

Voces® Spanish Novice

Chapter 1 Alignment and Pacing Guide

Voces Spanish Novice is an award-winning, highly effective Spanish curriculum for novice-level learners. Voces Spanish Novice is designed to cover two years of instruction at the novice 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 three weeks of instruction, covering everything in Chapter 1. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

| Chapter 1: Mexico | | |
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| Standard | Section/Type | Title/Location |
| 1. Communication | | |
| 1.1 Interpersonal | <i>¡Vamos a charlar!</i> | Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i> |
| 1.2 Interpretive | <i>Materiales auténticos</i> (Listening) | <i>Anuncio de mermelada</i> <i>Anuncio de un sándwich</i> <i>¡Gol!</i> |
| | <i>Materiales auténticos</i> (Reading) | Animal Express <i>Atractivos turísticos en la ciudad</i> |
| | <i>Videos</i> | Guanajuato |
| | <i>Destrezas</i> | <i>Destreza auditiva A</i> <i>Destreza auditiva B</i> |
| | <i>Entrevistas</i> | <i>Daniel (en español)</i> |
| 1.3 Presentational | <i>¡Vamos a charlar!</i> | Presentational #1 |
| | <i>Actividades</i> (Writing) | <i>Actividad 1: El abecedario 1</i> <i>Actividad 10: Los números 1</i> |
| | <i>Actividades</i> (Speaking) | <i>Actividad 4: Los saludos 1</i> <i>Actividad 12: Los números 3</i> |
| 2. Culture | | |
| 2.1 Practices to Perspectives | <i>Entrevistas</i> | <i>Miguel (en inglés)</i> <i>Octavio (en inglés)</i> |
| | <i>Videos</i> | <i>El Día de los Muertos</i> Sweet 15 Celebration <i>Las posadas: Christmas in Mexico</i> |
| 2.2 Products to Perspectives | <i>Panorama</i> | Taxco |
| | <i>Entrevistas</i> | <i>Paulina (en inglés)</i> <i>Rebeca (en inglés)</i> |
| 3. Connections | | |
| 3.1 Other Disciplines | <i>Lector</i> | <i>El Día de los Muertos</i> |

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| | <i>Video</i> | Quintana Roo |
| 3.2 Diverse Perspectives | <i>Estereotipos & Prejuicios</i> | |
| 4. Comparisons | | |
| 4.1 Language | <i>Abecedario</i> | Language Sounds |
| | <i>Puntuación y «yo»</i> | |
| | <i>Videos</i> | Consonants Vowels |
| 4.2 Culture | <i>Saludos</i> | Formal vs. Informal Greetings |
| | <i>Videos</i> | Greetings Vocabulary Chiapas Mexico City |
| 5. Communities | | |
| 5.1 School and Global Communities | <i>En la comunidad</i> | |
| 5.2 Lifelong Learning | Can-Do Checklist | |

Spanish Novice, Chapter 1 Pacing Guide

| Chapter 1: Mexico | Day 1/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| 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 tell someone my name. | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) | | Mexico City | |
| 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) | | Greetings, formal vs. informal | |
| 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.) | | Can-Do Checklist |
| 2. Culture of Mexico | a. Before showing Mexico City video, class predicts what they will see. (2 min.) b. Show video. (5 | 2.2 | <i>Videos</i> : Mexico City |

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| | min.) c. Class shares initial reactions to video. (3 min.) | | |
| 3. Greetings | a. Present formal and informal greetings. Listen and repeat. (5 min.) b. Students practice greetings and responses with classmates. (5 min.) c. Students individually practice greetings in <i>Actividades</i> section (#4, #5, #6, #7, and #8). Answer questions as needed. (20 min.) | 4.1 1.1 1.1 | Lesson: <i>Saludos</i> Game Center: Voces Flash Card Challenge: Chapter 1 <i>Actividad 4: Los saludos 1</i> <i>Actividad 5: Los saludos 2</i> <i>Actividad 6: Los saludos 3</i> <i>Actividad 7: Los saludos 4</i> <i>Actividad 8: Los saludos 5</i> |
| 4. Wrap-Up/Reflection | a. Review Mexico City video (if necessary) and complete comprehension questions. (10 min.) b. Students self-evaluate progress using Can-Do Checklist. (2 min.) | 2.2 5.2 | <i>Video: Mexico City</i> Can-Do Checklist |

| Chapter 1: Mexico | Day 2/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| 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 tell someone my name. | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) | | Guanajuato | |
| 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) | | Cognates | |
| 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: |
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| 1. Greetings | a. Review Can-Do Goal and greetings with class. (5 min.) b. Play games individually or with partners. (5 min.) c. Answer any questions from <i>Actividades</i> . (5 min.) d. Students practice greetings with classmates. (5 min.) e. Perform <i>¡Vamos a charlar!</i> , Interpersonal #1. (15 min. or as needed) f. Reflect on progress using Can-Do Checklist. (2 min.) | 4.1 1.1 5.2 | Can-Do Checklist <i>Video</i> : Greetings Vocabulary Games Center: Voces Match, Voces Flash Card Challenge: Chapter 1 <i>¡Vamos a charlar!</i> Interpersonal #1 Can-Do Checklist |
| 2. Culture of Mexico | a. As students finish Interpersonal #1, assign the Guanajuato video and comprehension activities. (15 min.) | 2.2 | <i>Video</i> : Guanajuato |

| Chapter 1: Mexico | Day 3/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) | | “I Can” Goals: I can respond to an introduction. I can copy the letters of the alphabet. | |
| 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: 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) | | Language Sounds | |
| 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: |
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| 1. Greetings | a. Greet classmates. (2 min.) b. Present Can-Do Goals. (3 min.) | | Can-Do Checklist |
| 2. Alphabet | a. Present alphabet. (10 min.) b. Practice spelling names or familiar words and guessing cognates. (5 min.) c. Present example dialogues of greetings and spelling names. Students practice dialogues with classmates. (10 min.) d. Assign <i>Actividades</i> #1, #2, and #3. (10 min.) e. Perform <i>¡Vamos a charlar!</i> Interpersonal #2. (10 min.) f. Reflect on progress using Can-Do Checklist. (2 min.) | 4.1 1.3 1.1 5.2 | Lesson: <i>Abecedario</i> Lesson: <i>Abecedario</i> (Cognates section) Lesson: <i>Saludos</i> <i>Actividad 1: El abecedario 1</i> <i>Actividad 2: El abecedario 2</i> <i>Actividad 3: El abecedario 3</i> <i>¡Vamos a charlar!</i> Interpersonal #2 Can-Do Checklist |

| Chapter 1: Mexico | Day 4/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| <p>Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)</p> <p>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)</p> | | <p>“I Can” Goals: I can identify a few words in an authentic text. I can spell my name.</p> | |
| <p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)</p> | | Taxco | |

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| 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) | | <i>Puntuación y «yo»</i> | |
| 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. Alphabet | <p>a. Greet class and present Can-Do Goal. (3 min.)</p> <p>b. Review alphabet and answer any questions from <i>Actividades</i>. (10 min.)</p> <p>c. Practice asking how to spell names with classmates. (5 min.)</p> <p>d. Introduce <i>Materiales auténticos: Atractivos turísticos en la ciudad</i>. Answer questions. (15 min.)</p> <p>e. Reflect on progress using Can-Do Checklist. (2 min.)</p> | <p>1.1</p> <p>1.2</p> <p>5.2</p> | <p>Can-Do Checklist</p> <p>Lesson: <i>Abecedario</i></p> <p><i>¡Vamos a charlar!</i> Presentational #1</p> <p><i>Materiales auténticos: Atractivos turísticos en la ciudad</i></p> <p>Can-Do Checklist</p> |
| 2. Punctuation | <p>a. Present punctuation. (5 min.)</p> <p>b. Explain how to use a computer keyboard and the Voces® punctuation tool to format Spanish punctuation. Use the punctuation tool that is on the Taxco panorama page to demonstrate.(5 min.)</p> | 4.1 | <p>Lesson: <i>Puntuación y «yo»</i></p> <p><i>Panorama: Taxco</i></p> |
| 3. Culture of Mexico | <p>a. Introduce panorama (Taxco). Explore panorama and answer questions. (10 min.)</p> | 2.1, 2.2 | <i>Panorama: Taxco</i> |

| Chapter 1: Mexico | | Day 5/15 | | Time: 55 min. | | Novice Low-Mid | |
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| STANDARDS | | | | | | | |
| 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 spell my name. | | | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) | | | | Chiapas | | | |
| 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) | | | | Personal Pronouns, Alphabet, Sounds | | | |
| 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) | | | | Chiapas | | | |
| Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) | | | | Key Pals, Can-Do Checklist | | | |
| Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2) | | | | | | | |
| Topic: | | Activity: | | Standard: | | Location: | |
| 1. "I" | | a. Greet class and present Can-Do Goal. (3 min.) b. Present information on "I" (yo). (5 min.) c. Introduce <i>En la comunidad</i> activity. (5-10 min. or as needed) | | 4.1 5.1 | | Can-Do Checklist Lesson: <i>Puntuación y «yo»</i> <i>En la comunidad</i> | |
| 2. Alphabet | | a. Review alphabet, consonants, vowels, and punctuation. (5 min.) b. Spell first and last names, familiar words, and cognates. (5 min.) | | 4.1 | | Lesson: <i>Abecedario</i> | |

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| | c. When students are ready, perform <i>¡Vamos a charlar!</i> , Presentational #1. (10 min.) d. Reflect on progress using Can-Do Checklist. (2 min.) | 1.1 5.2 | <i>¡Vamos a charlar!</i> Presentational #1 Can-Do Checklist |
| 3. Culture of Mexico | a. As students finish Presentational #1, assign Chiapas video and comprehension activities. (15 min.) | 4.2 | <i>Video: Chiapas</i> |

| Chapter 1: Mexico | Day 6/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) | | “I Can” Goal: I can recognize telephone numbers and addresses. | |
| Cultures: | | | |
| Connections: | | | |
| Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. (4.1) | | <i>Los números del 0 al 30</i> | |
| 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. Numbers | a. Greet class and present Can-Do Goal. (2 min.) b. Present numbers. (10 min.) c. Practice example dialogue exchanging phone numbers. (5 min.) d. Complete <i>Actividades</i> #13 and #14. (10 min.) e. Assign Listening Mastery A. (15 min.) f. Assign <i>Materiales</i> | 4.1 1.2 | Can-Do Checklist <i>Lesson: Los números del 0 al 30</i> <i>Presentación: Los números</i> <i>Lesson: Los números del 0 al 30</i> <i>Actividad 13: Los números 4</i> <i>Actividad 14: Los números 5</i> <i>Destreza auditiva A</i> <i>Materiales auténticos: Animal</i> |

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| | <i>auténticos</i> : Animal Express. (10 min.) g. Reflect on progress using Can-Do Checklist. (2 min.) | 5.2 | Express Can-Do Checklist |
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| Chapter 1: Mexico | Day 7/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) | | “I Can” Goal: I can recognize numbers in a commercial. | |
| Cultures: | | | |
| Connections: | | | |
| 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. Numbers | a. Greet class and present Can-Do Goal. (2 min.) b. Review numbers. (10 min.) c. Watch <i>¡Gol!</i> and complete comprehension activities. Practice calling Pizza Hut. (15 min.) d. Complete <i>Actividad #15</i> . (15 min.) e. Assign Listening Mastery B. (10 min.) f. Reflect on progress using Can-Do Checklist. (2 min.) | 1.2 5.2 | Can-Do Checklist Games Center: Voces Flash Card Challenge, Voces Match: Chapter 1 <i>Materiales auténticos: ¡Gol!</i> <i>Actividad 15: Los números 6</i> <i>Destreza auditiva B</i> Can-Do Checklist |

| Chapter 1: Mexico | Day 8/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations | | “I Can” Goal: I can write numbers, such as those in a | |

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| to share information, reactions, feelings, and opinions. (1.1) | | telephone number. | |
| 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 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. <i>Hay</i> | <p>a. Greet class and present Can-Do Goal. (3 min.)</p> <p>b. Review numbers and telephone numbers. (5 min.)</p> <p>c. Present <i>Hay</i>. Ask students how many items there are in classroom (use cognates). (10 min.)</p> <p>d. Complete Grammar Mastery, <i>Hay y números</i>. (20 min.)</p> <p>e. Assign <i>Actividades</i> #10, #11, and #12. (15 min.)</p> <p>f. Reflect on progress using Can-Do Checklist. (2 min.)</p> | <p>1.1</p> <p>1.3</p> <p>5.2</p> | <p>Can-Do Checklist</p> <p>Games Center: Voces Flash Card Challenge, Voces Match: Chapter 1 Lesson: <i>Hay</i></p> <p><i>Destreza gramatical: Hay y números</i></p> <p><i>Actividad 10: Los números 1</i> <i>Actividad 11: Los números 2</i> <i>Actividad 12: Los números 3</i></p> <p>Can-Do Checklist</p> |

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| Chapter 1: Mexico | Day 9/15 | Time: 55 min. | Novice Low-Mid |
| STANDARDS | | | |
| 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 ask for and give my telephone number. | |

| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) | | <i>Quinceañera</i> | |
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| 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) | | Sweet 16 vs. Sweet 15 | |
| 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. Numbers | a. Greet class and present Can-Do Goal. (3 min.) b. Review numbers and asking for and answering with phone numbers. (5 min.) c. Perform <i>¡Vamos a charlar!</i> , Interpersonal #3. (10 min.) d. Reflect on progress using Can-Do Checklist. (2 min.) | 1.1 5.2 | Can-Do Checklist Games Center: Voces Flash Card Challenge, Voces Match: Chapter 1 <i>¡Vamos a charlar!</i> Interpersonal #3 Can-Do Checklist |
| 2. Sweet 15/ <i>Quinceañera</i> | a. Present Sweet 15 Celebration video and assign comprehension questions. (35 min. or time as needed) | 2.1, 4.2 | <i>Video: Sweet 15 Celebration</i> |

| Chapter 1: Mexico | Day 10/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) | | "I Can" Goal: I can recognize some words and phrases in a commercial. | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) | | Foods of Mexico | |
| Connections: | | | |
| Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied | | Food in Mexico and U.S. | |

| and their own. (4.2) | | | |
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| 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. Numbers | a. Greet class and present Can-Do Goal. (2 min.) b. Watch <i>Anuncio de un sándwich</i> and answer comprehension activities. (10 min.) c. Assign Quiz: Numbers. (15 min.) d. Reflect on progress using Can-Do Checklist. (2 min.) | 1.2 5.2 | Can-Do Checklist <i>Materiales auténticos: Anuncio de un sándwich</i> <i>Prueba: Números</i> Can-Do Checklist |
| 2. Mexican Product | a. Present the 3Ps Triangle (10 min.) b. Students choose a product from Mexico and complete the <i>Productos, prácticas y perspectivas</i> Activity (15 min.) | 2.2, 4.2 | <i>Actividades: Productos, prácticas y perspectivas</i> |

| Chapter 1: Mexico | Day 11/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) | | “I Can” Goal: I can recognize some words and phrases in a commercial. | |
| Cultures: | | | |
| Connections: | | | |
| 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. <i>Materiales auténticos</i> | a. Greet class and present Can-Do Goal. (2 min.) b. Review cognates. Watch <i>Anuncio de mermelada</i> and | 1.2 | Can-Do Checklist Lesson: <i>Abecedario</i> (Cognates section) <i>Materiales auténticos:</i> |

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| | complete comprehension activities. (10 min.) c. Reflect on progress using Can-Do Checklist. (2 min.) | 5.2 | <i>Anuncio de mermelada</i> Can-Do Checklist |
| 2. Goal Setting | a. Write original I-Can Statement for personal interest. (time as needed) b. Explore ways to achieve goal. (30 min.) | 5.2 | Can-Do Checklist |

| Chapter 1: Mexico | | Day 12/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | | |
| 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 communicate basic information about myself. | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) | | | | |
| Connections: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.1) | | | Stereotypes, Prejudices | |
| 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) | | | Stereotypes, Prejudices | |
| 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. Interpersonal Speaking | a. Greet class and present Can-Do Goal. (2 min.) b. Present <i>Preguntas personales</i> . Discuss communication strategies. Students listen to questions and record responses. (15 min.) c. Reflect on progress using Can-Do | 1.1 | Can-Do Checklist <i>¡Vamos a charlar!</i> <i>Preguntas personales</i> | |
| | | 5.2 | Can-Do Checklist | |

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| | Checklist. (2 min.) | | |
| 2. Stereotypes and Prejudices | a. Present and discuss information on stereotypes and prejudices. (5 min.) | 3.1 | Lesson: <i>Estereotipos & Prejuicios</i> |
| | b. Watch interview with Miguel and answer comprehension questions. (10 min.) | 3.1 | <i>Entrevista: Miguel (en inglés)</i> |
| | c. Create "I used to think..., Now I think..." exit slip about stereotypes and prejudices. (5 min.) | 4.2 | |

| Chapter 1: Mexico | Day 13/15 | Time: 55 min. | Novice Low-Mid |
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| STANDARDS | | | |
| Communications: | | | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) | | <i>Día de los Muertos</i> | |
| Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) | | | |
| Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1) | | Societal views on death | |
| Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2) | | | |
| 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. Personal Goals | a. Greet class and review progress on Can-Do Checklist. (3 min.) b. Explore ways to achieve personal goals and reflect on | 5.2 | Can-Do Checklist |

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| | progress. (time as needed) | | |
| 2. Culture of Mexico | a. Present cultural information on <i>Día de los Muertos</i> . Options: Reader, Video, and Interview with Paulina.(time as needed) b. Answer comprehension questions. (time as needed) | 2.1, 2.2, 3.1, 3.2 | <i>Lector: El Día de los Muertos</i> <i>Video: El Día de los Muertos</i> <i>Entrevista: Paulina (en inglés)</i> |

| Chapter 1: Mexico | Day 14/15 | Time: 55 min. | Novice Low-Mid |
|--|--|-------------------------------|---|
| STANDARDS | | | |
| Communications: | | | |
| Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) | | <i>Las posadas, la piñata</i> | |
| 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 Checklist | |
| Topic: | Activity: | Standard: | Location: |
| 1. Personal Goal Review | a. Greet class and review progress on Can-Do Checklist. (5 min.) b. Explore ways to achieve a personal goal. (time as needed) | 5.2 | Can-Do Checklist |
| 2. Culture of Mexico | a. Present cultural information on <i>Las posadas</i> . Options: Video, Interview with Rebeca. (time as needed) | 2.1, 2.2 | <i>Video: Las posadas: Christmas in Mexico</i> <i>Entrevista: Rebeca (en inglés)</i> |
| 3. Review | a. Review for Chapter 1 test. (time as | | |

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| | needed) | | |
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| Chapter 1: Mexico | Day 15/15 | Time: 55 min. | Novice Low-Mid |
|-------------------|--|---------------|---------------------------|
| STANDARDS | | | |
| Communications: | | | |
| Cultures: | | | |
| Connections: | | | |
| Comparisons: | | | |
| Communities: | | | |
| Topic: | Activity: | Standard: | Location: |
| 1. Assessment | a. Students take Chapter 1 test. (time as needed) | | <i>Capítulo 1: Examen</i> |
| 2. Reflection | a. Reflect on Chapter Goals. (time as needed) b. Complete reflection on Can-Do Checklist.(time as needed) | 5.2 | Can-Do Checklist |