

SPANISH CURRICULUM MAPS (rev. August 2025)

Spanish 1R

Grade Level: 9th

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Para empezar-2A). Themes are related to:</p>	<p>LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Ch. 2B-3A). Themes are related to:</p>	<p>LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Ch. 3B-4A). Themes are related to:</p>	<p>LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Ch.4B-5B). Themes are related to:</p>
<ul style="list-style-type: none"> ● Greetings/farewells ● Numbers ● Time ● Commands ● Body parts ● Items in the classroom ● School subjects ● Alphabet ● Days/Months ● Weather ● Leisure activities ● Likes/dislikes 	<ul style="list-style-type: none"> ● Class schedule ● School items and activities ● Prepositions to indicate location ● Eating habits ● Favorite foods ● Expressions for eating ● Meal times ● Names of meals in Spanish ● Fruits and vegetables native to the Americas 	<ul style="list-style-type: none"> ● Food groups ● Listening and distinguishing between lunch and breakfast food ● Recommendations to keep a good health ● Description of places in a neighborhood ● Expressions of frequency ● Questions words ● Means of transportation ● Weekend events 	<ul style="list-style-type: none"> ● Sports ● Non school activities ● Expressing what one would or would not like to do ● Military time ● Accepting or declining invitations ● Family members, celebrations and parties ● Table setting ● Description on People

SPEAKING: Communicating isolated words and/or short/long phrases in the target language. Topics are related to:	SPEAKING: Communicating isolated words and/or short/long phrases in the target language. Topics are related to:	SPEAKING: Communicating isolated words and/or short/long phrases in the target language. Increasing student-teacher verbal interaction. Topics are related to:	SPEAKING: Communicating isolated words and/or short/long phrases in the target language. Increasing student-teacher verbal interaction. Topics are related to:
<ul style="list-style-type: none"> Greeting teacher Answering teacher's questions Objects in the classroom Pieces of clothing Colors, numbers Telling time, days dates Creating short dialogues in pairs or groups about the same topics Asking questions about the same topics Describing activities students like Describing physical activities 	<ul style="list-style-type: none"> Practice the "ñ" sound Answering questions about food they like, eating habits, places to go, school activities and leisure time activities (sports), etc. Telling which activities they do, which they like and don't like. Telling about obligations (things they have to do) Asking questions about the above topics Telling about location of class items 	<ul style="list-style-type: none"> Saying what food they prefer or want Speaking about foods they eat and drink on weekends Indicating ingredients on their favorite food Recognizing and Speaking about food groups from the Food Guide Pyramid Giving opinions about food Indicating agreement or disagreement 	<ul style="list-style-type: none"> Talking about locations for activities Talking about places people go and how often Indicating weekend activities Talking about sports they know or not know how to play Indicating feelings, time, how to decline an invitation Talking about family members, celebrations and parties Talking about table setting Describing people

READING: Recognizing cognates and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Para empezar-Ch.2A). Visual narratives from old Proficiency Exams are used too.	READING: Recognizing cognates and previously learned structures and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Ch.2B-3A). Visual narratives from old Proficiency Exams are used too.	READING: Recognizing cognates and previously learned structures and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Ch. 3B-4A). Visual narratives from old Proficiency exams are used too.	READING: Recognizing cognates and previously learned structures and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Ch. 4B-5B). Visual narratives from old Proficiency exams are used too.
<ul style="list-style-type: none"> Conversations from the textbook about greeting people 	<ul style="list-style-type: none"> First day of classes story Taking classes in a bilingual school in Costa Rica (Con't) 	<ul style="list-style-type: none"> A story about a market place An advertisement about a pizza place (Con't) 	<ul style="list-style-type: none"> A mall advertisement Activities outside of school (Con't)

(Con't) <ul style="list-style-type: none"> Seasons in North and South Hemisphere School supplies Activities students like and dislike Rhythms, dances and instruments in the Hispanic World Announcements from TV and radio programs Online friends/pen pals Colors and personality 	<ul style="list-style-type: none"> A story about subjects students like in school An important program in the United States (UNICEF) The most important meal: <i>El desayuno</i> A survey about Mexican and Italian food Fruits and vegetables of the Americas 	<ul style="list-style-type: none"> A shy student An online conversation What to do to maintain good health The food of the athletes A letter from an exchange students in Santiago, Chile A theater advertisement Reading about Old San Juan, Puerto Rico 	<ul style="list-style-type: none"> Asking questions, accepting/declining invitations Cell phone advertisement The life of two Spanish famous golfers Information about family members, parties and celebrations A birthday party An invitation for a <i>Quinceañera</i> A story ordering food in a restaurant Ingredients and preparation of a dessert A menu
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WRITING: Producing written messages such as short sentences and 30 word notes/ compositions. Topics are related to <i>Realidades 1</i> textbook (Para empezar-Ch. 2A)	WRITING: Producing written messages such as short sentences and 30 word notes/ compositions. Topics are related to <i>Realidades 1</i> textbook (Ch.2B- 3A)	WRITING: Producing written messages such as short sentences and 50 word notes/ compositions. Topics are related to <i>Realidades1</i> textbook (Ch.3B-4A)	WRITING: Producing written messages such as short sentences and 50 word notes/ compositions. Topics are related to <i>Realidades 1</i> textbook (Ch.4B-5B)
<ul style="list-style-type: none"> Students conversations Family Numbers Dates and holidays celebrations Activities according to season Sports Email to a penpal in Dominican Republic A students profile A note to a counselor listing reasons why a student wants to drop two classes 	<ul style="list-style-type: none"> e-mail to a friend asking about his/her classes Listing food students like and dislike Creating a chart about foods and drinks for breakfast Describing different types of food; which foods can/can't be refrigerated Writing predictions by looking at pictures of people eating at a restaurant 	<ul style="list-style-type: none"> Listing activities that people do to maintain good health Describing favorite foods Describing different activities Writing information about a painting Writing about frequency of going to certain places Writing a note to a friend about extracurricular activities 	<ul style="list-style-type: none"> Describing different non-school activities Writing about what people are going to do Writing about family's life and likes Writing a birthday invitation Writing a review about student's favorite restaurant Writing a report about people coming to an event and what they are bringing with them

<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> textbook. (Para empezar-Ch2A).</p>	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> textbook (Ch2A-Ch3B).</p>	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> textbook (Ch. 4A-Ch4B).</p>	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> Textbook (Ch.5A-5B).</p>
<ul style="list-style-type: none"> • Greetings/farewells at different times of the day • Introducing people • Numbers • Es, son and telling time • Masculine and Feminine nouns • Hace and weather expressions • (No) Me gusta/(No)Te gusta • Infinitives • Expressing agreement or disagreement • Adjectives/Placement of adjectives • Use of SER to indicate what people are like • Definite and Indefinite articles • Subject Pronouns 	<ul style="list-style-type: none"> • Present tense of –ar verbs • Order of things (ordinal numbers) • Prepositions of location • Present tense of ESTAR • The plural of nouns and articles • Present tense of –er and –ir verbs • Me gustan/Me encantan • Tener hambre/tener sed • Expressions used to indicate frequency • The plural of adjectives • Present tense of SER • How to write complete sentences 	<ul style="list-style-type: none"> • Using ESTAR to indicate feelings • Present Tense of Irregular verb IR • Ir + a + infinitive • Stress and accent • Question Words • Present tense of verb JUGAR 	<ul style="list-style-type: none"> • Present tense of verb TENER • Using TENER to indicate ownership, age, family relationship • Using TENER + que to indicate obligation • Possessive Adjectives • Diminutives • Adjectives ending in -ísimo/-a • Present tense of VENIR • Uses of SER and ESTAR • Quisiera and me gustaría

CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture	CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture	CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture	CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture
<ul style="list-style-type: none"> • Social relations • Tú vs. Ud • “La persistencia de la memoria /The Persistence of Memory” • Salvador Dalí • Mayan hieroglyphic • Los sanfermines • Aztec calendar • Picasso’s “Three Musicians” • España • Madrid’s Plaza Mayor • <i>El flamenco, el tango, la salsa, el merengue y la cumbia</i> • Simon Bolivar • El huipil a handwoven blouse • El Caribe 	<ul style="list-style-type: none"> • Fernando Botero • El recreo • Military time • A school in Costa Rica • El fútbol, the most popular sport in Spanish speaking countries • México • Schools in Spanish speaking countries • América Central • Food exchange between the Americas and Europe • Breakfast in Spain • Tropical fruits and vegetables • América del Sur 	<ul style="list-style-type: none"> • Open-air markets • El mate • La tomatina • More about <i>América del Sur</i> • La plaza is the main square of most towns and cities in Spanish speaking countries • El morro a fort in Puerto Rico • Andean music • Alex Rodriguez, Sammy Sosa, Edgardo Alfonzo are popular baseball players • Sergio Garcia y Lorena Ochoa Reyes are famous golfers • Rebecca Lobo is a popular basketball player 	<ul style="list-style-type: none"> • Mexican American Community • <i>La familia</i> - Family and extended family in the Spanish speaking culture • El papel picado y la piñata • La familia real (The Royal Family) • <i>Diego Rivera</i> • La quinceañera • Menú del día

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Para Empezar – Ch1B). Themes are related to:	LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Ch. 2A-2B). Themes are related to:	LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Ch. 3A-3B). Themes are related to:	LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Ch. 4A-4B). Themes are related to:
<ul style="list-style-type: none"> activities/ what people do describing oneself & others stating where people are from telling how often people do certain things describing classroom activities & objects stating class rules talking about extracurricular activities & understanding the cultural differences comparing people and objects stating what people know how to do stating how long one has been doing an activity 	<ul style="list-style-type: none"> discussing personal hygiene habits describing getting ready for an event discussing ownership/ possession of objects talking about clothing & fashion discussing shopping habits describing events in the immediate past using demonstrative adjectives to be specific planning parties 	<ul style="list-style-type: none"> discussing activities and their specified locations giving reasons for being unable to do certain things shopping for specific items and the appropriate stores obtaining information on where things are located giving directions discussing habits associated with driving in town and on highways 	<ul style="list-style-type: none"> discussing childhood habits and activities toys and games telling for whom something is done understanding childhood songs of the Hispanic culture making plans for holiday gatherings family relationships from a cultural standpoint discussing gatherings in the past tense talking about special events

<p>SPEAKING: Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>	<p>SPEAKING: Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>	<p>SPEAKING: Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>	<p>SPEAKING: Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>
<ul style="list-style-type: none"> • Describing family and friends • Describing self and likes and dislikes • Describing common actions among peers • Saying how long you and others have been involved in a pastime or hobby • Discussing school rules, favorite classes and giving additional supporting information • Describing use of free time and the activities students are involved in • Telling what you and others know and know how to do • Stating how often and for how long one has been involved in a sport or club 	<ul style="list-style-type: none"> • Discussing ritual habits for preparing oneself • Speaking about what things are made of • describing one's health and mood • Telling what people own • Using the reflexive pronoun to express what a person does to and for themselves • Discussing personal shopping habits • Talking about specific events in the past • Speaking Spanish avoiding the need to repeat oneself 	<ul style="list-style-type: none"> • Describing where one does certain activities • Giving reasons for being unable to attend certain activities • Shopping and doing errand in and around town • Asking for specific directions • Discussing good and bad driving habits • Discussing locations in a city to give as a point of reference • Discussing modes of transportation 	<ul style="list-style-type: none"> • Talking about one's preferences in childhood • Discussing what you were like as a small child • Making observations about others when they were young • Discussing past family practices associated with holidays

<p>READING: Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (Para Empezar-1B). Reading passages from the textbook with additional supporting material as appropriate.</p>	<p>READING: Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (Ch. 2A-2B) Reading passages from the textbook with additional supporting material as appropriate</p>	<p>READING: Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (Ch. 3A-3B) Reading passages from textbook with additional supporting material as appropriate</p>	<p>READING: Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (4A-4B). Reading passages from textbook with additional supporting material as appropriate</p>
<ul style="list-style-type: none"> • Read narratives , dialogues and stories about personal characteristics of classmates and famous entertainers • Readings related to nationalities and where people are from • Readings related to what people do during their free time • Read “Versos sencillos” de José Martí -understanding a Spanish poem • Read about grading system in Mexico & the relationship between students and teachers in Hispanic countries • Reading emails from a student in Mexico • Long passage on “Para estudiar mejor” • Reading explanation of Okapi magazine – making connections with their own reading experiences in elementary school 	<ul style="list-style-type: none"> • Read narratives , dialogues and stories about clothing and parties in Hispanic countries • Read and interpret a passage comparing sleep and one’s health • Read and analyze a passage about plays, theaters and auditions • Read about the importance of families and celebrating hispanic heritage • Read about clothing, shopping and fashion • Read about sizes in latin countries • Read about how Spanish is used to attract customers in various businesses • Read a long passage about the history of jeans • Read and compare the importance of the “parranda” – a family party 	<ul style="list-style-type: none"> • Read narratives , dialogues and stories about famous buildings • Read about pharmacies in the latin world • Read advertisements in Spanish for health related products • Poetry Reading: “Crepusculario” de Pablo Neruda • Readings about famous neighborhoods in Spain and Latin America • Readings about the cultural importance of stamps • Long passage comparing the program “Ciudades Hermanas Internacional” • Reading explaining “Los Mercados Al Aire Libre” • Read about giving and receiving directions • Read about the importance of traffic circles in major cities • Interpret metro maps and read about the Mexico City subway system 	<ul style="list-style-type: none"> • Read narratives , dialogues and stories about childhood toys, games and preferences • Read about the importance of pets in Hispanic culture • Read, compare & contrast day care centers in the U.S. and Hispanic countries • Interpret and understand an advertisement for a day care center • Read about toys in Mayan society • Long passage: “El Grillo y el Jaguar” – a Mexican fable • Reading and comparing childhood songs from Spanish speaking countries and their own childhood • Read about common etiquette and holiday celebrations

<ul style="list-style-type: none"> • Reading about and comparing extra-curricular activities & sports in Hispanic countries • Reading about Celia Cruz. queen of salsa dance • Reading about a health club and how to create a Web page • Reading about different dances at an International dance school 		<ul style="list-style-type: none"> • Read about the importance of the plaza in Spain and colonial Latin American cities • Read an advertisement concerning a “teléfono celular” • Read about driving schools in Hispanic countries • Long passage about “Manejar a la Defensiva” 	<ul style="list-style-type: none"> • Read a short passage about the Basque region of Spain and the Euskadi drummers • Read a passage about El Dia de la Raza, commemorating the arrival of Christopher Columbus to the new world • Read and compare El Dia de los Muertos with Halloween in the US, El Dia de la Independencia & important dates in Hispanic culture • Read about weddings in Mexico, El Carivale in Latin America and Las Fallas in Valencia • Read a long passage about Los Reyes Magos and compare it to Christmas in the US
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<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (Para Empezar – 1B)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (2A-2B)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (3A-3B)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (4A-4B)</p>
<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary.

<ul style="list-style-type: none"> • Write about oneself in positive terms: what you are like, where you're from and what activities you participate in • Write a long essay describing your "Persona Favorita" • Write responses to reading about Enrique Iglesias • Write adding additional details: how often and where you do certain activities • Write a Poema en Diamante • Write about rules in your favorite and least favorite class • Write an essay on how to be a good student this academic year • Write about completing projects in other classes • Complete a project enforcing or introducing a school rule • Write about your after school activities and how long you've been involved in several extracurricular activities • Write sentences comparing yourself to a classmate in the number of hobbies you both have 	<ul style="list-style-type: none"> • Prepare a thank you card for a birthday gift received • Write a detailed description of how you would spend \$200 • Write description of what people wear to certain events, describe what is in style and where these purchases are made • Describe what one was wearing in a specific photo brought from home, where it came from, the cost • Write descriptions of one's most recent purchases and activities in the preterite • Write a detailed set of direction to get from your house to the Cornwall high school • Write about what makes you nervous • Write a review of a defensive driving article • Write helpful commands you would give a friend who is new to driving • Describe a specific time of day in your home setting, telling what each member of the family is doing at that moment 	<ul style="list-style-type: none"> • Write about what you and others used to receive as gifts • Write a detailed composition about what one was like as a small child • Write an essay about elementary school experiences • Write lists of what toys one used to play with • Write about what you used to collect as a youngster 	<ul style="list-style-type: none"> • Write about favorite holiday • Create a description of family traditions during specific holidays in the past • Describe what happens during a wedding • Write a narrative about what one was like as a small child, including physical description, personal likes and dislikes and where they lived and went regularly • Intensive focus on Checkpoint B writing goals in preparation for checkpoint B Exam
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	<ul style="list-style-type: none"> • Describe a traffic circle in your community • Write about one's recent shopping experience, what they bought and where • Describe a weekend using "selfie" pictures • write an explanation about why you were not able to go to certain places to complete errands 		

GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 2</i> textbook (Para Empezar -1B)	GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 2</i> textbook (2A-2B)	GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 2</i> textbook (3A-3B)	GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 2</i> textbook (4A-4B)
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<ul style="list-style-type: none"> • adjective agreement • verb “ser” • Question Words • Present tense of regular –ar, -er & -ir verbs • Using “gustar” • Irregular -go verbs tener, hacer, poner, traer, venir • linking verbs and their supporting vocabulary • Stem changing verbs: (o → ue), (e → i), (e → ie) • Affirmative & Negative words • Double verb construction: conjugated verb + infinitive 	<ul style="list-style-type: none"> • Irregular verb: ir • Immediate future: ir a + infinitive • Immediate past tense; acabar de + infinitive • ser vs. conocer: to know • making comparisons; mas...que, menos... que tan...como, tanto(a)(s) ...como • Hace + time expression: telling how long you’ve been doing something • Double verb construction: Verbs that require an infinitive • Present tense reflexive verbs • Ser vs. Estar: to be • Possessive adjectives: mio(a), etc. • Numbers: ordinal and cardinal • date expressions • The Preterite tense regular verbs • Time expressions that indicate the past • Demonstrative adjectives: este, esta etc • Using the adjective to replace the noun 	<ul style="list-style-type: none"> • Telling time & talking about the time of day • Direct object Pronouns: lo, la, los, las • Irregular Preterite Verbs: ir, ser • Irregular Preterite: hacer, tener, estar, poder 	<ul style="list-style-type: none"> • Verbs: salir, decir and venir in the present tense • Expressions of frequency • Regular and Irregular Affirmative “tú” commands • Present Progressive: regular and irregular gerund forms • Direct Object Pronouns referring to people: me, te, nos, os • Time expressions for the Imperfecto • Teaching about analogies • The imperfect of regular verbs • Irregular Imperfecto: ir, ser, ver • Indirect object Pronouns • Overview of Preterito vs. Imperfecto
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<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in <i>Realidades Para Empezar – 1B</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 2A-2B <i>Realidades</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 3A-3B <i>Realidades</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in 4A-4B <i>Realidades</i>.</p>
<ul style="list-style-type: none"> • Understand cultural perspectives on the school year in different parts of the world • Understand cultural perspectives concerning famous people of Hispanic background • Nationalities and Countries with Spanish as the official language • Holidays celebrated in Hispanic countries during this time period • Cultural introduction of Artist Simon Silva • Understand cultural perspectives of José Martí • Differences of grading system in Mexico vs. the US • Differences of relationships between teachers and student in Hispanic countries • Okapi vs. Scholastic magazine • Foreign code of arms 	<ul style="list-style-type: none"> • Artist Antonio Berni, Argentinian • Artist Frida Khalo • Extracurricular activity opportunities in Latin America • Artist Fernando Botero, colombiano • Importance of soccer among Hispanic teens • Celia Cruz, cantante famosa • Importance of athletic clubs and cultural centers in Latin America • El ballet and other dances • School subject in Spanish speaking countries and the school day • artist Diego Rivera: El Baile en Tehuantepec • Understand cultural perspectives about parties and clothing choices among teens • Food, family and special events in traditional Hispanic communities • Spanish in the US, holidays and festivals • The tradition of “bargaining” • Paella and Spanish traditional foods 	<ul style="list-style-type: none"> • Artist Velázquez, la Infanta Margarita de Austria • Learning about the differences in shoe and clothing sizes in Hispanic and European cultures • words of Arabic origin and the influence of Arabic in Spanish language • designer Francisco Rodríguez • Jeans in every culture • importance of family during the parranda • artist Julio Alpuy: Buenos Aires • Palacio de Correos in Mexico City • Pharmacies in Hispanic countries: similarities and differences • Poet: Pablo Neruda, chileno • Cultural importance of neighborhoods in major Spanish speaking cities • Open Air Markets and bargaining in the latin world • artist Diego Rivera: La Elaboración de un Fresco • Understand cultural perspectives on traffic 	<ul style="list-style-type: none"> • artist Pablo Picasso” Primeros pasos • significance of pets in Hispanic culture • Day Care centers and Hispanic families • artist Francisco de Goya: Don Manuel Osorio Manrique de Zuñiga • significance of nursery rhymes among Spanish speakers • artist Antonio Ruiz: Desfile cívico escolar-mexicano • Euskadi, Basque región explained • family customs and rituals among Hispanics • El día de la Raza/ El día de la Cultura • Holidays: semana Santa, El Día de los Muertos, El día de la Independencia, El Carnaval y Las Fallas • artista Carmen Lomas Garza: Tamales • Important dates in history among Latin Americans • Tying the knot in Mexico

	<ul style="list-style-type: none"> ● Authentic Spanish recipes ● Understanding meal times in different cultures 	<p>circles speaking countries</p> <ul style="list-style-type: none"> ● History of the plaza in Spanish society ● Old San Juan Puerto Rico map ● Understanding roles of public transit/ metro in different countries ● artist Juan Ferrer y Miró: Exposición de pintura ● Driving schools in Spain ● artist Frida Khalo: El Camión ● Latin American highway systems and rules 	<ul style="list-style-type: none"> ● El seis de enero: 3 Kings day & el roscón
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First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>LISTENING: Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (5A-5B). Themes are related to:</p>	<p>LISTENING: Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (Ch. 6A-6B). Themes are related to:</p>	<p>LISTENING: Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (Ch. 7A-7B). Themes are related to:</p>	<p>LISTENING: Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (Ch. 8A-8B). Themes are related to:</p>
<ul style="list-style-type: none"> • Extreme weather • Natural disasters • Response to disasters • Weather forecasts • One's recount of disastrous events • One's recount of accidents • Body parts • Injuries • Medical personnel • Bodily injuries • Understand medical advice 	<ul style="list-style-type: none"> • Sports events • Cinema • Television broadcasts and variety shows • One's recount of a television program they saw • One's recount of a movie seen • Movie reviews • Newscasts • Sportscasts • Television schedules and programming • Film reviews and announcements 	<ul style="list-style-type: none"> • Cooking • Kitchen vocabulary • Grocery shopping • Directions involved in cooking • One's recount of a meal prepared recently • One's recount of likes and dislikes about outdoor cooking • Meal preparation • Recipe instructions • Televised cooking shows • Receiving directions to an outing 	<ul style="list-style-type: none"> • Travel & Tourism • Travel advisories and announcements • Safety instructions • One's recount of travel advice and experiences • Future plans • Career choices • Professions • Hotel and accommodations requests • Intensive focus on Checkpoint B listening strategies in preparation for checkpoint B Exam

<p>SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p>SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p>SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p>SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>
<ul style="list-style-type: none"> • Describing past family gatherings • Describing emergency situations, weather disasters • Describing weather conditions • Relaying medical information • Describing medical, dental care • Making a doctor's appointment • Giving one's medical history • Offering medical advice 	<ul style="list-style-type: none"> • Inviting people to cultural activities • Accepting an invitation • Declining an invitation • Suggesting alternative activities to do • Buying tickets to a sporting or cultural event • Arranging where and when to meet people • Talking about sporting events • Describing what did or did not happen • Describing movies viewed • Using regional variations of YY/Y, C/Z sounds 	<ul style="list-style-type: none"> • Describing how to follow a recipe • Describing the procedures of food preparation • Shopping for food • Asking for specific quantities • Asking for food in a restaurant or open air market • Purchasing food required for a recipe • Dividing words into syllables • Asking for suggestions from a menu • Indicating one's food preferences 	<ul style="list-style-type: none"> • Talking about travel • Planning a trip to a foreign country • Making suggestions about travel • Reserving a hotel room • Requesting hotel services • Paying a hotel bill • Recommending about sight seeing events • Discussing future career plans • Talking about future events • Using <i>Linking sounds</i> • Intensive focus on Checkpoint B speaking goals in preparation for checkpoint B Exam

<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 2</i> textbook (P4A-4B). Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>	<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 2</i> textbook (Ch. 6A-6B) Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>	<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 2</i> textbook (Ch. 7A-7B) Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>	<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 2</i> textbook (8A-8B/9A). Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>
<ul style="list-style-type: none"> • Read narratives , dialogues and stories about movies, television shows and sporting events • Readings related to Basque culture • Guided readings from text related to weather related disasters: Volcanos, Floods, Earthquakes • Readings related to Hispanic holidays; <i>El Día de la Raza, El Día de los Muertos, Las Fallas, Carnaval, El Seis de Enero</i> 	<ul style="list-style-type: none"> • Read narratives , dialogues and stories about movies, television shows and sporting events • Read and interpret a television guide • Read and analyze a movie review • Read about Olympic and Pan American Games • Read sports articles and understand results • Read about famous Latino athletes and actors (Miguel Tejada, Francisco Rodriguez, 	<ul style="list-style-type: none"> • Read narratives , dialogues and stories about cooking, food preparation and family gatherings • Read about <i>paella, gazpacho, ceviche, plátanos, tostones, la arepa</i> • Poetry readings : Neruda's Oda al Tomate, Oda al Cebolla, Oda a las Papas Fritas • Reading "El Yunque" • Readings about South American, Mexican, Spanish cooking styles 	<ul style="list-style-type: none"> • Read narratives , dialogues and stories about travel arrangements and accommodations • Read about public transportation • Interpret transit schedules • Read about exchange student opportunities • Read about tourism in: Dominican Republic, USA, Ecuador, Spain, Uruguay and Guatemala

<ul style="list-style-type: none"> • Read about Chilean disaster in Valdivia • Read about medical services around the world 	<p>Rafeal Nadar, Sergio Garcia, Selma Hayek)</p>	<ul style="list-style-type: none"> • Readings about natural parks in USA, Puerto Rico, Guatemala, Spain and El Salvador 	<ul style="list-style-type: none"> • Read about “bargaining” in local markets • Read about school systems in Spain and Latin America • Interpret career path questionnaires • Intensive focus on Checkpoint B reading strategies in preparation for checkpoint B Exam
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<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (4B-5B)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (6A-6B)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (7A-7B)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (8A-9A)</p>
<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Prepare thank you cards for gifts received • Write news reports describing natural and man-made disasters • Write description of accident witnessed, relay information to 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Write a detailed movie review • Write a news release about a sporting event • Write a review of a televised program • Describe a sporting event one participated in 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Write a recipe • Write detailed steps needed to prepare food • Using compound words • Give written advice related to cooking and food preparation 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Write about appropriate tourist behaviors • Create description of traveler needs and supplies • Describe public Transportation

<p>emergency personnel</p> <ul style="list-style-type: none"> Describe what people are doing while awaiting medical care Solicit medical history from an injured person Write descriptions of bodily injuries and care needed 	<ul style="list-style-type: none"> Describe how others feel about television programs Describe an occasion where one became angry or frustrated Describe a newsworthy event that recently occurred in the community Describe the plot of a movie one viewed 	<ul style="list-style-type: none"> Create written descriptions of regionally typical foods Write directives detailing what should and should NOT be done Write a review for a restaurant Write invitation to a family gathering Write original poems based on Pablo Neruda's Odes 	<ul style="list-style-type: none"> Write recommendations for travelers Describe where one has traveled Write a brochure detailing tourist and historical sights one could visit Write a tourism announcement for your community Intensive focus on Checkpoint B writing goals in preparation for checkpoint B Exam

<p>GRAMMAR:</p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (4B-5B)</p>	<p>GRAMMAR:</p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (6A-6B)</p>	<p>GRAMMAR:</p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (7A-7B)</p>	<p>GRAMMAR:</p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (8A-9A)</p>
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<ul style="list-style-type: none"> • Preterite vs. Imperfect tenses • Reciprocal actions • Prefixes • False cognates • Antonyms • Accent marks to separate diphthongs • Other uses of Preterite and Imperfect • Preterite of: oír, leer, creer, destruir • Irregular preterites: venir, poner, decir, traer • Imperfect Progressive and preterite 	<ul style="list-style-type: none"> • Preterite of –ir stem changing verbs (preferir, pedir, dormir) • Other reflexive verbs (aburrirse, caerse, divertirse, dormirse, enojarse, ponerse, volverse) • Verbs that use indirect object pronouns; verbs like GUSTAR • (aburrir, doler, encantar, fascinar, importar, interesar, molestar, parecer, quedar) • The Present Perfect tense regular participles • The Present Perfect irregular participles: decir, devolver, escribir, hacer, morir, poner, romper, ver, volver) • Suffixes –oso(a), –dor (a) 	<ul style="list-style-type: none"> • Negative tú commands regular verbs • Negative tú commands car/gar/zar verbs • Negative tú commands: irregular verbs dar, estar, ir, ser • Impersonal “se” expressions • Se sirve(n), se hace(n), se prohíbe(n), se prepara(n), se come(n) • Usted and Ustedes commands regular and irregular verbs • Uses of “por”: por ejemplo, por lo general, por favor, por eso, por la mañana, por primera vez, por supuesto 	<ul style="list-style-type: none"> • Initial exposure to present regular and irregular subjunctive tense • Present subjunctive with impersonal expressions: es importante, es necesario, es mejor, es bueno.... • Suffix: -ero(a) • The future tense regular verbs • The future tense irregular verbs; hacer, poner, saber, tener, haber • Intensive focus on Checkpoint B grammar concepts in preparation for checkpoint B Exam
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<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 4B 5B <i>Realidades</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 6A-6B <i>Realidades</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 7A-7B <i>Realidades</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 8A-9A <i>Realidades</i>.</p>
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<ul style="list-style-type: none"> • Understand cultural perspectives on natural disasters • Understand cultural perspectives on health • Effects of disasters on developing world • Hispanic Holidays • Role of social service organizations • Impacts of severe weather on Hispanic world • Jai-Lai, popularity of soccer and sporting events in Hispanic communities • International soccer stars 	<ul style="list-style-type: none"> • Understand cultural perspectives on television programs • Understand cultural perspectives on movies • Roles of sports in Hispanic communities • Pan American Games • World Cup • Foreign movie and entertainment industries • Local offerings of Hispanic television stations • Caribbean baseball league • Latin American baseball stars • International movie stars 	<ul style="list-style-type: none"> • Understand cultural perspectives on recipes and food preparation • Understand cultural perspectives on special foods and food vendors • Food and family in traditional Hispanic communities • Open air markets • The tradition of “bargaining” • Paella and Spanish traditional foods • Authentic Spanish recipes • Understanding meal times in different cultures 	<ul style="list-style-type: none"> • Understand cultural perspectives on natural traveling • Understand cultural perspectives on traveling in Spanish speaking countries • Historic center of Toledo • The Aztec Empire • Airports in different countries • Understanding roles of public transit in different countries • Ecuador and the Galapagos Islands • <i>Paradores</i> in Spain • The colonial city of Antigua
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First Quarter	Second Quarter	Third Quarter	Fourth Quarter
LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Para empezar). Themes are related to:	LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Ch. 1). Themes are related to:	LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Ch. 2). Themes are related to:	LISTENING: Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Ch. 3). Themes are related to:
<ul style="list-style-type: none"> • Daily routine • School activities • Weekend activities • Special events and celebrations • One's recount of events 	<ul style="list-style-type: none"> • Camping activities • Features of the natural environment • Athletic events • Other kinds of competitions • Goals and prizes 	<ul style="list-style-type: none"> • Different types of art • Art materials • Music, drama, dance • Art reviews 	<ul style="list-style-type: none"> • Symptoms and remedies • Health, food, and nutrition • Physical fitness equipment • Exercises to stay fit • Giving advice
SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:	SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:	SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:	SPEAKING: Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:

<ul style="list-style-type: none"> Describing weekend activities Describing family celebrations Describing daily routine Describing weekend activities Talking about school Describing pictures Making stories based on pictures 	<ul style="list-style-type: none"> Talking about camping Weather forecast Describe a visit to a national park Talk about school competitions Express your emotions regarding the outcome of an event Narrate events in the past 	<ul style="list-style-type: none"> Talk about the arts Give an opinion about a work of art Relate the arts to your own experience Describe how people express themselves 	<ul style="list-style-type: none"> Talk about symptoms and remedies Give advice about health and nutrition Express how you feel under certain circumstances Tell others what to do Understand cultural perspectives about health, physical fitness and nutrition
<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Para Empezar). Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>	<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Ch. 1) Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>	<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Ch.2) Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>	<p>READING: Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Ch. 3). Reading passages from various ancillary resources (NYS Regent's, Realia, current Hispanic news sources, etc).</p>
<ul style="list-style-type: none"> Read narratives , dialogues and stories about daily routine Read selections about special days and celebrations Read about activities in your community Magazine articles Short story from a supplementary textbook <i>Album: "Sala de espera"</i> 	<ul style="list-style-type: none"> Read narratives , dialogues and stories about camping and outdoor experiences Read an article about national parks Read narratives, dialogues and stories about sports and other competitions Read and analyze a text on El Camino de Santiago Short story "El Iztaccíhuatl y el Popocatepetl" 	<ul style="list-style-type: none"> Read about the arts and Hispanic artists Read and analyze a theater review article Read about a famous Spanish painter, Francisco Goya Read a fragment of autobiography "Cuando era puertorriqueña" Magazine articles Short story from a supplementary textbook <i>Album: "El nacimiento de la col"</i> 	<ul style="list-style-type: none"> Read narratives , dialogues and stories about health, symptoms and nutrition Read about ancient mayan games Read about benefits of exercise Magazine articles Short story from a supplementary textbook <i>Album: "Leyenda"</i>

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<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 150 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (Para Empezar)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 150 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (1)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 200 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (2)</p>	<p>WRITING: Producing written messages incorporating complete and complex sentences. Write 200 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (3)</p>
<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Describe your daily routine • Describe your weekend activities • Describe your family celebrations • Write a movie review 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Writing about outdoor activities • Write about a sporting event • Narrate events in the past • Write a movie review 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Write a report on a Hispanic artist • Write an art review • Write a movie review 	<ul style="list-style-type: none"> • Compose letters, notes, essays and short stories related to thematic vocabulary. • Write about an accident someone had • Write advice about health and nutrition • Write a movie review
<p>GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (Para Empezar)</p>	<p>GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (1)</p>	<p>GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (2)</p>	<p>GRAMMAR: Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (3)</p>

<ul style="list-style-type: none"> • Present tense • Irregular verbs in present tense • Reflexive verbs • Stem-changing verbs • Verbs like “gustar” • Present Progressive • Ser vs Estar 	<ul style="list-style-type: none"> • Preterit tense • Preterit with an orthographic change i—y • Preterit tense of irregular verbs • Preterit with changes e—i, o—u • Imperfect tense • Uses of imperfect 	<ul style="list-style-type: none"> • Preterit vs. Imperfect • Verb estar + participle • Verbs with different meaning in preterit and imperfect • Review of Ser vs Estar 	<ul style="list-style-type: none"> • Affirmative and negative tú-form commands • Affirmative and negative Ud. / Uds. form commands • Subjunctive • Irregular verbs in subjunctive • Stem-changing verbs in subjunctive
<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit <i>Para Empezar</i></p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 1 <i>Realidades 3</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 2 <i>Realidades 3</i>.</p>	<p>CULTURE: In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 3 <i>Realidades 3</i>.</p>
<ul style="list-style-type: none"> • Understand cultural perspectives on certain Hispanic celebrations • The Day of the Dead video • Video from Bablingua.com: “De Ciudad de México a Madrid” • Movie “El orfanato” with accompanying activities 	<ul style="list-style-type: none"> • Video “¡Feliz Navidad!” from Bablingua.com • Movie: “Pan’s Labyrinth” with accompanying activities • Learning about El Camino de Santiago • Movie “The Walk” 	<ul style="list-style-type: none"> • Understand cultural perspectives on the arts • Spanish art project – Famous Hispanic Painters • Movie: “Maria Full of Grace” • Video from Bablingua.com “El Museo del Prado” 	<ul style="list-style-type: none"> • Understand cultural perspectives on a healthy lifestyle, physical fitness and nutrition • Traveling to Perú, Columbia, Spain • Cultural videos from Bablingua.com “Las Fallas” • Movie “Under the Same Moon”

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>LISTENING: Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Video from Bablingua.com: "Qué está ocurriendo" with accompanying activities DVD with Spanish commercials 	<p>LISTENING: Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Videos from Bablingua.com: "Los pájaros" and "¿Qué hiciste el sábado?" with accompanying activities DVD with Spanish commercials 	<p>LISTENING: Recognizing and comprehending majority of ideas and vocabulary in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Videos from Bablingua.com: "Hablando con las manos" and "Mi mejor propina" with accompanying activities DVD with Spanish commercials 	<p>LISTENING: Recognizing and comprehending majority of ideas and vocabulary in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Videos from Bablingua.com: "Cocina fácil" and "La tortilla de España" with accompanying activities DVD with Spanish commercials
<p>SPEAKING: Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> Describing pictures Answering teacher directed questions Creating conversations in pairs (small debates, job interviews) 2 minute presentation on a specific topic with questions from students in class 	<p>SPEAKING: Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> Describing pictures Answering teacher directed questions Creating conversations in pairs (small debates, job interviews) 2 minute presentation on a specific topic with questions from students in class "Show and Tell" 	<p>SPEAKING: Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> Describing pictures Answering teacher directed questions Creating conversations in pairs (small debates, job interviews) 2 minute presentation on a specific topic with questions from students in class Group conversations CDs from <i>Abriendo Paso</i> with a directed dialogue 	<p>SPEAKING: Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> Describing pictures Answering teacher directed questions Creating conversations in pairs (small debates, job interviews) 2 minute presentation on a specific topic with questions from students in class Group conversations CDs from <i>Abriendo Paso</i> with a directed dialogue

<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 3)</p> <ul style="list-style-type: none"> • Myself • My activities • People in My Life • Answering questions based on readings 	<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 1)</p> <ul style="list-style-type: none"> • The best day of my life • The most embarrassing moment • The funniest moment • Questions based on readings 	<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 2)</p> <ul style="list-style-type: none"> • The most proud moment • Questions based on readings • Project about an artist 	<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> • My best vacation • Applying for scholarship • Questions based on readings
<p>READING: Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Abriendo Paso Lectura: "Nosotros, no"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 1 in <i>Fronteras</i> textbook 	<p>READING: Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Abriendo Paso Lectura: "El décimo"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 2 in <i>Fronteras</i> textbook 	<p>READING: Extended passages and short stories in Spanish. Identifying the majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Abriendo Paso Lectura: "Jacinto Contreras recibe su paga extraordinaria"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 3 in <i>Fronteras</i> textbook 	<p>READING: Extended passages and short stories in Spanish. Identifying the majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Abriendo Paso Lectura: "Jacinto Contreras recibe su paga extraordinaria"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 3 in <i>Fronteras</i> textbook
<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 3)</p> <ul style="list-style-type: none"> • Present (regular & irregular verbs) • Ser vs Estar • Present Progressive 	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 1)</p> <ul style="list-style-type: none"> • Preterit • Imperfect • Preterit vs. Imperfect • Present Perfect • Pluperfect 	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 2)</p> <ul style="list-style-type: none"> • Adjectives • Demonstrative Adjectives • Demonstrative Pronouns • Possessive adjectives • Possessive pronouns • Comparative adjectives 	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> • Imperative (commands) • Present Subjunctive • Uses of subjunctive

<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • The Day of the Dead video • Video from Bablingua.com: “De Ciudad de México a Madrid” • Movie “El orfanato” with accompanying activities 	<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • Video “¡Feliz Navidad!” from Bablingua.com • Movie: “Pan’s Labyrinth” with accompanying activities 	<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • Spanish art project – Famous Hispanic Painters • Movie: “Maria Full of Grace” • Video from Bablingua.com “El Museo del Prado” 	<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • Traveling to Perú, Columbia, Spain • Cultural videos from Bablingua.com “Las Fallas” • Movie “Under the Same Moon”
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First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>LISTENING: Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Videos from Bablingua.com with accompanying activities Movie "La historia oficial" edpuzzles 	<p>LISTENING: Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Videos from Bablingua.com with accompanying activities Movie "Volver" edpuzzles 	<p>LISTENING: Recognizing and comprehending majority of vocabulary and ideas in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Videos from Bablingua.com with accompanying activities Movie "Los diarios de motocicleta" edpuzzles 	<p>LISTENING: Recognizing and comprehending majority of vocabulary and ideas in passages from:</p> <ul style="list-style-type: none"> CD's from <i>Abriendo Paso</i> textbook Videos from Bablingua.com with accompanying activities Movie "Entre Nos" edpuzzles
<p>SPEAKING: Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> Describing pictures Answering teacher directed questions Creating conversations in pairs (small debates, job interviews) Oral presentation "Mi hogar ideal" in front of class with questions from students Group conversations 	<p>SPEAKING: Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> Describing pictures Answering teacher directed questions Creating conversations in pairs (small debates) 2 minute presentation on a specific topic with questions from students in class "Los deseos para una boda/el Año Nuevo" Group conversations 	<p>SPEAKING: Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> Describing pictures Answering teacher directed questions Creating conversations in pairs (small debates, giving advice) 2 minute presentation on a specific topic with questions from students in class "El medio ambiente" Group conversations 	<p>SPEAKING: Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> Answering teacher directed questions Creating conversations in pairs (small debates, job interviews) A presentation about a research on a Hispanic artist with questions from students in class Group conversations

<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> • Original stories based on given vocabulary • PowerPoint and video presentations • Reaction papers to the movie 	<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 5)</p> <ul style="list-style-type: none"> • Questions based on readings • Original stories based on pictures • Advice to Freshmen (using subjunctive) • Reaction papers to the movie 	<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 6)</p> <ul style="list-style-type: none"> • Questions based on readings • Project about a holiday in a Hispanic country • If I were a president • Reaction papers to the movie 	<p>WRITING: Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Paso 1, 2, 10)</p> <ul style="list-style-type: none"> • My best memories of High School • Questions based on readings • Reaction papers to the movie
<p>READING: Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Abriendo Paso Lectura: "Rosa"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 5 in <i>Fronteras</i> textbook • Magazine articles 	<p>READING: Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Album: "Una carta a Dios"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 6 in <i>Fronteras</i> textbook • Magazine articles 	<p>READING: Extended passages and short stories in Spanish. Identifying the majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Abriendo Paso Lectura: "Cajas de cartón"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 7 in <i>Fronteras</i> textbook • Magazine articles 	<p>READING: Extended passages and short stories in Spanish. Identifying the majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> • Short story selected from the textbook <i>Abriendo Paso Lectura: "Cartas de amor traicionado"</i> • Texts from <i>Fronteras</i> textbook • Vocabulary from Unit 8 in <i>Fronteras</i> textbook • Magazine articles
<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> • Present Subjunctive (regular & irregular verbs) • Uses of subjunctive • Present Perfect Subjunctive 	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 5)</p> <ul style="list-style-type: none"> • Future • Future Perfect • More uses of subjunctive 	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 6)</p> <ul style="list-style-type: none"> • Imperfect Subjunctive • Pluperfect Subjunctive • Conditional • Conditional Perfect • If clauses 	<p>GRAMMAR: Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Paso 1, 2, 10)</p> <ul style="list-style-type: none"> • Nouns • Articles • Subject Pronouns • Prepositional Pronouns • Por vs Para

<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • Songs by Hispanic artists • Video from Bablingua.com: “De Caracas a Barcelona” • Movie “The Official Story” with accompanying activities 	<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • Video “Navidad y deporte” from Bablingua.com • Movie: “Volver” with accompanying activities • Songs by Hispanic artists • Movie “Volver” 	<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • Movie: “Motorcycle Diaries” with accompanying activities • Video from Bablingua.com “Carnaval, Carnaval” • Songs from Hispanic artists • Movie “Los diarios de motocicleta” 	<p>CULTURE: Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> • Movie: “Entre Nos” with accompanying activities • Videos from Bablingua.com “Los toros: ¿a favor o en contra?”, “Los toros: Los personajes” • Songs from Hispanic artists • Movie “Entre Nos”