

Expectations and Outcomes

Grade Level/Course: 9-12

Content Area: World Language

Unit Title	Guarantees
Preliminary Lesson # 1	<ul style="list-style-type: none"> • Culture: Learn about New York City’s population and its cultural celebrations. • Present and practice vocabulary: greetings and saying goodbye. • Learn to say names in Spanish. • Pronunciation: Learn about the letter h in Spanish. • Present and practice greetings and making introductions. • Culture: Discuss the murals of Manuel Vega. • Practice asking someone’s name. • To learn and say the Spanish alphabet. • To practice spelling words in Spanish. • To practice pronouncing the Spanish vowels a, e, i, o, u. • Tarea semanal
Preliminary Lesson #2	<ul style="list-style-type: none"> • Learn the names of countries in the Spanish-speaking world. • Teach and practice saying where someone is from. • Practice identifying countries in a map of Latin America. • To say the numbers from zero to ten. • To exchange phone numbers. • Learn and practice the days of the week. • Learn and practice weather expressions. • Teach and practice saying where someone is from. • Practice identifying countries in a map of Latin America. • Tarea semanal
Unit 1, Lesson 1	<ul style="list-style-type: none"> • Culture: compare everyday activities. • Present and practice vocabulary about everyday activities, snack foods, and likes and dislikes. • State preferences about favorite activities.

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	<ul style="list-style-type: none"> • Understand what others say about activities. • Practice talking about activities they and others like to do. • Recycle: weather expressions • Present and practice subject pronouns and the verb ser. • Practice using ser de + location to tell where someone is from. • Practice the verb ser in context. • Culture: discussion of a well-known Latino award show in Miami. • Practice names of Latin American countries. • Present and practice gustar + infinitives. • Present personal a + noun/pronoun. • Compare pronunciation of the letters p and t in Spanish and English. • Read and compare what students in another school like to do. • Read about Hernando de Soto's exploration of the US • Use surveys to talk about favorite • Tarea semanal
Unit 1, lesson 2	<ul style="list-style-type: none"> • Teach about Hispanic culture in the U.S. • Present and practice vocabulary: adjectives, likes and dislikes. • Recycle: ser to describe people • Understand and practice vocabulary in context: descriptive words. • Culture: Compare Mexican and Tex-Mex food. • Present and practice definite and indefinite articles. • Recycle: snack foods, gustar + infinitive • Practice using definite and indefinite articles to talk about people. • Teach the pronunciation of the letter ñ. • Recycle: after-school activities, • Present and practice noun-adjective agreement. • Practice using adjectives to describe people. • Culture: Recognize or discuss the influence of cultural traditions on an artist's work. • Use definite, indefinite articles, adjectives to tell what someone is like. • Read and discuss things to do in San Antonio and Miami. • Compare what teenagers like to do. • Learn why traditional Hispanic dishes change when prepared in the U.S.

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	<ul style="list-style-type: none"> • Review describing what someone is like using ser. • Review using articles, and descriptive adjectives to talk about people. • Review article-noun agreement and noun-adjective agreement. • Read three personal accounts about personal descriptions and favorite activities. • Compare favorite activities of teens with your favorite activities • Tarea semanal
Unit 2, Lesson 1	<ul style="list-style-type: none"> • Introduce lesson theme: Somos estudiantes. • Learn about Mexican culture. • Present and practice vocabulary: time, class schedules, numbers, subjects, classroom activities. • Talk about daily routines. • Practice words for telling the time. • Present and practice the verb tener. • Practice lesson vocabulary and expressions of frequency. • Recycle: after school activities • •Practice using tener and tener que to talk daily activities on different days of the week. • Recycle: Days of the week • Present and practice the present tense of regular -ar verbs • Compare English equivalencies. • Practice pronouncing the ch combination. • Practice tener and –ar verbs • Review school activities vocabulary • Read about and discuss a school in Mexico. • Make cultural comparisons. • Analyze an antique map to learn about an ancient Mexican city • Tarea semanal
Unit 2, lesson 2	<ul style="list-style-type: none"> • Teach classroom vocabulary. • Teach expressions with the verbs estar and ir • Identify words for after school activities. • Describe classes and classroom objects. • Recycle: class subjects, • Present and practice the uses of the verb estar.

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	<ul style="list-style-type: none"> • Practice vocabulary to express feelings. • Practice prepositions of place. • Practice estar in context. • Present and practice the verb ir. • Practice naming places in school. • Practice pronouncing the difference sounds of the letter “d”. • Read and discuss descriptions of favorite classes. • Read about yarn painting in Mexico and rock drawing in the Dominican Republic • Read personal narratives about school and classes in three different countries. • Have students compare the favorite classes of the authors with their own favorite classes. • Ask students to write about their school schedule • Tarea semanal
Unit 3, lesson 1	<ul style="list-style-type: none"> • Teach about Puerto Rican culture. • Teach students to express what they like to eat for breakfast, lunch, and dinner. • Recycle: the verb gustar with an infinitive • Present and practice interrogative words. • Recycle: snack foods • Present and practice using gustar with nouns. • Pronunciation: the letters r and rr. • Recycle: gustar with infinitives. • Teach students learn to use gustar to express likes and dislikes. • Practice using this structure with foods. • Present and practice present tense –er, –ir verbs. • Introduce the verb hacer and connect it to –er verbs. • Recycle: the verb estar • Practice using –er and -ir verbs and gustar to talk about lunchtime in the cafeteria. • Recycle: telling time, p. 90. • Talk about foods and beverages, likes and dislikes. • Use gustar with nouns. • Use the present tense of –er and –ir verbs and hacer. • Tarea semanal

Unit Title	Guarantees
Unit 3, lesson 2	<ul style="list-style-type: none"> • Teach more about Puerto Rican culture. • Teach dates and numbers from 200–1,000,000. • Express possession using de. • Present and practice family and birthday vocabulary. • Review talking about age. • Recycle: the verb tener to express age, p. 91; numbers from 11–100, p. 87. • Present and practice possessive adjectives. • Use possessive adjectives to discuss family. • Recycle: after-school activities • Practice possessive adjectives. • Use possessive adjectives to discuss friends’ birthdays. • Teach students to make comparisons. • Practice comparing traits of friends and family. • Practice pronunciation of the letter j in Spanish. • Practice comparisons and possessive adjectives. • Review family-based vocabulary • Learn about the quinceañera celebration. • Compare birthday traditions. • Read about musical instruments of Puerto Rico and Peru. • Read three personal accounts about Sunday gatherings written by teens from Puerto Rico, El Salvador, and Peru. • Compare Sunday meals with one of the three students in the text. • Tarea semanal.