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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
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| **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 theimperfect  | **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;* possessivepronouns | **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
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|  | **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 |  |