Sandra Cisneros | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test  -Project: create a newspaper |
| Unit 3 Lesson 1: como sera el futuro – 18 days | 1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1 | Discuss the impact of technology  Express environmental concerns and possibilities  Make predications about the future and discuss causes and effects  Use por and para to mean “for”  Use the future and conditional | Future  Conditional  Por and para | Technology and the future  Environmental concerns  Social responsibilities | Lake Nicaragua  Endangered species  Carlos Balaguer | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test |
| Unit 3 Lesson 2: por un futuro mejor – 13 days | 1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 | Discuss obligations and responsibilities  Present and support an opinion  Express a point of view and make recommendations  Use the subjunctive to refer to “WEDDING” (Wishes Emotion Doubt Denial Impersonal expressions Negation God) | Present subjunctive of regular verbs  Irregular subjunctive | Progress  Social awareness  Presenting and supporting opinions | Panama Canal  José Antonio Velásquez  Arte ingenuo  Maya civilization  Mayan legends | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test |
| Unit 4 Lesson 1: quien te inspira – 9 days | 1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 | Describe people  Tell others what to do  Express wishes and dislikes  Us the subjunctive to refer to “WEDDING” | Subjunctive with verbs of influence (want, require, demand, etc)  Subjunctive with Ojalá and hope  Suffixes | Describing others – personality  Professions  Advice | Roberto Clemente  Juan Luis Guerra  Esmeralda Santiago | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test  -Project: |
| Unit 4 Lesson 2: quienes son los heroes – 9 days | 1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 | Describe people and things  Express doubt, denial, and disbelief  Express positive and negative emotions  Use the subjunctive to refer to “WEDDING” | Subjunctive with doubt  Subjunctive with emotions | Expressing positive and negative emotions  More professions  Supporting opinions  People in action | Amelia Peláez  Paintings of heroes – everyday people  Óscar Ortiz  Julia Álvarez | -Text book assignments  -Worksheets (did you get it papers)  -Workbook pages  -Speaking activities  -Quizzes  -Chapter test  -Project: |
| Cuentame: folklorico y fabulas (book of short stories) – 17 days | 1.2, 2.1, 3.1, 3.2, 5.1, 5.2 | Read, understand, and interpret written literature | Past participle as adjectives | Vocabulary words specific to each story in the book. | The writers and countries of origin for each story. | -Pre – reading activities  -post reading activities  -quizzes on each story  -test on literary terms |

\*Note: I have added lesson plans in my personal curriculum for: Dia de los Muertos, Carnaval and cinco de mayo

\*\*Note: All time frames are approximate. Additional days may need to be added.

\*\*\*\*Note: The final chapter may be expanded. I didn’t give sufficient time for each of the stories. There are 12 in total, which would be 24 days, plus the literature exam.

\*\*\*\*\*Note: The final exam will be a cumulative project. Students may either write their own lyrics to teach a grammar topic and then create a video. Or, they may do the party project. They will plan a party and include a menu, a contract for the DJ, caterer, photographer, seating arrangements, and invitation, and a toast.