Voces® Spanish Intermediate Digital Courseware Chapter 1 Alignment and Pacing Guide

Voces® Spanish Intermediate Digital Courseware is an award-winning, highly effective Spanish program for intermediate-level learners. Voces® Spanish Intermediate is designed to cover two years of instruction at the intermediate level and is aligned to ACTFL's World-Readiness Standards for Learning Languages. Below, you will find an overview of the standards that are reached in Chapter 1, as well as a detailed pacing guide taking you through four weeks of instruction covering everything in Chapter 1. If you have any questions, call 1-877-832-4311 or email help@vocesetextbooks.com.

| Chapter 1: Las amista | Chapter 1: Las amistades | | | | |
|-----------------------|---------------------------------|------------------------------|--|--|--|
| Standard | Section/Type | Title/Location | | | |
| 1. Communication | | | | | |
| 1.1 Interpersonal | ¡Vamos a charlar! | Interpersonal #1 | | | |
| | | Interpersonal #2 | | | |
| | | Preguntas personales | | | |
| 1.2 Interpretive | Materiales auténticos | La vuelta al cole de Domi | | | |
| | (Listening) | Los estudiantes de una | | | |
| | | escuela en Panamá | | | |
| | | Los colores de las flores | | | |
| | | La escuela en España | | | |
| | Materiales auténticos (Reading) | Tipos de amistad | | | |
| | Masteries | Listening A | | | |
| | | Listening B | | | |
| | | Listening C | | | |
| 1.3 Presentational | ¡Vamos a charlar! | Presentational #1 | | | |
| | Actividades | Actividad 3: El novio | | | |
| | | perfecto/La novia perfecta | | | |
| | | Actividad 14: El presente | | | |
| | | progresivo | | | |
| 2. Culture | | | | | |
| 2.1 Practices to | Interviews | Michelle | | | |
| Perspectives | Culture | Mexico at a Glance | | | |
| | | Nota cultural: la mentirita | | | |
| | | Nota cultural: el Día de los | | | |
| | | Muertos | | | |
| | | ¿Qué piensas? Holy Days in | | | |
| | | Mexico | | | |
| | Videos | Las posadas: Christmas in | | | |
| | | Mexico | | | |
| 2.2 Products to | Panoramas | El zócalo de Veracruz | | | |
| Perspectives | | La playa de Barro | | | |
| | Videos | Traditions of Oaxaca, | | | |
| | | Mexico | | | |

| 3. Connections | | | |
|-----------------------|---------------------|---------------------------|--|
| 3.2 Diverse | Culture | ¿Qué piensas? Tanning | |
| Perspectives | | Booths Won't Be a Big | |
| _ | | Business in Mexico | |
| | Videos | Stereotypes of Mexico (in | |
| | | Spanish) | |
| 4. Comparisons | | | |
| 4.1 Language | Adjective Agreement | | |
| | Ser and estar | | |
| | Palabra divertida | | |
| | Videos | Quack! Ser | |
| | | Quack! Estar | |
| | Presentations | Adjective Agreement | |
| | | Ser and estar | |
| 4.2 Culture | Interviews | Arturo | |
| | | Nicole | |
| 5. Communities | | | |
| 5.1 School and Global | En la comunidad | | |
| Communities | | | |
| 5.2 Lifelong Learning | Can-Do Goals | | |
| | Can-Do Checklist | | |

Spanish Intermediate, Chapter 1 Pacing Guide

| Chapter 1: Las amistades | Day 1/20 | Time: 55 mi | n. | Intermediate Low-Mid |
|------------------------------------|----------------------------------|--------------|----------|----------------------|
| STA | ANDARDS | | | |
| Communications: Lear | ners understand, interpret, and | "I Can" Goal | l: | |
| analyze what is heard, | read, or viewed on a variety of | | | |
| topics. (1.2) | | | | |
| | the language to investigate, | | | |
| | the relationship between the | | | |
| | ves of the cultures studied. | | | |
| (2.1) | | | | |
| _ | age to investigate, explain, and | | | |
| | nip between the products and | | | |
| perspectives of the cult | | | | |
| Connections: Learners | | | | |
| information and diverse | | | | |
| available through the la | | | | |
| Comparisons: | | | | |
| Communities: Learners | s set goals and reflect on their | Can-Do Che | cklist | |
| progress in using langu | ages for enjoyment, | | | |
| enrichment, and advancement. (5.2) | | | | |
| Topic: A | Activity: | Standard: | Location | on: |
| 1. Introduction a | . Introduce Can-Do Goals | 5.2 | Can-Do | Goals |
| to Chapter a | nd theme of chapter: Las | | | |

| | | T | T |
|---------------|----------------------------|-----------|-----------------------|
| 2 C 1 C | amistades. (5 min.) | | |
| 2. Culture of | a. Tell students that they | | |
| Mexico and | are about to meet a lot of | | |
| stereotypes | different people from | | |
| | Mexico in this chapter. | | |
| | Ask students what they | | |
| | already know about | | |
| | Mexico and the people | | |
| | from Mexico. (5 min.) | | |
| | b. Discuss the idea of | | |
| | stereotypes and whether | | |
| | their ideas about Mexico | | |
| | and its people reflect | | |
| | stereotypes. (10 min.) | | |
| | Categorize their ideas as | | |
| | stereotypes or not. (5 | | |
| | min.) | | |
| | c. Show Stereotypes of | 1.2, 2.1, | Video: Stereotypes of |
| | Mexico video. (1 min.) | 2.2, 3.2 | Mexico (in Spanish) |
| | d. Have students write | | |
| | down five Spanish words | | |
| | they heard during the | | |
| | video. Share those words | | |
| | with the class to ensure a | | |
| | level of understanding. (4 | | |
| | min.) | | |
| | e. Preview the | | |
| | comprehension questions | | |
| | with the class. Replay the | | |
| | video, and then have | | |
| | students answer the | | |
| | questions. (10 min.) | | |
| | f. Discuss both positive | | |
| | and negative aspects of | | |
| | stereotypes and how they | | |
| | may be helpful or harmful. | | |
| | (10 min.) | | |
| 3. Wrap- | a. Have students complete | | |
| Up/Reflection | an exit slip about how | | |
| | breaking down stereotypes | | |
| | or not labeling others may | | |
| | help in forming new | | |
| | relationships. (5 min.) | | |

| Chapter 1: Las | Day 2/20 | Time: 55 m | in. Intermediate Low- |
|---|---|--|-----------------------|
| amistades | Duy 2/2 0 | | Mid |
| | TANDARDS | | |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Cultures: | | "I Can" Goal: I can ask and answer questions about the appearances of my family members. | |
| Connections: Comparisons: | | | |
| Communities: Learn | ners set goals and reflect on their nguages for enjoyment, vancement. (5.2) | Can-Do Che | ecklist |
| Topic: | Activity: | Standard: | Location: |
| 1. Goal Setting | a. Introduce Can-Do Goals. (3 min.) | 5.2 | Can-Do Goals |
| 2. Vocabulario | a. Share some of the ideas represented in the exit slips about how breaking down stereotypes helps in forming relationships. (5 min.) b. Challenge students to keep an open mind when labeling others. Then, present adjectives to describe people. Ask yes/no questions with the vocabulary, using students as examples. Check for understanding by sometimes asking with the opposite adjective, forcing students to pay attention and try and correct the teacher. Ask either/or questions (¿Es ella organizada o desorganizada?) and check for understanding. Repeat as necessary using new vocabulary words and recycling often. Depending on your class, you may want to use images of famous people or stuffed animals for | 1.1 | Lesson: Vocabulario |

| | some adjectives. (20 min.) c. Have students create their own yes/no and either/or questions, and practice with a partner. (5 min.) d. Ask questions like | | |
|---------------------------|--|-----|--|
| | ¿Quién es atractivo? and ¿Quién es feo? using famous people for answers. (5 min.) | | |
| | e. Play concentration or practice pronunciation individually or with a partner. (10 min.) | | Games: Concentration A, Concentration B |
| | f. Assign <i>Actividades</i> #1 and #5 (opposites). (5 min.) | | Actividad 1: Buenas cualidades Actividad 5: El vocabulario |
| 3. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | , | Day 3/20 | Time: 55 m | in. | Intermediate Low- |
|---|--|--|---|--------|--|
| STANDARDS | | | | | IVIII |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3) | | | "I Can" Goal: I can ask and answer questions about the appearance of my family members. | | |
| Cultures: | | | | | |
| Connections: | | | | | |
| Comparisons: | | | | | |
| progress in using la | Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2) | | Can-Do Che | cklist | |
| Topic: | Acti | vity: | Standard: | Locati | on: |
| 1. Goal Setting | a. In (3 m | troduce Can-Do Goals. | 5.2 | Can-Do | o Goals |
| 2. Vocabulary | the F | eview adjectives with Flashcard Exercise. neck for understanding | 1.1 | | : <i>Vocabulario</i> Flashcard Exercise |

| | by asking a few yes/no, either/or, and ¿Quién es? questions about their family members. (10 min.) | | |
|---------------------------|---|-----|--|
| 3. Adjective Agreement | a. Present adjective agreement. (10 min.) | | Lesson: Adjective Agreement Presentation: Adjective Agreement |
| | b. Listen to dialogues and have students practice with a partner. In pairs, have them write a similar dialogue about each other's family. (15 min.) | 1.3 | |
| | c. Assign Actividades #6, #7, and #8. (15 min.) | | Actividad 6: Los adjetivos Actividad 7: El plural Actividad 8: El singular |
| 4. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las amistades | | Day 4/20 | Time: 55 mi | n. | Intermediate Low-Mid |
|---|--|---|-------------|------------------|-----------------------------------|
| S | TAND | ARDS | | | |
| meaning in spoken | mmunications: Learners interact and negotiate aning in spoken, signed, or written conversations hare information, reactions, feelings, and | | | | questions about the nily members. |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) | | | | | |
| Connections: | | | | | |
| Comparisons: | | | | | |
| Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2) | | Can-Do Che | cklist | | |
| Topic: | Activ | ity: | Standard: | Location | on: |
| 1. Goal | | oduce Can-Do Goals. | 5.2 | Can-Do | o Goals |
| Setting | (3 mir | | | | |
| 2. Vocabulary | taking | riew adjectives by the Digital Flashcard enge. (5 min.) | | Game: Challer | Digital Flashcard nge |

| | b. Ask students a variety of questions describing their family. For example: ¿Es tu abuela cariñosa? ¿Quién es más perezoso, tu mamá o tu papá? ¿Cómo son tus hermanos? (10 min.) c. Have students complete ¡Vamos a charlar! Interpersonal #1. (10 min.) | 1.1 | ¿Vamos a charlar! Interpersonal #1 |
|---------------------------|---|----------|--|
| 3. Culture of Mexico | a. Tell students they are about to meet some hardworking families in Mexico who will share their traditions. Show the video. (10 min.) b. Complete the comprehension activity. (5 min.) c. Discuss the relationship between the products, practices, and perspectives shown in the video. (10 min.) | 2.1, 2.2 | Video: Traditions of Oaxaca, Mexico |
| 4. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | Day 5/20 | Time: 55 min. | Intermediate Low- |
|--|-------------------------------|------------------------|-------------------|
| amistades | | | Mid |
| STAN | DARDS | | |
| Communications: Learner | rs interact and negotiate | "I Can" Goal: | |
| | d, or written conversations | I can describe and ide | entify items in a |
| to share information, reac | tions, feelings, and | classroom. | |
| opinions. (1.1) | | Classiooni. | |
| Cultures: | | | |
| Connections: | | | |
| Comparisons: Learners us | e the language to | | |
| investigate, explain, and r | eflect on the nature of | | |
| language through comparisons of the language | | | |
| studied and their own. (4. | 1) | | |
| Communities: Learners se | et goals and reflect on their | Can-Do Checklist | |
| progress in using language | | | |
| enrichment, and advancer | nent. (5.2) | | |

| Topic: | Activity: | Standard: | Location: |
|---------------|--|-----------|-----------------------|
| 1. Goal | a. Introduce Can-Do Goals. | 5.2 | Can-Do Goals |
| Setting | (3 min.) | | |
| 2. Adjective | a. Review adjective | 1.1 | Lesson: Adjective |
| Agreement | agreement using classroom | | Agreement |
| | objects, asking questions | | |
| | like: ¿De qué color es la | | |
| | puerta? ¿De qué color es | | |
| | la pizarra? ¿Es el libro | | |
| | interesante o aburrido? | | |
| | ¿Cómo es la clase de | | |
| | Español? ¿Cómo son los | | |
| | alumnos? (5 min.) | | |
| | b. Have students take quiz | | Quiz 1 |
| | on adjective agreement. (15 | | |
| | min.) | | |
| 3. Ser and | a. Present the difference | 4.1 | Lesson: Ser and estar |
| estar | between ser and estar. (10 | | |
| | min.) | 1 1 | |
| | b. Describe a few | 1.1 | |
| | classroom objects in detail, | | |
| | including size, color, | | |
| | condition, and location, and | | |
| | have the class guess what | | |
| | you are describing. (5 min.) | | Actividad 9: Ser |
| | c. Assign Actividades #9 | | Actividad 10: Estar |
| 4. Wrap- | and #10. (15 min.) a. Self-evaluate progress | 5.2 | Can-Do Checklist |
| Up/Reflection | using Can-Do Checklist. (2 | J.2 | Can-Do Checklist |
| Op/Kenechon | min.) | | |
| | 111111.) | | |

| Chapter 1: Las amistades | Day 6/20 | Time: 55 min. | Intermediate Low-Mid |
|--|---|---|----------------------|
| STAN | DARDS | | |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) | | "I Can" Goal: I can describe and identify items in a classroom. | |
| Cultures: | Cultures: | | |
| Connections: | | | |
| Comparisons: Learners us investigate, explain, and r language through comparistudied and their own. (4. | eflect on the nature of isons of the language | | |
| Communities: Learners se | et goals and reflect on their | Can-Do Checklist | |

| progress in using la enrichment, and ad | anguages for enjoyment, | | |
|--|--|----------|---------------------------|
| Topic: | | | Location: |
| 1. Goal | a. Introduce Can-Do Goals. | 5.2 | Can-Do Goals |
| Setting | (3 min.) | | |
| 2. Ser and | a. Review the difference | 4.1, 1.1 | Lesson: Ser and estar |
| estar | between ser and estar by | | |
| | asking ¿Cómo es? and | | |
| | ¿Dónde está? questions | | |
| | about the classroom. (5 | | |
| | min.) | | |
| | b. Show the Quack! Ser | 4.1 | Video: Quack! Ser |
| | video, and assign the | | |
| | comprehension questions. | | |
| | (20 min.) | | |
| | c. Have students prepare | | |
| | for the ¡Vamos a charlar! | | |
| | by practicing writing out a | | |
| | description of classroom | | |
| | items. Answer any | | |
| | questions. (10 min.) | 1 1 | |
| | d. Complete ¡Vamos a | 1.1 | ¡Vamos a charlar! |
| | charlar! Interpersonal #2. | | Interpersonal #2 |
| | (10 min.) | | Activided 11: Son weeter |
| | e. Assign workbook | | Actividad 11: Ser y estar |
| 2 Wron | activity #11. (5 min.) | 5.2 | Can-Do Checklist |
| 3. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 | 3.4 | Can-Do Checklist |
| Op/Nenection | min.) | | |
| | 111111.) | | |

| Chapter 1: Las | Day 7/20 | Time: 55 min. | Intermediate Low- |
|--|-------------------------------|------------------------|--------------------|
| amistades | | | Mid |
| STAN | DARDS | | |
| | rs understand, interpret, and | "I Can" Goal: | |
| • | d, or viewed on a variety of | I can understand an in | nterview about the |
| topics. (1.2) | | first day of school. | |
| Cultures: | | | |
| Connections: | Connections: | | |
| Comparisons: Learners us | 2 2 | | |
| investigate, explain, and r | | | |
| language through comparisons of the language | | | |
| studied and their own. (4.1) | | | |
| Communities: Learners set goals and reflect on their | | Can-Do Checklist | |
| progress in using language | | | |
| enrichment, and advancer | nent. (5.2) | | |

| Topic: | Activity: | Standard: | Location: |
|---------------------------|---|-----------|---|
| 1. Goal | a. Introduce Can-Do Goals. | 5.2 | Can-Do Goals |
| Setting | (3 min.) | | |
| 2. Materiales auténticos | a. Watch video <i>La vuelta al cole de Domi</i> and complete comprehension activities. (10 min.) | 1.2 | Materiales auténticos: La vuelta al cole de Domi |
| 3. Ser and estar | a. Review <i>ser</i> and <i>estar</i> by showing the Quack! <i>Estar</i> video. (20 min.) b. Assign <i>Actividades</i> #2 and #3. (10 min.) | 4.1 | Video: Quack! Estar Actividad 2: ¿Cómo se ve? Actividad 3: El novio perfecto/La novia perfecta |
| | c. Complete Mastery Grammar 1. (10 min.) | 1.2 | Mastery: Grammar 1 |
| 4. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | | Day 8/20 | Time: 55 mi | n. | Intermediate Low- |
|---|--------|---------------------------|--|----------|-------------------|
| amistades | | | | | Mid |
| STANDARDS | | | | | |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3) | | | "I Can" Goal I can describ girlfriend. | | fect boyfriend or |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Connections: | | | | | |
| Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2) | | | | | |
| Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2) | | Can-Do Checklist | | | |
| Topic: | Acti | vity: | Standard: | Location | on: |
| 1. Goal Setting | a. Int | roduce Can-Do Goals. in.) | 5.2 | Can-Do | o Goals |

| 2. Ser and estar, Adjective Agreement | a. Ask the class questions about their personal relationships: ¿Cómo es tu mejor amigo? ¿Tienes | 1.1 | |
|---------------------------------------|--|----------|---|
| | novia? ¿Cómo es? ¿Tienes un ex novio? ¿Dónde está ahora? Describe a tu ex novio. (5 min.) b. Create a class list of ideal characteristics of a companion. Create another list of negative characteristics. Ask students questions like, ¿Por qué es importante tener un novio guapo? ¿Por qué no quieres una | | Lesson: Vocabulario |
| | novia perezosa? (10 min.) c. Assign Actividad #1. Have students compare list with partner. (10 min.) | | Actividad 1: Buenas cualidades |
| | d. Assign <i>Actividad</i> #3. (15 min.) | 1.3 | Actividad 3: El novio perfecto/La novia perfecta |
| 3. Culture | a. Read the <i>Nota cultural</i> about <i>la mentirita</i> and answer the questions. (10 min.) | 2.1, 4.2 | Nota cultural: la mentirita |
| 4. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | Day 9/20 | Time: 55 min. | Intermediate Low- |
|---|-------------------------|---|--------------------------|
| amistades | | | Mid |
| STAN | DARDS | | |
| Communications: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3) | | "I Can" Goal: I can talk about a fan history. | nous person from |
| Cultures: | Cultures: | | |
| Connections: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2) | | | |
| Comparisons: Learners use investigate, explain, and re language through comparis | eflect on the nature of | | |

| studied and their ow | vn. (4.1) | | |
|--|-----------------------------|------------------|---------------------------|
| Communities: Learners set goals and reflect on their | | Can-Do Checklist | |
| progress in using languages for enjoyment, | | | |
| enrichment, and adv | | | |
| Topic: | Activity: | Standard: | Location: |
| 1. Goal Setting | a. Introduce Can-Do Goals. | 5.2 | Can-Do Goals |
| | (3 min.) | | |
| 2. Ser and | a. Assign Actividad #2. | 4.1 | Actividad 2: ¿Cómo se ve? |
| estar/Adjective | Peer edit, checking for | | |
| Agreement | correct usage of ser and | | |
| | estar. Answer any | | |
| | questions about ser and | | |
| | <i>estar</i> . (10 min.) | | |
| | b. Assign Quiz #2. (10 | | Quiz #2 |
| | min.) | | |
| 3. | a. Introduce ¡Vamos a | 1.3 | ¡Vamos a charlar! |
| Presentational | charlar! Presentational #1. | | Presentational #1 |
| Speaking | (10 min.) | | |
| 4. Culture of | a. Read ¿ Qué piensas? | 3.2 | ¿Qué piensas? Tanning |
| Mexico | Tanning Booths Won't Be | | Booths Won't Be a Big |
| | a Big Business in Mexico | | Business in Mexico |
| | and answer the questions. | | |
| | (20 min.) | | |
| 5. Wrap- | a. Self-evaluate progress | 5.2 | Can-Do Checklist |
| Up/Reflection | using Can-Do Checklist. (2 | | |
| | min.) | | |

| Chapter 1: Las amistades | Day 10/20 | Time: 55 min. | Intermediate Low-Mid |
|---|---------------------------|-----------------------|----------------------|
| STAN | DARDS | | |
| Communications: | | "I Can" Goal: | |
| | | Personal I-Can Stater | nent |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) Connections: | | | |
| Comparisons: | | | |
| | lect on their progress in | Can-Do Checklist | |

| Topic: | Activity: | Standard: | Location: |
|---------------|---------------------------------|-----------|---------------------|
| 1. Goal | a. Introduce Can-Do Goal. | 5.1, 5.2 | Can-Do Goals |
| Setting | b. Introduce <i>En la</i> | | En la comunidad |
| | comunidad, and explore | | |
| | ways to achieve personal | | |
| | goals and reflect on | | |
| | progress. (15 min. or time | | |
| | as needed) | | |
| 2. Culture of | a. Watch video about <i>las</i> | 2.1, 2.2 | Video: Las posadas: |
| Mexico | posadas and assign | | Christmas in Mexico |
| | comprehension questions. | | |
| | (40 min.) | | |
| 3. Wrap- | a. Self-evaluate progress | 5.2 | Can-Do Checklist |
| Up/Reflection | using Can-Do Checklist. (2 | | |
| | min.) | | |

| Chapter 1: Las amistades | Day 11/20 | Time: 55 mi | in. Intermediate Low- Mid |
|--|---|---|---------------------------------|
| S | STANDARDS | | |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) | | "I Can" Goal: I can understand a student describing their typical school day. | |
| Cultures: | | | |
| Connections: | | | |
| Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1) Communities: Learners set goals and reflect on their progress in using languages for enjoyment, | | Can-Do Che | cklist |
| enrichment, and ad | Activity: | Standard: | Location: |
| Topic: 1. Goal Setting | a. Introduce Can-Do Goals. (3 min.) | 5.2 | Can-Do Goals |
| 2. Verbos regulares | a. Present <i>verbos regulares</i> - <i>ar</i> , - <i>er</i> , and - <i>ir</i> . (15 min.) | Lesson: Los verbos regulares -ar, -er, -ir | |
| | b. Play ¡Busca mis barcos! (10 min.) c. Ask students questions related to their school day. For example: ¿Qué | 1.1 | Actividad 4: ¡Busca mis barcos! |

| | estudias? ¿A qué hora comes el almuerzo? ¿Con quién aprendes matemáticas?, etc. (10 min.) | | |
|---------------------------|---|-----|---|
| 3. Materiales auténticos | a. Watch <i>La escuela en España</i> and answer the comprehension questions. (15 min.) | 1.2 | Materiales auténticos: La escuela en España |
| 4. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | , | Day 12/20 | Time: 55 min. | | Intermediate Low- |
|-------------------------|-----------|------------------------------|---------------|----------|---------------------|
| amistades | | | | | Mid |
| STANDARDS | | | | | |
| | | s interact and negotiate | "I Can" Goa | | |
| to share informatio | | l, or written conversations | I can underst | and a sh | ort film. |
| opinions. (1.1) | ii, icaci | ions, reemigs, and | | | |
| | d, inter | pret, and analyze what is | | | |
| heard, read, or view | | a variety of topics. (1.2) | | | |
| Cultures: | | | | | |
| Connections: | | | | | |
| Comparisons: | | | | | |
| | | t goals and reflect on their | Can-Do Che | cklist | |
| progress in using la | | | | | |
| enrichment, and ad | | | | | |
| Topic: | Acti | V | Standard: | Location | |
| 1. Goal | | troduce Can-Do Goals. | 5.2 | Can-Do | o Goals |
| Setting | (3 m | | | | |
| 2. Verbos | | eview -ar, -er, and -ir | 1.1 | | : Los verbos |
| regulares | | s by asking students | | regular | res -ar, -er, -ir |
| | - | tions about their | | | |
| | | ol. For example: | | | |
| | - | van uniformes ustedes? | | | |
| | 0 | an computadoras? | | | |
| | į Qu | é escriben en la clase | | | |
| | de Ir | ıglés? ¿Quién les | | | |
| ayuda con la tarea? (10 | | | | | |
| | min. |) | | | |
| | b. Sł | now one of the Quack! | | Videos | : Quack! -AR Verbs, |
| | vide | os on -ar, -er, and -ir | | Quack! | -ER Verbs, Quack! |
| | verb | s and complete | | -IR Vei | rbs |
| | com | prehension activities. | | | |

| | (20 min.) c. Assign <i>Actividades</i> #12 and #13. (10 min.) | | Actividad 12: -AR verbs Actividad 13: -ER/-IR verbs |
|-----------------------------|--|-----|---|
| 3. Materiales auténticos | a. Before showing the film Los colores de las flores, review strategies for watching authentic materials. Watch film. (5 min.) b. Assign comprehension questions. (5 min.) | 1.2 | Materiales auténticos: Los colores de las flores |
| 4. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | Day 13/20 | Time: 55 mi | n. | Intermediate Low- |
|--------------------|---|---------------------|-----------|-------------------|
| amistades | | | | Mid |
| STANDARDS | | | | |
| | Learners interact and negotiate | "I Can" Goa | l: | |
| | , signed, or written conversations | Personal I-C | an Stater | nent |
| | n, reactions, feelings, and | | | |
| opinions. (1.1) | d interment and analyze what is | | | |
| | d, interpret, and analyze what is wed on a variety of topics. (1.2) | | | |
| | use the language to investigate, | | | |
| | on the relationship between the | | | |
| | ectives of the cultures studied. | | | |
| (2.1) | | | | |
| Connections: | | | | |
| Comparisons: | | | | |
| | rners use the language both within | Can-Do Checklist | | |
| | ssroom to interact and collaborate | | | |
| | and the globalized world. (5.1) | | | |
| | and reflect on their progress in renjoyment, enrichment, and | | | |
| advancement. (5.2) | | | | |
| Topic: | Activity: | Standard: Location: | | on: |
| 1. Goal | a. Review Personal Can-Do | 5.1, 5.2 | Can-Do | Checklist |
| Setting | Goals. (3 min.) | , | | |
| C | b. Explore ways to achieve | | | |
| | personal goal and reflect on | | | |
| | progress. (time as needed) | | | |
| 2. Verbos | a. Review -ar, -er, and -ir | 1.1 | Lesson | : Los verbos |
| regulares | verbs by asking students | 1.1 | | es -ar, -er, -ir |
| reguiires | about activities they do | | reguiar | cs ai, -ci, -ii |
| | with their friends. For | | | |
| | | | | |
| | example: ¿Qué tipo de | | | |

| | música escuchan? ¿Asisten a conciertos? ¿Dónde comen comida chatarra? (5 min.) b. Have students write their own questions and practice with a partner. (5 min.) | | |
|---------------------------|--|----------|---------------------|
| 3. Assessment | a. Assign Quiz #3 on -ar, -er, and -ir verbs. (15 min.) | | Quiz #3 |
| 4. Interviews | a. Before listening to Michelle's interview, review vocabulary. (10 min.) b. Listen to the interview and have students answer comprehension questions and do the <i>conexión</i> activity. (15 min.) | 1.2, 2.1 | Interview: Michelle |
| 5. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las amistades | | Day 14/20 | Time: 55 mi | n. | Intermediate Low- Mid |
|---|------|------------|-------------------------------|----------|--------------------------|
| STA | ANI | DARDS | | | |
| Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) | | | "I Can" Goal Personal I-Ca | | ment |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) | | | | | |
| Connections: Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2) | | | | | |
| Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2) | | Can-Do Che | cklist | | |
| | ctiv | vity: | Standard: | Location | on: |

| 1. Goal Setting | a. Review progress on personal I-Can Statement. (5 min.) | 5.1, 5.2 | Can-Do Checklist |
|---------------------------|---|----------|------------------------------------|
| 2. Culture of Mexico | a. Make a Know/Want to Learn/Learn (KWL) chart about Mexican holidays. (5 min.) b. Watch video ¿Qué piensas? Holy Days in Mexico. Read article and answer comprehension questions. (15 min.) | 2.1, 2.2 | ¿ Qué piensas? Holy Days in Mexico |
| 3. Interviews | a. Before watching Arturo's video, identify vocabulary and review definitions. (10 min.) b. Watch Arturo's video and answer comprehension activities. (5 min.) c. Complete cultural comparison with holidays. (10 min.) | 1.2, 4.2 | Interview: Arturo |
| 4. Wrap- Up/Reflection | a. Complete KWL chart with information learned in class and review progress on personal I-Can Statement. (5 min.) | 5.1, 5.2 | Can-Do Checklist |

| Chapter 1: Las amistades | Day 15/20 | Time: 55 min. | Intermediate Low- Mid |
|--|--|--|--------------------------|
| | DARDS | | Wilu |
| Communications: Learner meaning in spoken, signed to share information, react opinions. (1.1) Learners understand, inter heard, read, or viewed on Cultures: Learners use the explain, and reflect on the practices and perspectives (2.1) | s interact and negotiate I, or written conversations ions, feelings, and pret, and analyze what is a variety of topics. (1.2) language to investigate, relationship between the of the cultures studied. to investigate, explain, and between the products and | "I Can" Goal: Personal I-Can Stater | ment |
| Comparisons: Learners us | e the language to | | |

| investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2) Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and | | Can-Do Checklist | |
|--|--|------------------|---|
| advancement. (5.2) Topic: | Activity: | Standard: | Location: |
| 1. Goal Setting | a. Review progress on personal I-Can Statement. (5 min.) | 5.1, 5.2 | Can-Do Checklist |
| 2. Culture of Mexico | a. Review cultural information about Mexican holidays by asking questions like ¿Cuándo es el Día de la Independencia de México? ¿Cómo celebran los días festivos religiosos? (5 min.) b. Read Nota cultural. Complete comprehension activities. (10 min.) c. Create a cultural triangle explaining the products, practices, and perspectives on el Día de los Muertos. (15 min.) | 2.1, 2.2 | Nota cultural: el Día de los Muertos |
| 3. Interviews | a. Watch Nicole's video and answer the comprehension questions. (10 min.) b. Complete <i>Conexión</i> activity. (15 min.) | 1.2, 4.2 | Interview: Nicole |
| 4. Wrap- Up/Reflection | a. Review progress on the Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las amistades | Day 16/20 | Time: 55 min. | Intermediate Low- Mid |
|--|---|--|--------------------------|
| STANDARDS | | | |
| Communications: Learner meaning in spoken, signed to share information, react opinions. (1.1) Learners understand, inter | l, or written conversations iions, feelings, and | "I Can" Goal: I can describe what p now. | eople are doing right |

| heard, read, or viewe | ed on a variety of topics. (1.2) | | |
|--|--|------------|-------------------------------|
| Cultures: Learners u | se the language to investigate, | | |
| explain, and reflect on the relationship between the | | | |
| | ctives of the cultures studied. | | |
| (2.2) Connections: | | | |
| | | | |
| | ers use the language to | | |
| | and reflect on the nature of mparisons of the language | | |
| studied and their ow | | | |
| | ners set goals and reflect on their | Can-Do Che | cklist |
| | iguages for enjoyment, | Cun Bo che | CKIISt |
| enrichment, and adv | ancement. (5.2) | | |
| Topic: | Activity: | Standard: | Location: |
| 1. Introduction | a. Introduce Can-Do | 5.2 | Can-Do Goals |
| to Chapter | Goals. (3 min.) | | |
| 2. Present | a. Introduce Present | 4.1 | Lesson: Present Progressive |
| Progressive | Progressive. (10 min.) | | |
| · · | b. Play a game of charades | 1.1 | |
| | where the class guesses | | |
| | what others are doing | | |
| | using the present | | |
| | progressive. (10 min.) | | |
| 3. Panorama | a. View Panorama <i>El</i> | 1.1, 2.2 | Panorama: <i>El zócalo de</i> |
| 5. I unoruma | zócalo de Veracruz and | 1.1, 2.2 | Veracruz |
| | answer the questions. (15 | | veracraz, |
| | min.) | | |
| 1 Magtany | / | 1.2 | Mastarias Listarias A |
| 4. Mastery | a. Assign Mastery | 1.2 | Masteries: Listening A, |
| | Listening A and Listening | | Listening B |
| | B. (15 min.) | | |
| 5. Wrap- | a. Self-evaluate progress | 5.2 | Can-Do Checklist |
| Up/Reflection | using Can-Do Checklist. | | |
| | (2 min.) | | |

| Chapter 1: Las | Day 17/20 | Time: 55 min. | Intermediate Low- |
|---|--|--|-----------------------|
| amistades | | | Mid |
| STAN | DARDS | | |
| to share information, reac opinions. (1.1) Learners understand, inter heard, read, or viewed on Learners present informat | d, or written conversations tions, feelings, and rpret, and analyze what is a variety of topics. (1.2) ion, concepts, and ideas to and narrate on a variety of media and adapting to | "I Can" Goal: I can describe what p now. | eople are doing right |

| Cultures: | | | |
|---------------------------|---|------------|--|
| Connections: | | | |
| investigate, explain, | ners use the language to and reflect on the nature of omparisons of the language vn. (4.1) | | |
| | ners set goals and reflect on their nguages for enjoyment, | Can-Do Che | cklist |
| Topic: | Activity: | Standard: | Location: |
| 1. Introduction | a. Introduce Can-Do | 5.2 | Can-Do Goals |
| to Chapter | Goals. (3 min.) | 3.2 | Cui Do Gouis |
| 2. Present | a. Review Present | 4.1 | Video: Quack! Present |
| Progressive | Progressive by showing Quack! Present Progressive and answer comprehension questions. (20 min.) b. Check for comprehension by asking students questions using the present progressive. For example: ¿Qué está haciendo tu mejor amigo ahora? ¿Qué están haciendo tus padres? ¿Qué estamos haciendo nosotros?, etc. (10 min.) c. Assign Actividad #14. | 1.1 | Progressive Actividad 14: El presente |
| | (5 min.) | | progresivo |
| 3. Mastery | a. Watch the video and answer questions. (10 min.) b. Have students imagine they are at the <i>Gran Desfile</i> in Mexico City and describe what is happening during the parade. (5 min.) | 1.2 | Mastery: Listening C |
| 4. Wrap- Up/Reflection | a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | Day 18/20 | Time: 55 min. | Intermediate Low- |
|----------------|-----------|---------------|-------------------|
| amistades | | | Mid |

| S' | TANDARDS | | | |
|---|--|--|---|--|
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is | | "I Can" Goal: I can understand students talking about themselves. I can have a simple conversation about | | |
| heard, read, or view | heard, read, or viewed on a variety of topics. (1.2) | | myself and my friends. | |
| Connections: | Cultures: | | | |
| Comparisons: | | | | |
| Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2) | | Can-Do Checklist | | |
| Topic: | Activity: | Standard: | Location: | |
| 1. Introduction to Chapter | a. Introduce Can-Do Goals. (3 min.) | 5.2 | Can-Do Goals | |
| 2. Materiales auténticos 3. Preguntas personales | a. Predict what types of questions you might ask other students as you get to know them. Practice questions with a partner. (15 min.) b. Watch the video and answer comprehension questions. (15 min.) a. Review strategies for navigating authentic | 1.1 | Materiales auténticos: Los estudiantes de una escuela en Panamá ¡Vamos a charlar!: Preguntas personales | |
| 4. Wrap- Up/Reflection | materials. Listen to the <i>Preguntas personales</i> and record answers. (20 min.) a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist | |

| Chapter 1: Las | Day 19/20 | Time: 55 min. | Intermediate Low- |
|--|-----------|---|----------------------|
| amistades | | | Mid |
| STANDARDS | | | |
| Communications: | | "I Can" Goal: | |
| Learners understand, interpret, and analyze what is | | I can understand a text about friendship. | |
| heard, read, or viewed on a variety of topics. (1.2) | | | . ac car incomestip. |
| Learners present information, concepts, and ideas to | | | |
| inform, explain, persuade, and narrate on a variety of | | | |
| topics using appropriate media and adapting to | | | |
| various audiences of listeners, readers, or viewers. | | | |
| (1.3) | | | |
| Cultures: | | | |

| Connections: | | | |
|--|--|------------------|---|
| Comparisons: | | | |
| Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2) | | Can-Do Checklist | |
| Topic: | Activity: | Standard: | Location: |
| 1. Introduction to Chapter | a. Introduce Can-Do Goals. (3 min.) | 5.2 | Can-Do Goals |
| 2. Materiales auténticos 3. En la | a. Review strategies for navigating authentic texts.b. Read infographic and answer comprehension questions. (15 min.)a. Share progress and | 5.1, 1.3 | Materiales auténticos: Tipos de amistad En la comunidad |
| 4. Review | results of <i>En la</i> comunidad activity. (15 min.) a. Review for chapter test. (20 min. or as | | |
| 5. Wrap- Up/Reflection | needed) a. Self-evaluate progress using Can-Do Checklist. (2 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Las | Day 20/20 | Time: 55 min. | Intermediate Low- |
|---|-----------|---------------|--------------------------|
| amistades | | | Mid |
| STAN | DARDS | | |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3) | | "I Can" Goal: | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and | | | |

| | | 1 | |
|--|---|------------------|--------------------------|
| | ultures studied. (2.2) | | |
| Connections: Learne | ers build, reinforce, and expand | | |
| | other disciplines while using the | | |
| language to develop | critical thinking and to solve | | |
| problems creatively. | (3.1) | | |
| Learners access and | evaluate information and diverse | | |
| perspectives that are | available through the language | | |
| and its cultures. (3.2 | | | |
| Comparisons: Learn | ers use the language to | | |
| investigate, explain, | and reflect on the nature of | | |
| language through co | mparisons of the language | | |
| studied and their ow | n. (4.1) | | |
| Learners use the lang | guage to investigate, explain, and | | |
| reflect on the concep | reflect on the concept of culture through comparisons | | |
| of the cultures studied and their own. (4.2) | | | |
| Communities: Learners use the language both within | | Can-Do Checklist | |
| and beyond the classroom to interact and collaborate | | | |
| in their community and the globalized world. (5.1) | | | |
| Learners set goals and reflect on their progress in | | | |
| using languages for enjoyment, enrichment, and | | | |
| advancement. (5.2) | | | |
| Topic: | Activity: | Standard: | Location: |
| 1. Assessment | a. Students take Chapter 1 | | Go to Teacher's Panel |
| | test. | | →Click on Media |
| | test. | | Resources → Click on |
| | | | |
| | | | Additional Resources |
| | | | →Download Chapter 1 Test |
| | | | & Answer Key → Print |
| 2. Reflection | a. Reflect on Chapter | 5.2 | Can-Do Checklist |
| | Goals. | | |
| | | | |
| | b. Complete reflection on Can-Do Checklist. | | |
| | (| i e | l . |