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|  | **RESOURCES/TOPICS COVERED** | **CHAPTER OBJECTIVES** |
| **Quarter 1: Aug 10– Oct 13** | **Para empezar, pp 1 – 15**  **Guided workbook: pp 1 – 14 /Core workbook: pp 1 - 6**  **Para empezar 1 - Tu vida diaria**  *Repaso:* daily routines; school life; leisure activities; present tense verbs; reflective verbs  **Para empezar 2 -**  **Días especiales**  *Repaso:* weekend activities; celebrations; special events; verbs like *gustar*: possessive adjectives | **Students will be able to:**   * Talk about their daily lives * Write about leisure and after school activities   Para empezar 1   * Talk about school and non-school daily activities * Describe their day before and after school   Para empezar 2   * Talk about weekend activities * Discuss special events, celebrations and vacations |
| **Capítulo 1 - Días inolvidables pp. 16- 63**  **Guided workbook: pp 15 – 47/Core workbook: pp 7 - 20**  **Capítulo 1A:**  **VOCABULARY:** hiking objects, activities, and perils; weather  **GRAMMAR:** *(Repaso)* preterite verbs with the spelling change *i–y; (Repaso)* preterite of irregular verbs; *(Repaso)* preterite of verbs with the spelling change *e–i* and *o–u*  **Capítulo 1B:**  **VOCABULARY:** getting ready for an athletic or academic competition; emotional responses to competition; awards and ceremonies  **GRAMMAR:** *(Repaso)* the imperfect; uses of the  imperfect | **Students will be able to:**   * Listen and read about excursions and competitions * Talk and write about nature and sports events * Describe a trip   **Culture:**   * Compare a famous pilgrimage route in Spain with similar trips in your community * Understand the relationship between legends and nature * Compare cultural practices in an authentic video about an adventure park in Puerto Rico.   **Presentación oral:** Una experiencia inolvidable  **Presentación escrita**: Aventuras bajo el sol |
| **Capítulo 2 – ¿Cómo te expresas? pp. 64 – 111**  **Guided workbook: pp 48 – 77 /Core workbook: pp 21 - 44**  **Capítulo 2A:**  **VOCABULARY:** describing art and sculpture; tools for painting; describing what influences art  **GRAMMAR:** *(Repaso)* the preterite vs. the imperfect; *estar* + participle  **Capítulo 2B: VOCABULARY:** musical instruments; describing dance; describing drama **GRAMMAR:** *(Repaso) ser* and *estar;* verbs with special meanings in the preterite vs. the imperfect | **Students will be able to:**   * Listen and read about art and music * Talk and write about music and theater performances * Discuss and explain art school activities   **Culture:**   * Compare how artists express their ideas * Understand the historical context of a famous artist * Understand the perspective of a person living between cultures * Compare cultural practices in an authentic video about Mexican Talavera pottery   **Presentación oral:** Artista del año  **Presentación escrita**: El mejor candidato |
|  | **RESOURCES/TOPICS COVERED** | **CHAPTER OBJECTIVES** |
| **Quarter 2: Oct 18 – Dec 21** | **Capítulo 3 – ¿Qué haces para estar en forma? pp 112- 159**  **Guided workbook: pp 78 – 113/Core workbook: pp 35 - 48**  **Capítulo 3A:**  **VOCABULARY:** nutrition; illnesses and pains; medicine; habits for good health  **GRAMMAR:** *(Repaso)* affirmative *tú* commands; *(Repaso)* affirmative and negative commands with *Ud.* And *Uds.*  **Capítulo 3B:**  **VOCABULARY:** exercises; getting and staying in shape; health advice  **GRAMMAR:** *(Repaso)* the subjunctive: regular verbs; *(Repaso)* the subjunctive: irregular verbs; *(Repaso)* the subjunctive with stem changing *-ar* and *-er* verbs | **Students will be able to:**   * Listen and read about health advice and nutrition * Talk and write about healthy eating habits and exercise * Give advice to others about healthy lifestyles   **Culture:**   * Compare an ancient game with a modern game * Understand the connection between healthy habits and lifestyle in Spanish-speaking countries * Demonstrate understanding of an authentic video about the nutritional benefits of fruits and vegetables   **Presentación oral:** Una vida más sana **Presentación escrita**: Por una vida más saludable |
|  | **RESOURCES/TOPICS COVERED** | **CHAPTER OBJECTIVES** |
| **Quarter 3: Jan 8 – Mar 8** | **Capítulo 4 - ¿Cómo te llevas con los demás? pp. 160 - 207**  **Guided workbook: pp 114 – 143 /Core workbook: pp 49 - 62**  **Capítulo 4A:**  **VOCABULARY:** personality traits; interpersonal behavior; friendship  **GRAMMAR:** *(Repaso)* the subjunctive with verbs of emotion; *(Repaso)* the uses of *por* and *para*  **Capítulo 4B:**  **VOCABULARY:** expressing and resolving interpersonal problems; interpersonal relationships  **GRAMMAR:** commands with *nosotros;* possessive  pronouns | **Students will be able to:**   * Listen and read about friendship and family relationships * Talk and write about conflicts and solutions * Express opinions and emotions while discussing problems   **Culture**   * Compare cultural practices in an authentic video about an adventure park in Puerto Rico * Understand the relationship between emotions and art in the Hispanic world * Compare how people express and react to others´ emotions   **Presentación oral:** Una sesión del consejo estudiantil **Presentación escrita**: Una relación |
| **Capítulo 5 – Comunidad y trabajo - pp 208-255**  **Guided workbook: pp 144 – 175 / Core workbook: pp 63 - 76**  **Capítulo 5A**:  **VOCABULARY:** after-school work; describing a job  **GRAMMAR:** *(Repaso)* the present perfect; *(Repaso)* the past perfect **Capítulo 5B:**  **VOCABULARY:** volunteer activities; benefits / importance of volunteer work  **GRAMMAR:** ~~the present perfect subjunctive;~~  demonstrative adjectives and pronouns | **Students will be able to**:   * Listen to, read about job interviews / classified ads * Talk and write about applying for a job * Exchange information about their skills, background experience / job opportunities   **Culture**   * Understand the influence of Hispanics in the U.S. * Compare a Mayan folktale with myths and stories in the U.S. **Presentación oral:** La elección de la clase **Presentación escrita**: La carta para solicitar empleo |
|  | **RESOURCES/TOPICS COVERED** | **CHAPTER OBJECTIVES** |
| **Quarter 4: Mar 19 – May 24** | **Capítulo 6 – ¿Qué nos traerá en el futuro? pp 256-303**  **Guided workbook: pp 176 – 207 /Core workbook: pp 77 - 90**  **Capítulo 6A:**  **VOCABULARY:** jobs and professions; qualities of a good employee  **GRAMMAR:** *(Repaso)* the future; *(Repaso)* the future of probability  **Capítulo 6B:**  **VOCABULARY:** technology; inventions; jobs in the future  **GRAMMAR~~:~~** ~~the future perfect~~; *(Repaso)* the use of direct and indirect object pronouns | **Students will be able to:**   * Listen and read about future plans and predictions * Talk and write about future problems and advances * Explain your career goals for the future   **Culture**   * Compare cultural practices and perspectives in an authentic video about the banker of the future * Understand how architects from the Hispanic world are shaping the architecture of the future   **Presentación oral:** Mi escuela del futuro **Presentación escrita**: El futuro según el presente |
| **Capítulo 8 – Encuentro entre culturas pp. 366-369 ONLY**  **Guided workbook: pp 251, 252 /Core workbook: pp 109 - 111**  **Capítulo 8A:**  **GRAMMAR:** the conditional ONLY |  |