

Expectations and Outcomes

Grade Level/Course: 9-12

Content Area: World Language

Unit Title	Guarantees
Unit 1	<ul style="list-style-type: none"> • Introduce lesson theme: ¡Vamos de Compras! • Present vocabulary: shopping, clothing, colors, seasons, “tener” expressions (feelings). What do you want to/should you/ do you have to wear in different classes and seasons? • Teach about Spain. • Have students talk about clothing. • Recycle: numbers 11–100, p. 87. • Practice using “llevar” referring to what clothing people wear in different seasons and for different activities. • Present and practice e-ie stem-changing verbs(querer, preferir, pensar). Discuss what people want, prefer and plan to wear and why. • Culture: Surrealist art in Spain. • Present and practice direct object pronouns. • Practice lesson vocabulary. • Demonstrate pronunciation of the letter c with a, o, u. • Practice stem-changing verbs and clothing preferences. • Review direct object pronouns. • Read and discuss a Spanish poem by Antonio Colinas. • Discuss a poet’s feelings about winter. • Learn about the history of the Moors in Spain. • Tarea semanal
Unit 2	<ul style="list-style-type: none"> • Introduce lesson theme: ¿Qué hacemos esta noche? • Present and practice vocabulary about places in town and items in a restaurant. <ul style="list-style-type: none"> • Recycle: present tense of -er verbs, p. 150. • Understand and practice using the vocabulary in context. • Recycle the verb ir, p. 120.

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	<ul style="list-style-type: none"> • Practice ir a + infinitive to talk about what you are going to do. • Present and practice o-ue stem-changing verbs. • Write about activities in town. • Give excuses for things you cannot do. • Identify o-ue stem-changing verbs in context. • Talk about places around town and what you find there. • Present and practice e-i stem-changing verbs. • Use new verbs to order from a menu. • Recycle: direct object pronouns, tener expressions. • Read about weekend activities in Spain and Chile. • Compare weekend activities in Spain, Chile, and the U.S. • Teach about art and paintings from Spain and Chile. • Read three personal narratives about weekend activities in three different countries. • Have students compare their favorite activities with one of the three students in the text. • To recycle ir a, pedir and poder, ask students what they are going to do when they leave school today. Ask them what they order for lunch in the cafeteria. Ask them what they can do well. • Tarea semanal
Unit 3	<ul style="list-style-type: none"> • Introduce lesson theme: Vivimos aquí. • Present vocabulary: rooms of a house, furniture, household items • Recycle: stem-changing verbs: o-ue. • Understand and practice activity vocabulary in context. • Practice using “tener” referring to places or things in a home or apartment. • Present and practice the different uses of ser and estar. • Use new verbs to discuss plans with friends. • Recycle: location words and colors. • Present and practice using ordinal numbers. • Recycle: clothes. • Practice stressing syllables in Spanish. • Read about real estate in Ecuador. • Compare houses and apartments for sale. • Read about an Inca settlement, Ingapirca.

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Unit 4	<ul style="list-style-type: none"> • Tarea semanal • Introduce lesson theme: Una fiesta en casa. • Culture: learn how family parties are celebrated in different countries. • Present and practice vocabulary: household chores, party activities. • Understand and practice activity vocabulary in context. • Present and practice more irregular verbs. • Review lesson vocabulary. • Recycle: interrogative words, p. 93 • Practice irregular verbs and lesson vocabulary in context. • Recycle: expressions of frequency • Present and practice affirmative tú commands. • Recycle: direct object pronouns, p. 204. • Pronunciation: Compare pronunciation of the letters b and v. • Integrate lesson content. • Practice using and integrating lesson vocabulary and grammar. • Read about folk dances in Ecuador and Panamá. • Read about the origins of the sanjuanito and tamborino and compare their music and costumes. • Read about tapestries of Ecuador and the molas of Panamá. • Read what three teens have to say about celebrations in their countries. • Compare your family celebrations with those in Panama, Argentina, and Ecuador. • Tarea semanal
Unit 5	<ul style="list-style-type: none"> • Introduce lesson theme: ¿Cuál es tu deporte favorito? • Present and practice vocabulary: sports, places where sports are played, sports equipment. • Recycle: numbers from 200 to 1,000,000 • Understand and practice activity vocabulary in context.

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	<ul style="list-style-type: none"> • Recycle: gustar with nouns • Present and practice the verb jugar. • Culture: Find out how professional athletes support their home countries. • Recycle: comparatives • Practice jugar and lesson vocabulary in context. • Practice pronunciation of the letter g before a, o, u. • Present and practice saber and conocer. • Practice lesson vocabulary: sports. • Practice the personal a after verbs like conocer. • Integrate lesson content. • Practice using and integrating lesson vocabulary and grammar. • Read about a sports club in the Dominican Republic. • Compare sports facilities in the Dominican Republic and the U.S. • Read about the Dominican flag. • Tarea semanal
Unit 6	<ul style="list-style-type: none"> • Introduce lesson theme: ¿Conoces bien tu pasado? • Present and practice vocabulary: childhood activities, likes and dislikes (reverse construction verbs), key words that signal the imperfect tense • Recycle: adjectives, comparatives • Culture: El Caribe y Puerto Rico • Read, view and discuss a photo story about life in Puerto Rico in the 1940's. • Present and practice "ser" in the imperfect to describe what people and things used to be like • Present and practice "ir" and "ver" in the imperfect to tell where people used to go and what they used to see • Present and practice regular verbs in the imperfect to discuss what people used to do • Tarea semanal
Unit 7	<ul style="list-style-type: none"> • Introduce lesson theme: ¿Qué tal el otro día? • Read, view and discuss a photo story in which the characters retell a past event to introduce the preterite tense and compare and contrast it with the imperfect tense. • Present and practice vocabulary (key words) that signals the preterite tense.

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	<ul style="list-style-type: none"> • Have students ask and answer questions about what happened (completed actions/events) in the past. • Compare and contrast the preterite and imperfect tenses and when to use which one in a narration. • Read “La Isla” (Calendario de Díaz-Andrade & Schulz) and answer comprehension questions about it. Notice the use of preterite and imperfect. • Ask students to share an anecdote of a past event using imperfect and preterite. • Tarea semanal
Unit 8	<ul style="list-style-type: none"> • Introduce lesson theme: La salud. • Culture: Compare healthy outdoor activities with activities teens do in other parts of the world. • Present and practice vocabulary: activities to stay healthy, parts of the body. • Understand and practice activity vocabulary in context. • Practice using doler to say what hurts. • Recycle: stem-changing o ue verbs • Present and practice the preterite of regular -ar verbs. • Recycle: telling time, p. 90. • Culture: Discuss how artists reflect a style • through their paintings • Practice using the preterite of regular -ar verbs • in context. • Identify lesson vocabulary in context. • Present and practice using the preterite of verbs • ending in -car, -gar, zar. • Culture: Learn about a merengue festival. • Integrate lesson content. • Practice using and integrating lesson vocabulary • and grammar. • Read about two world-class athletes representing the Dominican Republic and from Venezuela. • Compare their careers and achievements. • Culture: Learn about the gestures that are uniquely those of Spanish-speaking countries. • Read about the favorite sports of teens from the

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	<ul style="list-style-type: none"> • Dominican Republic, Honduras, and Venezuela. • Compare their favorite sports with your own. • Tarea seminal
Unit 9	<ul style="list-style-type: none"> • Introduce lesson theme: Pensando en las vacaciones. • Present and practice vocabulary: daily routine, personal-care items, vacation destinations, ways to travel. • Recycle: preterite of hacer, p. 385. • Understand and practice activity vocabulary in context. • Recycle: Direct object pronouns • Present and practice reflexive pronouns and reflexive verbs. • Recycle: parts of the body, p. 327. • Culture: Learn about Costa Rican geography. • Identify preterite lesson vocabulary and reflexive verbs in context. • Learn about and practice the pronunciation of diphthongs in Spanish. • Present and practice the present progressive tense. • Recycle: Chores, p. 272; parts of a house, p. 248. • Culture: Learn about and practice the use of usted, tú, and vos. • Read about a vacation to Costa Rica. • Culture: Learn about Monteverde, a nature reserve in Costa Rica. • Read about a natural science museum in Costa Rica, its sections and exhibits. • Tarea seminal
Unit 10	<ul style="list-style-type: none"> • Introduce lesson theme: Vamos de vacaciones. • Present and practice vocabulary: vacation activities, handicrafts, jewelry, bargaining expressions. • Understand and practice activity vocabulary in context. • Present and practice indirect object pronouns. • Culture: Discuss means of transportation in different countries. • Recycle: family members, p. 164; numbers from 200 to 1,000,000, p. 165.

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	<ul style="list-style-type: none"> • Identify lesson vocabulary and indirect object pronouns in context. • Recycle: gustar with an infinitive, p. 42. • Pronunciation: Linking words in Spanish. • Present and practice demonstrative adjectives. • Recycle: the present progressive, p. 420; classroom objects, p. 110. • Culture: Discuss an important industry of Costa Rica. • Culture: Read about markets in Costa Rica and Uruguay. • Read about what these markets sell and why people go there. • Read about traditional desserts from Costa Rica and Uruguay. • Read about travel destinations in Uruguay, Ecuador and Costa Rica. • Compare favorite vacation spots of teens in Uruguay, Ecuador and Costa Rica, and the U.S. • Tarea seminal