



First Semester

1st Nine Weeks – 40 days

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> ChPE - 1.A, 1.E Ch1A - 1.A, 1.B, 1.E, 3.A, 3.B Ch1B - 1.A, 1.B</p> <p>Interpretive Communication: <i>reading and listening.</i> ChPE - 2.B Ch1A - 2.A, 2.B, 2.C Ch1B - 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> ChPE - 3.A, 3.B Ch1A - 3.A, 3.B Ch1B - 3.A, 3.B</p>	<p>Para Empezar Communication Can Do Statement</p> <ul style="list-style-type: none"> ● En la escuela: <ul style="list-style-type: none"> ○ Greet people at different times ○ Introduce yourself to others ○ Respond to classroom directions ○ Begin using numbers ○ Tell time ○ Identify parts of the body ● En la clase: <ul style="list-style-type: none"> ○ Talk about things in the classroom ○ Ask questions about new words and phrases ○ Use the Spanish alphabet to spell words ○ Talk about things related to the calendar ● El tiempo: <ul style="list-style-type: none"> ○ Describe weather conditions ○ Identify the seasons ○ Compare weather in the Northern and Southern Hemispheres <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Learn about the Aztec calendar 	<p>Resources Texas Autentico</p> <p>Vocabulary: En la escuela</p> <ul style="list-style-type: none"> ● greetings ● introductions ● asking someone's name ● asking how someone is ● numbers ● time ● body parts <p>En la clase:</p> <ul style="list-style-type: none"> ● classroom ● - dates ● - days & months ● - asking for help <p>El tiempo:</p> <ul style="list-style-type: none"> ● weather ● seasons
	<p>Capítulo 1A - ¿Qué te gusta hacer? Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen and read about activities people like and don't like to do. ● Talk and write about what you and others like and don't like to do. ● Describe your favorite activities and ask others about theirs. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Identify cultural practices in an authentic video about an after-school music program. ● Describe dances and music from the Spanish-speaking world and compare them to dances you know. ● Compare favorite activities of Spanish-speaking teens to those teens in the United State. 	<p>Resources for Ch.1 A & B</p> <ul style="list-style-type: none"> ● Texas Autentico ● Lectura ● La cultura en vivo ● Presentación oral ● Perspectivas del mundo hispano ● Presentación escrita ● On-line resources ● Teacher created resources <p>Ch.1A Vocabulary:</p> <ul style="list-style-type: none"> ● Activities ● Expressing likes and dislikes <p>Grammar: (application assignments)</p> <ul style="list-style-type: none"> ● Infinitives ● Negatives <p>Culture:</p> <ul style="list-style-type: none"> ● Hispanic Heritage Month



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	<p>Capítulo 1B - Y tú, ¿Cómo eres? Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to and read descriptions of others. • Talk and write about your personality traits. • Describe your personality to others. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about personality traits. • Compare cultural perspectives on friendship. 	<ul style="list-style-type: none"> • 16 de Septiembre "El Grito de Dolores" <p>Ch.1 Vocabulary:</p> <ul style="list-style-type: none"> • Personality traits <p>Grammar: (application assignments)</p> <ul style="list-style-type: none"> • adjectives • definite articles • indefinite articles • word order • adjective placement <p>Culture:</p> <ul style="list-style-type: none"> • Hispanic Heritage Month
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First Semester
2nd Nine Weeks – 43 days

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch2A - 1.A, 1.B, 1.E Ch2B - 1.A, 1.B Ch4A - 1.A, 1.B, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch2A - 2.A, 2.B, 2.C Ch2B - 2.B, 2.C Ch4A - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch2A - 3.A, 3.B Ch2B - 3.A, 3.B Ch4A - 3.A, 3.B</p>	<p>Capítulo 2A - Tu día en la escuela Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen and read descriptions of school subjects and schedules. • Talk and write about classes, school activities, and likes and dislikes. • Exchange information while explaining what classes and activities you and friends have in common. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic audio about school subjects. • Compare your school day with those of students in Spanish-speaking countries. • Compare sports and attitudes towards sports in the Spanish-speaking world and the United States. <hr/> <p>Capítulo 2B - Tu sala de clases Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen and read conversations and notes about school. • Talk and write about classes, classrooms, and where things are located. • Exchange information while describing someone's location. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices viewed in an authentic video about school work. • Compare perspectives towards school and uniforms in the Spanish-speaking world and the United States. 	<p>Resources for Ch.2 A & B, Ch4A</p> <ul style="list-style-type: none"> • Texas Autentico • Lectura • La cultura en vivo • Presentación oral • Perspectivas del mundo hispano • Presentación escrita • On-line resources • Teacher created resources <p>Ch. 2A Vocabulary (<i>Pre-assessment</i>)</p> <ul style="list-style-type: none"> • The school day <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • subject pronouns • AR, ER, IR • Present tense <p>Culture:</p> <ul style="list-style-type: none"> • Día de los Muertos <p>Ch.2B Vocabulary</p> <ul style="list-style-type: none"> • The classroom items and furniture • Computers • Expressions of location <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • Ser/estar • Plurals of nouns • Plurals of articles
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	<p>Capítulo 4A - ¿Adónde vas? Communication Can Do Statement</p> <ul style="list-style-type: none"> Listen and read about leisure activities and schedules. Talk and write about places to go and activities to do during free time. Exchange information about weekend plans. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> Identify cultural practices in an authentic video about community. Understand the meaning and role of children's rhymes from the Spanish-speaking world. Compare leisure activities in the Spanish-speaking world and the United States. 	<p>Chapter 4A (Pre-assessment) Vocabulary</p> <ul style="list-style-type: none"> places to go when you are not in school <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> the verb ir asking questions <p>Culture:</p> <ul style="list-style-type: none"> traditional latino holidays
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Second Semester

3rd Nine Weeks – 45 days

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch3A - 1.A, 1.B, 1.E, 1.F Ch3B - 1.A, 1.B, 1.C Ch5A - 1.A, 1.B</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch3A - 2.A, 2.B, 2.C Ch3B - 2.A, 2.B, 2.C Ch5A - 2.A, 2.B</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch3A - 3.A, 3.B Ch3B - 3.A, 3.B Ch5A - 3.B</p>	<p>Capítulo 3A - ¿Desayuno o almuerzo? Communication Can Do Statement</p> <ul style="list-style-type: none"> Listen to and read descriptions of meals and menus. Talk and write about foods you and others like and dislike. Exchange information about food preferences. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> Identify cultural practices viewed in an authentic video about food. Analyze the exchange of negative foods between the Americans and Europe. <hr/> <p>Capítulo 3B - Para mantener la salud Communication Can Do Statement</p> <ul style="list-style-type: none"> Listen and read descriptions of healthy and unhealthy lifestyles. Talk and write about food, health, and exercise choices. Exchange information while expressing your opinions about food choices and health. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> Read an authentic text about healthy foods and identify cultural practices. Understand cultural perspectives on medicines and health care. Compare traditional foods, markets, and festivals in the Spanish-speaking world with those in the United States. 	<p>Resources for Ch.3A/B, Ch.5 A</p> <ul style="list-style-type: none"> Texas Autentico Lectura La cultura en vivo Presentación oral Perspectivas del mundo hispano Presentación escrita On-line resources Teacher created resources <p>Ch.3A (Pre-assessment) Vocabulary</p> <ul style="list-style-type: none"> Foods and beverages for breakfast and lunch Expressions of frequency <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> stem changing verbs (e-ie, o-ue, e-i, u-ue) <p>Ch.4B ¿Quieres ir conmigo? Vocabulary</p> <ul style="list-style-type: none"> Food groups Healthy foods Activities to maintain good health Ways to describe food <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> Plurals of adjectives The verb ser <p>Novel <i>Frida Kahlo</i></p>
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	<p>Capítulo 5A - Una fiesta de cumpleaños Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen to and read descriptions about family members and family relationships. ● Talk and write about family, friends, and celebrations. ● Exchange information while describing your family. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Identify cultural perspectives in an authentic video about family. ● Understand cultural perspectives on family celebrations in the Spanish-speaking world. ● Learn to make papel picado and explain how this craft is used in celebrations. 	<p>Chapter 5A Una fiesta de cumpleaños <u>(Pre-assessment)</u> Vocabulary</p> <ul style="list-style-type: none"> ● Families ● Parties and celebrations <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> ● The verb tener ● Possessive adjectives
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Second Semester
4 th Nine Weeks – 45 days

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch5B - 1.A, 1.B, 1.E, 1.F Ch6A - 1.A, 1.B, 1.E Ch6B - 1.A, 1.B, 1.C, 1.D</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch5B - 2.B, 2.C Ch6A - 2.A, 2.B, 2.C Ch6B - 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch5B - 3.A Ch6A - 3.A, 3.B Ch6B - 3.A, 3.B</p>	<p>Capítulo 5B - ¡Vamos a un restaurante! Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen to, read, and write information about restaurant meals and service. ● Write about plans for a celebration. ● Exchange information while describing physical features of family members. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Identify cultural products in an authentic video about restaurants. ● Understand cultural perspectives on meals and mealtimes in the Spanish-speaking world. ● Explain aspects of the Hispanic history and culture of Santa Fe, New Mexico. <hr/> <p>Capítulo 6A & B - La casa Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen to conversations about bedrooms, chores and read housing ads. ● Talk and write about your bedroom. ● Talk about household chores and write a description of a house or apartment. ● Exchange information while giving advice. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Identify cultural practices in an authentic video about household chores. ● Explain how houses in the Spanish-speaking world compare to those in the United States. 	<p>Resources for Ch.3A/B, Ch.5 A</p> <ul style="list-style-type: none"> ● Texas Autentico ● Lectura ● La cultura en vivo ● Presentación oral ● Perspectivas del mundo hispano ● Presentación escrita ● On-line resources ● Teacher created resources <p>Ch.6B Vocabulary</p> <ul style="list-style-type: none"> ● Bedroom items ● Electronic equipment ● Rooms in a house <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> ● Making comparisons ● The Superlative ● Stem-changing verbs (poder and dormir) <p>Ch.6A/B Vocabulary</p> <ul style="list-style-type: none"> ● Rooms in a house ● Household Chores ● How to tell someone to do something <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> ● Affirmative “tú” commands
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	<p>Capítulo 6B - La casa Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to conversations about bedrooms, chores and read housing ads. • Talk and write about your bedroom. • Talk about household chores and write a description of a house or apartment. • Exchange information while giving advice. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about household chores. • Explain how houses in the Spanish-speaking world compare to those in the United States. 	<ul style="list-style-type: none"> • The Present progressive tense
<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch.7A - 1.A, 1.B, 1.E Ch.7B - 1.A, 1.B, 1.C, 1.D</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch.7A - 2.A, 2.B, 2.C Ch.7B - 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch.7A 3.A, 3.B Ch.7B - 3.A, 3.B</p>	<p>Capítulo 7A - ¿Cuánto cuesta? Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to conversations and read about clothes and shopping. • Talk and write about shopping plans and gifts. • Exchange information while purchasing an item of clothing. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about shopping. • Understand the role of <i>molos</i> in the Kuna culture. • Compare the significance of crafts and clothing in Panama and the United States. <hr/> <p>Capítulo 7B - ¿Qué regaló? Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to and read descriptions of gifts and gift stores. • Talk and write about items you've bought and their price. • Exchange information while comparing gifts and prices. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about shopping and stores. • Compare cultural perspectives about shopping malls in Chile and the United States. • Explain the roles of markets and specialty stores in Spanish-speaking countries. 	<p>Resources for Ch.3A/B, Ch.5 A</p> <ul style="list-style-type: none"> • Texas Autentico • Lectura • La cultura en vivo • Presentación oral • Perspectivas del mundo hispano • Presentación escrita • On-line resources • Teacher created resources <p>Ch.7A Vocabulary</p> <ul style="list-style-type: none"> • Shopping for clothes • Plans, desires, preferences <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • Stem-changing verbs: pensar, querer, preferir • Demonstrative adjectives <p>Ch.7B Vocabulary</p> <ul style="list-style-type: none"> • Stores • Shopping for gifts & accessories • Things done in the past <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • Preterite: -AR verbs • Preterite of verbs ending with -car and -gar • Direct Object Pronouns