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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 materialUse direct and indirect object pronounsCompare and contrast people, objects, and clothing  | Regular present tensePresent tense stem changersReflexive verbs Verbs like gustar: interesar, molestar, fascinar, detester, caer bien/malDirect object pronounsIndirect object pronoun sDouble Object pronouns | ClothingMaterialsAdjectives that describe clothingLikes and dislikesPersonality adjectivesWords that describe physical appearancesComparisons (i.e. the most, the worst, the least, etc.)Interactions (i.e. discuss, influence, have in common, etc.) | Oscar de la Renta | AcrosticWorksheetsQuizzesTests 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 tripTalk about what you did with your friendsUse the preteritTalk about nature | Regular preteritIrregular preterit Stem changing preterit | Camping, hiking, and outdoor activities Nature and travel  | Gerardo Murillo Nature and artMonterrey 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 imperfectIrregular imperfect Saber vs. conocerPreterit vs. imperfect  | Family relationships Beach and water activities Travel  | Cliff divers in Acapulco Artists and family paintingsLaura 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 othersUse 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 recommendationsExpress 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 recommendationsMedia: newspapers and television  | Carlos Santana Spanish newspapers in the USASandra 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 effectsUse por and para to mean “for” Use the future and conditional  | Future Conditional Por and para  | Technology and the future Environmental concernsSocial 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  | ProgressSocial awarenessPresenting 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 peopleTell 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 disbeliefExpress positive and negative emotions Use the subjunctive to refer to “WEDDING” | Subjunctive with doubtSubjunctive with emotions |  Expressing positive and negative emotionsMore professions Supporting opinionsPeople in action | Amelia PeláezPaintings 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.