

Expectations and Outcomes

Grade Level/Course: 10-12

Content Area: World Language

Unit Title	Guarantees
Unit 1	<ul style="list-style-type: none"> • Introduce lesson theme: La Copa Mundial. • Culture: Sports and games people practice. • Present and practice vocabulary: sporting events, sports equipment, and healthy habits. • Understand sports vocabulary and adverbs in context. • Practice using vocabulary and -mente adverbs in context. • Present and practice -er and -ir verbs in the preterite. • Recycle: foods. • Culture: compare team chants; discuss school chants. • Practice using past and present verb forms. • Present and practice demonstrative pronouns and adjectives. • Recycle: sports equipment and colors, clothing, classroom words. • Practice pronouncing the /k/ sound and note different spelling patterns. • Read about the history of the World Cup. • Compare the World Cup to another sports championship. • Culture: Read about the Argentinian game of pato. • Tarea semanal.
Unit 2	<ul style="list-style-type: none"> • Introduce lesson theme: ¿Qué vamos a hacer? • Culture: nearby city centers or downtown areas. • Present and practice vocabulary: daily routines, personal care, body parts, and logical routines. the U.S. • Understand and practice using pensar + infinitive to express plans. • Practice using vocabulary in context. • Recycle: pensar. • Present and practice reflexive verbs and correct placement of reflexive pronouns. • Recycle: parts of the body.

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	<ul style="list-style-type: none"> • Read and write about daily routines. • Listen to a dialog about a daily routine. • Talk about routines using reflexive verbs. • Recycle: telling time. • Present and practice the present progressive. • Practice pronouncing and stressing the last and next-to-last syllable of words with written accents. • Culture: Compare comic strip characters • Culture: Practice reading about the Argentinian gaucho and the Colombian coffee grower. • Compare daily routines. • Culture: Read about gestures and personal space. • Review lesson grammar and vocabulary. • Apply expressions of frequency to an audio narrative. • Talk about routines and reflexive verbs • Read about amateur athletes in Colombia, Argentina and Spain. • Write about a sport you enjoy and an athlete who plays it. • Tarea semanal.
Unit 2	<ul style="list-style-type: none"> • Introduce lesson theme: ¿Cómo me queda? • Present and practice vocabulary: clothing items, colors, design, and fit, store types, and shopping. • Say how something fits; express opinions. • Understand and practice vocabulary in context. • Review gustar and learn new verbs similar to gustar. • Practice using encantar, interesar, importar, quedar • Review and practice the present tense of irregular yo verbs. • Recycle: clothing, p. R6. • Culture: art that documents historic events. • Practice using verbs with irregular yo forms in context. • Present and practice pronouns that follow prepositions. • Pronunciation: Diphthongs. • Compare a shopping mall in Puerto Rico with shopping malls in the U.S. • Read a magazine article about ways to organize your closet. • Read about the indigenous Taíno people of the

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	<ul style="list-style-type: none"> • Caribbean at the time of Columbus’s discovery. • Compare the clothing of the Taíno to that of the Spanish. • Tarea semanal.
Unit 3	<ul style="list-style-type: none"> • Introduce lesson theme: ¿Filmamos en el mercado? • Culture: Compare town or city centers. • Present and practice vocabulary: craft items in a market, expressions of courtesy, shopping. • Understand and practice using vocabulary in context. • Review hace and expressions of time. • Present and practice the irregular preterite of estar, poder, poner, saber, and tener. • Learn and practice reported speech in the past. • Practice hace + expressions of time. • Recycle: family, chores. • Present irregular preterites in context. • Present the hard g sound. • Present and practice the preterite of –ir stem-changing verbs. • Recycle: foods. • Practice irregular preterites with time expressions. • Encourage reading comprehension. • Culture: Compare craft items of Puerto Rico and Panama. • Culture: Look at masks based on those used in festivals in Puerto Rico, and those used by the Inca and the Maya. • Culture: Compare where people shop and what they buy in Perú, Panama, and Puerto Rico. • Read about different teens’ shopping experiences. • Tarea semanal.
Unit 4	<ul style="list-style-type: none"> • Introduce lesson theme: Una leyenda Mexicana. • Culture: Learn about an Aztec legend. • Present and practice vocabulary: characters and elements of a legend or story, past participles used as adjectives. • Understand and practice vocabulary in context. • Culture: Compare everyday activities. • Practice using legend terms and past participles as adjectives. • Present and practice the imperfect tense of regular verbs. • Present the imperfect tense of the three irregular verbs: ser, ir, and ver.

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	<ul style="list-style-type: none"> • Recycle: expressions of frequency, p. R8 • Practice the imperfect and preterite tenses in context. • Present and practice when to use the preterite and imperfect tenses. • Clarify when to use the preterite and imperfect of ser. • Culture: How artists' work reflects their communities. • Integrate lesson content. • Practice using and integrating lesson vocabulary and grammar. • Read a legend that explains the origin of fire and why the tail of an opossum is bare. • Culture: Learn about the legends of the Mazateca people of Oaxaca. • Cross-curricular connections: geography, language, science, and health. • Tarea semanal.
Unit 5	<ul style="list-style-type: none"> • Introduce lesson theme: México antiguo y moderno. • Culture: Describe early civilizations and their activities, ask for and give directions. • Present and practice vocabulary: ancient people and activities associated with them; layout of a modern city and structures; giving directions. • Understand and practice using vocabulary in context. • Practice using verbs with spelling changes (i → y) in the preterite. • Present spelling changes in the preterite of verbs ending in -car, gar, and -zar. • Practice reading and writing the yo form of verbs ending in -car, gar, and -zar. • Practice listening to directions. • Practice using verbs with spelling changes in the preterite, in context. • Practice pronouncing the Spanish s sound. • Present and practice using more verbs with irregular preterite stems and endings. • Explain that querer usually has a different meaning in the preterite (tried). • Practice using querer in the preterite. • Culture: compare the indigenous cultures of Oaxaca, Mexico and Otavallo, Ecuador. • Read about the indigenous cultures of Oaxaca and Otavallo, past and present. • Culture: compare traditional songs in different countries. • Culture: Compare cities; practice reading about cities in Mexico, Ecuador, and Nicaragua. • Introduce the Gran Desafío contest and the characters who will participate in it. • Tarea semanal.
Unit 6	<ul style="list-style-type: none"> • Introduce lesson theme: ¡Qué rico!

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	<ul style="list-style-type: none"> • Culture: compare town centers or popular meeting places for young people. • Present and practice vocabulary: foods, flavors, and food preparation. • Understand descriptions with -ísimo. • Use descriptions with -ísimo. • Present and practice using usted/ustedes commands to give instructions and recommendations. • Culture: Spanish still life. • Pronunciation: the letter d. • Practice usted/ustedes commands in context. • Recycle: staying healthy, p. 90. • Present and practice pronoun placement with commands. • Practice usted/ustedes commands. • Compare the Spanish tapas tradition to food traditions in other countries. • Read works by a famous Chilean poet. • Analyze the poems' references to food and think about the writer's craft. • Learn about cultural and linguistic differences among the various comunidades autónomas in Spain. • Tarea semanal.
Unit 7	<ul style="list-style-type: none"> • Introduce lesson theme: ¡Buen provecho! • Culture: favorite eating places. • Present and practice vocabulary: place settings, restaurant dishes, ordering. • Understand and practice using vocabulary in context. • Learn to describe a table setting. • Present spelling changes in the preterite of verbs ending in -car, -gar, and -zar. • Practice reading and writing the yo form of verbs ending in -car, -gar, and -zar. • Practice listening to directions. • Practice using affirmative and negative words in context. • Present and practice double object pronouns; • practice using formal commands with pronouns. • Practice pronouncing and spelling words with the letters h, g, and i. • Recycle: pronoun placement, p. 264 • Read about culinary traditions in Madrid and Montevideo. • Compare with local culinary traditions.

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	<ul style="list-style-type: none"> • Learn to make typical foods from Spain and El Salvador. • Read about typical foods in Uruguay, El Salvador, and Spain. • Introduce the first challenge of the • Gran Desafío contest. • Tarea seminal
Unit 8	<ul style="list-style-type: none"> • Present affirmative tú commands. • Practice listening to and using affirmative tú commands. • Culture: Learn about a Chicano artist and discuss cultural identity. • Recycle: daily routines, telling time. • Practice pronouncing the Spanish f sound. • Present negative tú commands. • Practice using negative tú commands. • Culture: The importance of film festivals. • Read an excerpt from a contemporary • Latin American novel that was made into an American film. • Answer reading comprehension questions about the main character. • Cross-curricular connections: social science, art, sciences, history. • Tarea semanal.
Unit 9	<ul style="list-style-type: none"> • Introduce lesson theme: ¡Somos estrellas! • Culture: Discuss movie theaters. • Present and practice vocabulary: making plans, • extending and responding to invitations via the phone and online. • Understand and practice using vocabulary in context. • Present and practice listening to and using the present subjunctive with Ojalá. • Culture: Learn about a Chicana artist and discuss working in different artistic mediums. • Practice using the present subjunctive of verbs ending in -car, -gar, and -zar. • Practice using the present subjunctive after ojalá in context. • Recycle: school subjects, vacation activities, and sports. • Present additional subjunctive verbs with ojalá. • Practice using the subjunctive of some irregular verbs and -ir stem-changing verbs with ojalá que... • Practice using the subjunctive with ojalá que... • Culture: Hispanic actors in Hollywood.

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	<ul style="list-style-type: none"> • Integrate vocabulary and grammar. • Practice using and integrating lesson vocabulary and grammar • Practice reading about and comparing two important prizes for film in the U.S. and México. • Answer reading comprehension questions about the film industry and awards ceremonies in both countries. • Culture: Identify some of the benefits of tourism for visitors and residents of a country. • Culture: Compare likes in movies and interests in movie-related work to those of three students who live in L.A., Argentina, and México. • Introduce the second challenge of the Gran Desafío contest. • Tarea semanal.