

Scope & Sequence

CHAPTER	LEARNING OUTCOMES	VIDEO	VOCABULARY	LANGUAGE STRUCTURES	SOUNDS	ORAL & WRITTEN TEXTS	CULTURE	PROJECTS
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1 Personas

P. 02

You will learn how to introduce yourself and write a text or piece of writing for an online platform.

- ✔ Introduce yourself and others
- ✔ Exchange personal information (I)
- ✔ Talk about your Spanish class

✔ **Interview:** *Hola, soy Marcela* (Mexico)



- ✔ Activities to learn a language
- ✔ Interesting topics in a Spanish course

- ✔ Subject pronouns (I)
- ✔ The present tense of regular verbs (I)
- ✔ The verbs **ser** and **llamarse**
- ✔ Nouns: gender and number
- ✔ Definite articles

✔ Alphabet and sounds

- ✔ Communication resources in the Spanish classroom
- ✔ Basic etiquette
- ✔ How to create a text



- ✔ Linguistic landscape (USA)
- ✔ Artistic heritage of the Spanish-speaking community in the United States

- ✔ **Group:** introduce yourselves to the class
- ✔ **Individual:** introduce yourself in writing on an online platform



2 Identidades

P. 32

You will learn how to talk about noteworthy personalities in the Spanish-speaking world.

- ✔ Exchange personal information (II)
- ✔ Ask and answer questions
- ✔ Express likes and dislikes using **me gusta/n**, **te gusta/n**

✔ **Videoblog:** *Nuestros artistas favoritos* (Guatemala)



- ✔ Personal information
- ✔ Nationalities and professions
- ✔ Numbers 1 to 500
- ✔ Adjectives to describe personality

- ✔ Present tense of regular verbs (II) and the irregular verbs **ser**, **ir**, **tener**, **hacer**
- ✔ Indefinite articles
- ✔ Adjectives: gender and number
- ✔ Subject pronouns (II)
- ✔ Question words (I)

✔ Intonation: questions

- ✔ Basic connectors: **y** (**e**), **pero**, **por eso**, **también**
- ✔ Studying vocabulary



- ✔ Celebrities in the Spanish-speaking world
- ✔ Cinema and identity in Mexico
- ✔ Portraits and self-portraits. David Alfaro Siqueiros (Mexico), Coqui Calderón (Panama), and Dr. Atl (Mexico)

- ✔ **Group:** research and present basic information about the most influential Latinos in the US
- ✔ **Individual:** make an infographic about five influential people in the Spanish-speaking world

3 Mi entorno

P. 66

You will decide what you want to do in your Spanish class and will apply to a study-abroad program in a Spanish-speaking country.

- ✔ Express degree using **muy**, **un poco** (**de**)...
- ✔ Talk about abilities and knowledge
- ✔ Exchange personal information (III) (telephone, email, address...)
- ✔ Express intentions and wishes

✔ **Short film:** *Espronceda* (Spain)



- ✔ Languages
- ✔ Leisure activities
- ✔ The family
- ✔ The verbs **saber** and **conocer**

- ✔ Stem-changing verbs: **e - ie**, **o - ue**, **u - ue**, **e - i**
- ✔ Irregular verbs in the present: irregular **yo** forms, verbs with more than one irregularity
- ✔ Giving a reason: **porque**, **para**, **por**
- ✔ Possessive adjectives

- ✔ Rules of accentuation
- ✔ Vowels

- ✔ Rules for using accents
- ✔ Writing emails
- ✔ The preposition **de**

- ✔ The first academy of an indigenous language: guarani (Paraguay)
- ✔ Fernando Iwasaki. *Las palabras primas* (Peru)

- ✔ **Group:** interview classmates and decide what you want to do in your Spanish class
- ✔ **Individual:** apply to a study-abroad program in a Spanish-speaking country



Scope & Sequence

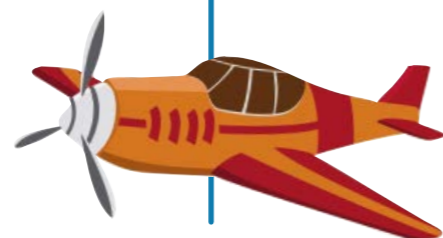
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4 Lugares P. 104

You will make a video report about World Heritage Sites.

- Indicate location
- Identify places
- Describe and compare

Video report: *Las líneas de Nazca: Patrimonio de la Humanidad* (Peru)



- At school
- Numbers
- Colors
- Housing, rooms, and furniture
- Location: **encima/ debajo de, al lado de...**
- Places, geography, and culture
- Months and seasons
- Climate and weather

- The verbs **ser** and **estar**
- Uses of **hay**
- Comparatives
- Superlatives
- Formulating questions: question words (II)

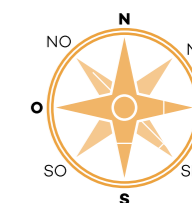
- Stressed vowels
- Accentuation rules



- Use of the relative pronouns **que, donde**
- Objective and subjective descriptions

- World heritage sites in the Spanish-speaking world
- Geography and history in the Spanish-speaking world
- Places of interest in Nicaragua
- Architectural styles in Guatemala

- Group:** Make a video report about two places that are World Heritage Sites
- Individual:** prepare a travel guide on your community or another place of your choice



5 Imágenes del mundo hispano P. 144

You will present a diverse and inclusive image of a place in the Spanish-speaking world.

- Talk about daily routines
- Express likes, interests, and preferences
- Express agreement and disagreement

Short film: *Chicas Day* (Spain)



- Telling time
- Routine actions
- The academic calendar and school life
- Ordinal numbers 1 to 10
- Free time activities

- The verbs **gustar, encantar,** and **interesar**
- Reflexive verbs
- Empezar a, terminar de, tener que + infinitive**
- Talking about quantity: **poco, suficiente, mucho, demasiado**

- Word-ending vowels



- Organizing information
- Contrasting arguments
- Making a poster

- People of Panama
- Images of Spain in art

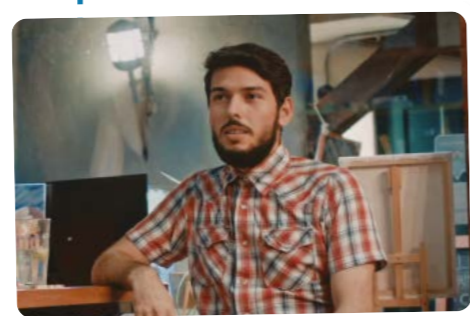
- Group:** Prepare a presentation about a place in a Spanish-speaking country
- Individual:** Write about an important day in your community

6 Viajes P. 182

You will learn how to talk about travel, famous travelers, and cultural heritage.

- Talk about travel
- Talk about past actions and events
- Describe places
- Give advice and make recommendations

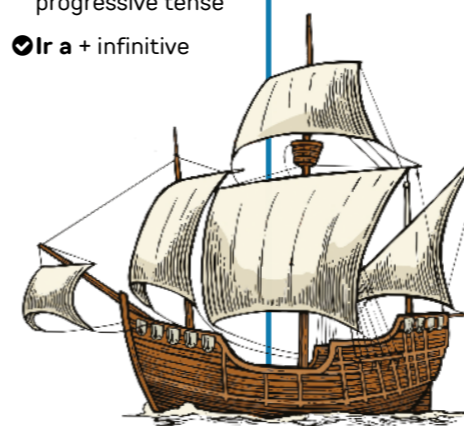
Interview: *Un venezolano en Lima* (Peru)



- Travel
- Types of accommodation
- Restaurants

- The preterite of regular verbs
- The preterite of **hacer, ir,** and **ser**
- The present progressive tense
- Ir a + infinitive**

- Change of meaning due to stress
- Unstressed **aa, ee, oo**
- Unstressed vowels



- Connectors of cause: **porque, como, por eso**
- Connectors of consequence: **así que, de manera que**
- Time markers
- Relative pronouns: **donde, en + el/la/ la/los/las + que**
- Learning journals

- Countries and cities in the Spanish-speaking world
- The Caribbean and its pirates
- Travel literature: Andrés Neuman (Argentina)

- Group:** make a presentation about historical journeys and travelers
- Individual:** write a historical blog about a group who migrated