

Topic: Leccion Preliminar

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Identify and describe people</p> <p>Talk about likes and dislikes</p> <p>Say where you and your friends go</p> <p>Describe how you and others feel</p> <p>Talk about what you and your friends do</p>	<p>Definite and indefinite articles</p> <p>Subject pronouns and ser</p> <p>Adjectives</p> <p>Verb tener</p> <p>Verb gustar</p> <p>Ir + a + place</p> <p>Ser or estar</p> <p>Regular present tense verbs</p> <p>Stem-changing verbs</p> <p>Ir+ a+ infinitive</p>	<p>Answer the unit essential question, "How can you talk about yourself and your friends?" through activities and assessments aligned with the unit standards.</p>
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Topic: Leccion Preliminar

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.2, 4.1 & 4.2

Topic: Unidad 1 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Discuss travel preparations</p> <p>Talk about things you do at an airport</p> <p>Ask how to get around town</p>	<p>Using personal a</p> <p>Using direct object pronouns</p> <p>Using indirect object pronouns</p> <p>Pronunciation: the sound of L and LL</p>	<p>Answer the unit essential question, "How can you make plans to travel?" through activities and assessments aligned with the unit standards.</p>
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Topic: Unidad 1 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1 & 5.2

Topic: Unidad 1 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Say where you went and what you did on vacation</p> <p>Ask information questions</p> <p>Talk about buying gifts and souvenirs</p>	<p>Using interrogatives</p> <p>Using preterite of -ar verbs</p> <p>Using preterite of ir, ser, hacer, ver, and dar</p> <p>Pronunciation: the sound H and CH</p>	<p>Answer the unit essential question, "How can you tell others about your vacation?" through activities and assessments aligned with the unit standards.</p>
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Topic: Unidad 1 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 & 5.2

Topic: Unidad 2 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Talk about sporting events and athletes</p> <p>Discuss ways to stay healthy</p> <p>Point out specific people and things</p> <p>Retell events from the past</p>	<p>Adverbs with -mente</p> <p>Preterite of -er and -ir verbs</p> <p>Demonstrative adjectives and pronouns</p> <p>Pronunciation: the K sound</p>	<p>Answer the unit essential question, "How can you explain the World Cup?" through activities and assessments aligned with the unit standards.</p>
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Topic: Unidad 2 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 4.2, & 5.2



Topic: Unidad 2 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Discuss your daily routine

Clarify the sequence of events

Sa what you and others are doing right now or intend to do

Understand:

Pensar + infinitive

Reflexive verbs

Present progressive

Pronunciation: Stress

Do:

Answer the unit essential question, "How can you tell what you plan to do?" through activities and assessments aligned with the unit standards.

Topic: Unidad 2 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2 & 5.2

Topic: Unidad 3 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Talk about clothing,  
shopping and personal  
needs

Say whom things are for

Express opinions

Understand:

Verbs like gustar

Present tense of irregular  
yo verbs

Pronouns after  
prepositions

Pronunciation:  
Diphthongs

Do:

Answer the unit essential question, "How can you  
express how something fits you?" through activities  
and assessments aligned with the unit standards.

Topic: Unidad 3 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 & 5.1

Topic: Unidad 3 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Describe past activities and events

Ask for and talk about items at a marketplace

Express yourself courteously

Understand:

Hace + expressions of time

Irregular preterite verbs

Preterite of -ir stem-changing verbs

Pronunciation: the letter g

Do:

Answer the unit essential question, "How can you compare your town or city centers?" through activities and assessments aligned with the unit standards.

Topic: Unidad 3 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1 & 4.2

Topic: Unidad 4 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Describe continuing activities in the past</p> <p>Narrate past events and activities</p> <p>Describe people, places, and things</p>	<p>Past participles as adjectives</p> <p>Imperfect tense</p> <p>Preterite and imperfect</p>	<p>Answer the unit essential question, "How can you understand Mexican legends?" through activities and assessments aligned with the unit standards.</p>
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Topic: Unidad 4 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1 & 4.2



Topic: Unidad 4 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Describe early civilizations and their activities

Describe the layout of a modern city

Ask for and give directions

Understand:

Verbs with i-y spelling change in the preterite

Preterite of -car, -gar and -zar verbs

Verbs with irregular preterite stems

Pronunciation: the S sound

Do:

Answer the unit essential question, "How can you explain the old and modern Mexico?" through activities and assessments aligned with the unit standards.

Topic: Unidad 4 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 & 5.2

Topic: Unidad 5 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Identify and describe ingredients

Talk about food preparation and follow recipes

Give instructions and make recommendations

Understand:

Adjectives ending in -isimo

Usted/Ustedes commands

Pronoun placement with commands

Pronunciation: the letter d

Do:

Answer the unit essential question, "How can you make comments about food?" through activities and assessments aligned with the unit standards.

Topic: Unidad 5 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 & 5.2

Topic: Unidad 5 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

Order meals in a restaurant  Talk about meals and dishes  Describe food and service	Affirmative and negative words  Double object pronoun  Pronunciation: the letters h, g, and j	Answer the unit essential question, "How can you enjoy a meal in a Spanish-speaking country?" through activities and assessments aligned with the unit standards.
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Topic: Unidad 5 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 & 5.2

Topic: Unidad 6 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Tell others what to do and what not to do</p> <p>Make suggestions</p> <p>Talk about movies and how they affect you</p>	<p>Vamos + a+ infinitive</p> <p>Affirmative tu commands</p> <p>Negative tu commands</p> <p>Pronunciations: the letter f</p>	<p>Answer the unit essential question, "How can you discuss film and culture?" through activities and assessments aligned with the unit standards.</p>
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Topic: Unidad 6 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1& 4.2



Topic: Unidad 6 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Make future plans</p> <p>Express hopes and wishes</p> <p>Influence others</p> <p>Extend and respond to invitations</p> <p>Talk about technology</p>	<p>Present subjunctive with ojala</p> <p>Spelling changes in the subjunctive</p> <p>Subjunctive of stem-changing verbs</p> <p>Subjunctive of irregular verbs</p>	<p>Answer the unit essential question, "How can artists express their cultural identity?" through activities and assessments aligned with the unit standards.</p>
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Topic: Unidad 6 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 & 5.1

Topic: Unidad 7 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Discuss school-related issues

State and respond to opinions

Present logical and persuasive arguments

Understand:

Subjunctive with impersonal expressions

Impersonal expressions with haya

Por and Para

Pronunciation: the letters b and v

Do:

Answer the unit essential question, "How can you discuss issues with your school?" through activities and assessments aligned with the unit standards.

Topic: Unidad 7 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2 & 5.2

Topic: Unidad 7 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Identify and explain relationships

Compare personalities, attitudes, and appearances

Describe things and people

Understand:

Long form of possessive adjectives

Comparatives

Comparatives with mas de/menos de

Superlatives

Pronunciation: the diphthongs le and ue

Do:

Answer the unit essential question, "How can you compare your family to others?" through activities and assessments aligned with the unit standards.

Topic: Unidad 7 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1 & 5.2

Topic: Unidad 8 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Express what is true and not true

Discuss environmental problems and solutions

Talk about future actions or events

Understand:

Spelling change or -ger verbs

Other impersonal expressions

Future tense of regular verbs

Pronunciation: the letter p

Do:

Answer the unit essential question, "How can you talk about our world today?" through activities and assessments aligned with the unit standards.

Topic: Unidad 8 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1 & 4.2



Topic: Unidad 8 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Know:

Understand:

Do:

<p>Talk about professions</p> <p>Predict future events and people's actions or reactions</p> <p>Ask and respond to questions about the future</p>	<p>Impersonal se</p> <p>Future tense of irregular verbs</p> <p>Pronouns</p>	<p>Answer the unit essential question, "How can you express the future?" through activities and assessments aligned with the unit standards.</p>
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Topic: Unidad 8 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Which standards are students learning in this unit?

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1 & 5.2

Topic: Leccion Preliminar

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Key Learning: **Definite and indefinite articles**

**Subject pronouns and ser**

**Adjectives**

**Verb tener**

**Verb gustar**

**Ir + a + place**

**Ser or estar**

**Regular present tense verbs**

**Stem-changing verbs**

**Ir+ a+ infinitive**



Unit Essential Question(s):

**How can you talk about yourself and your friends?**



Topic: Leccion Preliminar

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

<p><b>Concept:</b> <b>Identify and describe people</b></p> <ol style="list-style-type: none"> <li>1. Identify people at your school.</li> <li>2. Make statements that identify people.</li> </ol>	<p><b>Concept:</b> <b>Talk about likes and dislikes</b></p> <ol style="list-style-type: none"> <li>1. Use definite and indefinite articles.</li> <li>2. Use verb gustar to tell what you like/dislike.</li> </ol>	<p><b>Concept:</b> <b>Say where you and your friends go</b></p> <ol style="list-style-type: none"> <li>1. Tell where you are going with friends.</li> <li>2. Tell whom you go with.</li> </ol>
<p><b>Lesson Essential Question(s):</b> How can you describe people using adjectives? (A)</p> <p>How can you identify people by using titles? (A)</p>	<p><b>Lesson Essential Question(s):</b> How do you say what you like/dislike? (A)</p>	<p><b>Lesson Essential Question(s):</b> How do you say where you go with friends? (A)</p>
<p><b>Vocabulary:</b> el/la director/a, el hombre, el/la maestro/a, la mujer, alto/a, bajo/a, pelirrojo/a, rubio/a, artistico/a, atletico/a, bonito/a, comico/a, desorganizado/a, estudioso/a, organizado/a, perezoso/a, serio/a, simpatico/a, trabajador/a</p>	<p><b>Vocabulary:</b> el almuerzo, la carne, la cena, la comida, el desayuno, la ensalada, los frijoles, la fruta, la hamburguesa, la manzana, la naranja, el pescado, el pollo, el postre, el sandwich, las verduras</p>	<p><b>Vocabulary:</b> la biblioteca, el cafe, la cafeteria, la casa del amigo, el centro, el centro comerial, el cine, la clase, el concierto, la escuela, el estadio, la fiesta, el gimnasio, la oficina, el parque, el partido, el partido de basquetbol, el partido de beisol, el partido de futbol, la piscina, el restaurante, el teatro, la tienda</p>

<p><b>Concept:</b> <b>Describe how you and others feel</b></p> <ol style="list-style-type: none"> <li>1. Make inferences and hypotheses about situations of how someone might feel.</li> </ol>	<p><b>Concept:</b> <b>Talk about what you and your friends do</b></p> <ol style="list-style-type: none"> <li>1. Use regular present tense verbs.</li> <li>2. Use irregular stem-changing verbs.</li> <li>3. Make plans.</li> </ol>
<p><b>Lesson Essential Question(s):</b> How can you describe your feelings? (A)</p>	<p><b>Lesson Essential Question(s):</b> How do you tell what activities you do with your friends? (A)</p>
<p><b>Vocabulary:</b> estar..., alegre, bien, cansado/a, contento/a, deprimido/a, emocionado/a, enfermo/a, enojado/a, mal, mas o menos, nervioso/a, ocupado/a, regular, tranquilo/a, triste, tener..., calor, frio, hambre, miedo, razon, sed</p>	<p><b>Vocabulary:</b> almorzar, beber refrescos, escribir correos electronicos, escuchar musica, estudiar, ir de compras, jugar al futbol, leer un libro, mirar la television, pasar un rato con los amigos, practicar deportes</p>

Additional Information:

Attached Document(s):

Vocab Report for Topic: Leccion Preliminar

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Identify and describe people**

el/la director/a - school principal  
el hombre - man  
el/la maestro/a - teacher  
la mujer - woman  
alto/a - tall  
bajo/a - short  
pelirrojo/a - red-haired  
rubio/a - blond  
artístico/a - artistic  
atlético/a - athletic  
bonito/a - handsome/pretty  
comico/a - funny  
desorganizado/a - disorganized  
estudioso/a - studious  
organizado/a - organized  
perezoso/a - lazy  
serio/a - serious  
simpático/a - nice  
trabajador/a - hardworking

**Concept: Talk about likes and dislikes**

el almuerzo - lunch  
la carne - meat  
la cena - dinner  
la comida - food  
el desayuno - breakfast  
la ensalada - salad  
los frijoles - beans  
la fruta - fruit  
la hamburguesa - hamburger  
la manzana - apple  
la naranja - orange  
el pescado - fish  
el pollo - chicken  
el postre - dessert  
el sandwich - sandwich  
las verduras - vegetables

**Concept: Say where you and your friends go**

la biblioteca - library  
el cafe - cafe  
la cafeteria - cafeteria  
la casa del amigo - friend's house  
el centro - center, downtown  
el centro comercial - shopping center, mall

**Vocab Report for Topic: Leccion Preliminar**

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

el cine - movies  
la clase - class, classroom  
el concierto - concert  
la escuela - school  
el estadio - stadium  
la fiesta - party  
el gimnasio - gymnasium  
la oficina - office  
el parque - park  
el partido - game  
el partido de basquetbol - basketball game  
el partido de beisol - baseball game  
el partido de futbol - soccer game  
la piscina - pool  
el restaurante - restaurant  
el teatro - theater  
la tienda - store

**Concept: Describe how you and others feel**

estar... - to be...  
alegre - happy  
bien - well, fine  
cansado/a - tired  
contento/a - happy  
deprimido/a - depressed  
emocionado/a - excited  
enfermo/a - sick  
enojado/a - angry  
mal - bad  
mas o menos - so,so  
nervioso/a - nervous  
ocupado/a - busy  
regular - okay  
tranquilo/a - calm  
triste - sad  
tener... - to be...  
calor - hot  
frio - cold  
hambre - hungry  
miedo - scared  
razon - right  
sed - thirsty

**Concept: Talk about what you and your friends do**

almorzar - to eat lunch  
beber refrescos - to drink soft drinks  
escribir correos electronicos - to write emails  
escuchar musica - to listen to music

Vocab Report for Topic: Leccion Preliminar

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

estudiar - to study

ir de compras - to go shopping

jugar al futbol - to play soccer

leer un libro - to read a book

mirar la television - to watch television

pasar un rato con los amigos - to spend time with friends

practicar deportes - to practice/to play sports

Topic: Unidad 1 Leccion 1

Days: 5

Subject(s): Foreign Language


Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Using personal a**

Using direct object pronouns

Using indirect object pronouns

**Pronunciation: the sound of L and LL**



Unit Essential Question(s):

**How can you make plans to travel?**

**Concept:**  
**Discuss travel preparations**

1. Decide the type of transportation.
2. Plan an itinerary.

**Concept:**  
**Talk about things you do at an airport**

1. Use vocabulary to get around an airport.
2. Ask about flight information.

**Concept:**  
**Ask how to get around town**

1. Learn how to call for a taxi.
2. Understand how bus stops work in other countries.

**Lesson Essential Question(s):**  
How do you prepare for traveling in the U.S. or abroad? (A)

**Lesson Essential Question(s):**  
How can you pass through an airport to travel? (A)

What important information do you need to ask or look for in an airport? (A)

**Lesson Essential Question(s):**  
How can you be polite and ask for transportation around a city/country? (A)

**Vocabulary:**  
la agencia de viajes, el/la agente de viajes, confirmar un vuelo, hacer la maleta, hacer un viaje, ir de vacaciones, llamar a, viajar, el boleto, el boleto de ida y vuelta, el equipaje, la identificacion, el itinerario, la maleta, el pasaporte, la tarjeta de embarque, el traje de baño

**Vocabulary:**  
abordar, el aeropuerto, el/la auxiliar de vuelo, facturar el equipaje, hacer cola, la pantalla, el/la pasajero/a, pasar por seguridad, la puerta, la salida, el vuelo, la llegada, pasar por la aduana, el reclamos de equipaje

**Vocabulary:**  
Por favor, donde queda...?, la estacion de tren, la oficina de turismo, la parada de autobus, tomar un taxi

**Additional Information:**

**Attached Document(s):**



Vocab Report for Topic: Unidad 1 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Discuss travel preparations**

la agencia de viajes - travel agency  
el/la agente de viajes - travel agent  
confirmar un vuelo - to confirm a flight  
hacer la maleta - to pack a suitcase  
hacer un viaje - to take a trip  
ir de vacaciones - to go on a vacation  
llamar a - to call someone (by phone)  
viajar - to travel  
el boleto - ticket  
el boleto de ida y vuelta - roundtrip ticket  
el equipaje - luggage  
la identificacion - identification  
el itinerario - itinerary  
la maleta - suitcase  
el pasaporte - passport  
la tarjeta de embarque - boarding pass  
el traje de bano - bathing suit

**Concept: Talk about things you do at an airport**

abordar - to board  
el aeropuerto - airport  
el/la auxiliar de vuelo - flight attendant  
facturar el equipaje - to check one's luggage  
hacer cola - to get in line  
la pantalla - monitor, screen  
el/la pasajero/a - passenger  
pasar por seguridad - to go through security  
la puerta - gate  
la salida - departure  
el vuelo - flight  
lllegada - arrival  
pasar por la aduana - to go through customs  
el reclamos de equipaje - baggage claim

**Concept: Ask how to get around town**

Por favor, donde queda...? - Can you please tell me where...is?  
la estacion de tren - train station  
la oficina de turismo - tourist office  
la parada de autobus - bus stop  
tomar un taxi - to take a taxi

Topic: Unidad 1 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Using interrogatives**

Using preterite of -ar verbs

Using preterite of ir, ser, hacer, ver, and dar

Pronunciation: the sound H and CH



Unit Essential Question(s):

**How can you tell others about your vacation?**



Concept:

**Say where you went and what you did on vacation**

1. Explain activities one could do on a vacation in various locations/temperatures.
2. Use past tense to talk about what you did.

Concept:

**Ask information questions**

1. Ask questions about items.
2. Give opinion about the item and its cost.

Concept:

**Talk about buying gifts and souvenirs**

1. Identify souvenir vocabulary.
2. Bargain with a vendor.



Lesson Essential Question(s):

How can you describe what you did over the summer or on vacation? (A)

Lesson Essential Question(s):

How can you ask a clerk about an item in the gift shop? (A)

Lesson Essential Question(s):

How do you bargain with a vendor at a market? (A)



Vocabulary:

acampar, dar una caminata, estar de vacaciones, hacer una excursion, mandar tarjetas postales, montar a caballo, pescar, el tiempo libre, tomar fotos, el/la turista, ver las atracciones, visitar un museo, el alojamiento, el ascensor, la habitacion, la habitacion doble, la habitacion individual, hacer/tener una reservacion, el hostel, el hotel, la llave, la recepcion, anteayer, el ano pasado, el mes pasado, la semana pasada

Vocabulary:

Le dejo...en..., Me gustaria..., Podria ver...?, Que...!, Que bello/a!, Que caro/a!

Vocabulary:

el anillo, el arete, las artesanias, el collar, las joyas, el recuerdo, la tarjeta postal, bello/a, caro/a, demasiado/a, el dinero en efectivo, el mercado al aire libre, regatear, la tarjeta de credito

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unidad 1 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Say where you went and what you did on vacation**

acampar - to camp  
dar una caminata - to hike  
estar de vacaciones - to be on vacation  
hacer una excursion - to go on a day trip  
mandar tarjetas postales - to send postcards  
montar a caballo - to ride a horse  
pescar - to fish  
el tiempo libre - free time  
tomar fotos - to take photos  
el/la turista - tourist  
ver las atracciones - to go sightseeing  
visitar un museo - to visit a museum  
el alojamiento - lodging  
el ascensor - elevator  
la habitacion - hotel room  
la habitacion doble - double room  
la habitacion individual - single room  
hacer/tener una reservacion - to make/to have a reservation  
el hostel - hostel; inn  
el hotel - hotel  
la llave - key  
la recepcion - reception desk  
anteayer - the day before yesterday  
el ano pasado - last year  
el mes pasado - last month  
la semana pasada - last week

**Concept: Ask information questions**

Le deajo...en... - I'll give...to you for...  
Me gustaria... - I would like...  
Podria ver...? - Could I see/look at...?  
Que...! - How...!  
Que bello/a! - How beautiful!  
Que caro/a! - How expensive!

**Concept: Talk about buying gifts and souvenirs**

el anillo - ring  
el arete - earring  
las artesanias - handicrafts  
el collar - necklace  
las joyas - jewelry  
el recuerdo - souvenir  
la tarjeta postal - postcard  
bello/a - beautiful  
caro/a - expensive

Vocab Report for Topic: Unidad 1 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

demasiado/a - too much

el dinero en efectivo - cash

el mercado al aire libre - open-air market

regatear - to bargain

la tarjeta de credito - credit card

Topic: Unidad 2 Leccion 1

Days: 5

Subject(s): Foreign Language


Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Adverbs with -mente**

**Preterite of -er and -ir verbs**

**Demonstrative adjectives and pronouns**

**Pronunciation: the K sound**



Unit Essential Question(s):

**How can you explain the World Cup?**

**Concept:**  
**Talk about sporting events and athletes**

1. Explain rules of game.
2. Tell who is awarded prizes.

**Concept:**  
**Discuss ways to stay healthy**

1. Tell what you do to stay in shape.
2. Tell how a particular sport keeps you healthy.

**Concept:**  
**Point out specific people and things**

1. Describe athletes physically.
2. Identify famous Spanish-speaking athletes.

**Lesson Essential Question(s):**  
 How can you describe what happens at a sporting event? (A)

**Lesson Essential Question(s):**  
 How can you advise someone to stay healthy? (A)

**Lesson Essential Question(s):**  
 How can you describe athletes? (A)

**Vocabulary:**  
 el campeonato, el ciclismo, la competencia, competir (i), estar empataado, jugar (ue) en equipo, meter un gol, el premio

**Vocabulary:**  
 Es bueno..., Es importante..., Es necesario..., hacer ejercicio, mantenerse (ie) en forma, saludable, seguir (i) una dieta balanceada

**Vocabulary:**  
 activo/a, el/la deportista, lento/a, musculoso/a, rapido/a

**Concept:**  
**Retell events from the past**

1. View a World Cup game.
2. Explain what happened at a game.

**Lesson Essential Question(s):**  
 How can you tell what happened at an event in the past? (A)

**Vocabulary:**  
 Ay, por favor!, Bravo!, Dale!, Uy!, la Copia Mundial, los Juegos Olimpicos, los Juegos Panamericanos, la Vuelta a Francia

Topic: Unidad 2 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Additional Information:
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Attached Document(s):
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Vocab Report for Topic: Unidad 2 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Talk about sporting events and athletes**

el campeonato - championship  
el ciclismo - bicycle racing  
la competencia - competition  
competir (i) - to compete  
estar empatado - to be tied  
jugar (ue) en equipo - to play on a team  
meter un gol - to score a goal  
el premio - prize; award

**Concept: Discuss ways to stay healthy**

Es bueno... - It's good...  
Es importante... - It's important...  
Es necesario... - It's necessary...  
hacer ejercicio - to exercise  
mantenerse (ie) en forma - to stay in shape  
saludable - healthy; healthful  
seguir (i) una dieta balanceada - to follow a balanced diet

**Concept: Point out specific people and things**

activo/a - active  
el/la deportista - sportsman/woman  
lento/a - slow  
musculoso/a - muscular  
rapido/a - fast

**Concept: Retell events from the past**

Ay, por favor! - Oh, please!  
Bravo! - Bravo!  
Dale! - Come on!  
Uy! - Ugh!  
la Copa Mundial - The World Cup  
los Juegos Olimpicos - The Olympic Games  
los Juegos Panamericanos - The Panamerican Games  
la Vuelta a Francia - The Tour de France

Topic: Unidad 2 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Pensar + infinitive**

**Reflexive verbs**

**Present progressive**

**Pronunciation: Stress**



Unit Essential Question(s):

**How can you tell what you plan to do?**



**Concept:**

**Discuss your daily routine**

1. Use reflexive verbs to talk about your daily routine.
2. Identify items needed for personal care.
3. Place events in proper logical order.

**Concept:**

**Clarify the sequence of events**

1. Identify in what order something is done.

**Concept:**

**Say what you and others are doing right now or intend to do**

1. Use present progressive tense.
2. Use adverbs to identify how something is done.



**Lesson Essential Question(s):**

How can you explain your daily morning and evening routine in Spanish? (A)

How can you identify items used to get ready for the morning or evening? (A)

**Lesson Essential Question(s):**

How can you tell what order something is done? (A)

**Lesson Essential Question(s):**

How can you express what you are currently doing? (A)

How can you tell how often something is done? (A)



**Vocabulary:**

acostarse (ue), afeitarse, apagar la luz, arreglarse, banarse, cepillarse los dientes, despertarse (ie), dormirse (ue), ducharse, encender (ie) la luz, entrenarse, lavarse, maquillarse, peinarse, ponerse la ropa, la rutina, secarse, tener prisa, tener sueño, la cara, el codo, el cuello, el dedo, el dedo del pie, el diente, la garganta, el hombro, la muñeca, el oido, la una, el cepillo (de dientes), el champu, la crema de afeitar, el desodorante, el jabon, la pasta de dientes, el peine, el secador de pelo, la toalla

**Vocabulary:**

primero, entonces, luego, mas tarde, por fin

**Vocabulary:**

a veces, frecuentemente, generalmente, normalmente

**Additional Information:**

**Attached Document(s):**



Vocab Report for Topic: Unidad 2 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Discuss your daily routine**

acostarse (ue) - to go to bed  
afeitarse - to shave oneself  
apagar la luz - to turn off the light  
arreglarse - to get ready  
banarse - to take a bath  
cepillarse los dientes - to brush one's teeth  
despertarse (ie) - to wake up  
dormirse (ue) - to fall asleep  
 ducharse - to take a shower  
encender (ie) la luz - to turn on the light  
entrenarse - to train  
lavarse - to wash oneself  
maquillarse - to put on makeup  
peinarse - to comb one's hair  
ponerse la ropa - to put on clothes  
la rutina - routine  
secarse - to dry oneself  
tener prisa - to be in a hurry  
tener sueño - to be sleepy  
la cara - face  
el codo - elbow  
el cuello - neck  
el dedo - finger  
el dedo del pie - toe  
el diente - tooth  
la garganta - throat  
el hombro - shoulder  
la muñeca - wrist  
el oido - inner ear  
la una - nail  
el cepillo (de dientes) - brush (toothbrush)  
el champu - shampoo  
la crema de afeitar - shaving cream  
el desodorante - deodorant  
el jabon - soap  
la pasta de dientes - toothpaste  
el peine - comb  
el secador de pelo - hair dryer  
la toalla - towel

**Concept: Clarify the sequence of events**

primero - first  
entonces - then; so  
luego - later on  
mas tarde - later on  
por fin - finally

Vocab Report for Topic: Unidad 2 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Say what you and others are doing right now or intend to do**

a veces - sometimes

frecuentemente - frequently

generalmente - in general; generally

normalmente - usually; normally

Topic: Unidad 3 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Key Learning: Verbs like gustar

Present tense of irregular yo verbs

Pronouns after prepositions

Pronunciation: Diphthongs



Unit Essential Question(s):

How can you express how something fits you?



Concept:

**Talk about clothing, shopping and personal needs**

1. Identify clothing.
2. Tell how something fits.

Concept:

**Say whom things are for**

1. Identify whom things are for.
2. Use pronouns after a preposition.

Concept:

**Express opinions**

1. Tell what you like/dislike.



Lesson Essential Question(s):

How do you ask how something fits? (A)

How do you describe how something fits you? (A)

Lesson Essential Question(s):

How do you say whom the gift is for? (A)

Lesson Essential Question(s):

How do you comment on someone's clothing? (A)



Vocabulary:

el abrigo, las botas, el chaleco, el cinturon, la falda, la gorra, la pulsera, el reloj, las sandalias, el sueter, el traje, de cuadros, de rayas, estar de moda, el numero, la talla, vestirse (i), Como me queda(n)?, quedar..., bien, mal, flojo/a, apretado/a, el almacen, la farmacia, Internet, la joyeria, la libreria, la panaderia, la zapateria, Esta abierto/a., Esta cerrado/a.

Vocabulary:

para, de, a, con, mi, ti, el, ella, usted, nosotros (as), ellos/ellas/ustedes

Vocabulary:

Creo que si., Creo que no., En mi opinion..., Es buena idea/mala idea., Me parece que..., encantar, importar, interesar, recomendar (ie)

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unidad 3 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Talk about clothing, shopping and personal needs**

el abrigo - coat  
las botas - boots  
el chaleco - vest  
el cinturon - belt  
la falda - skirt  
la gorra - cap  
la pulsera - bracelet  
el reloj - watch  
las sandalias - sandals  
el sueter - sweater  
el traje - suit  
de cuadros - plaid  
de rayas - striped  
estar de moda - to be in style  
el numero - shoe size  
la talla - clothing size  
vestirse (i) - to get dressed  
Como me queda(n)? - How does it/they fit me?  
quedar... - to fit...  
bien - well  
mal - badly  
flojo/a - loose  
apretado/a - tight  
el almacen - department store  
la farmacia - pharmacy  
Internet - Internet  
la joyeria - jewelry store  
la libreria - bookstore  
la panaderia - bakery  
la zapateria - shoe store  
Esta abierto/a. - It's open.  
Esta cerrado/a. - It's closed.

**Concept: Say whom things are for**

para, de, a, con - for, from, to, with  
mi - me  
ti - you  
el, ella, usted - him/her/you (formal)  
nosotros (as) - us  
ellos/ellas/ustedes - them/you all

**Concept: Express opinions**

Creo que si. - I think so.  
Creo que no. - I don't think so.  
En mi opinion... - In my opinion

Vocab Report for Topic: Unidad 3 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Es buena idea/mala idea. - It's a good idea/bad idea.

Me parece que... - It seems to me...

encantar - to delight

importar - to be important

interesar - to interest

recomendar (ie) - to recommend

Topic: Unidad 3 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Hacer + expressions of time

Irregular preterite verbs

Preterite of -ir stem-changing verbs

Pronunciation: the letter g



Unit Essential Question(s): **How can you compare your town or city centers?**



**Concept:**

**Describe past activities and events**

1. Use preterite tense.
2. Explain how long something has happened.

**Concept:**

**Ask for and talk about items at a marketplace**

1. Tell what something is made of.
2. Recognize market items.

**Concept:**

**Express yourself courteously**

1. Review words that express good manners.



**Lesson Essential Question(s):**

How can you talk about events that have already happened? (A)

**Lesson Essential Question(s):**

How can you go to a market and ask questions about items? (A)

**Lesson Essential Question(s):**

How can you use your manner words when asking a question in public? (A)



**Vocabulary:**

Hacer + expressions of time + que

**Vocabulary:**

los articulos, barato/a, la esultura, fino/a, una ganga, la pintura, el retrato, unico/a, (estar)hecho/a a mano, ser de..., ceramica, cuero, madera, metal, oro, piedra, plata

**Vocabulary:**

Con mucho gusto., Con permiso., De nada., Disculpe., No hay de que., Pase., Perdoneme.

**Additional Information:**

**Attached Document(s):**

Vocab Report for Topic: Unidad 3 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Describe past activities and events**

Hace + expressions of time + que - It's been...since

**Concept: Ask for and talk about items at a marketplace**

los articulos - goods  
barato/a - inexpensive  
la esultura - sculpture  
fino/a - fine  
una ganga - a bargain  
la pintura - painting  
el retrato - portrait  
unico/a - unique  
(estar)hecho/a a mano - to be handmade  
ser de... - to be made of...  
ceramica - ceramic  
cuero - leather  
madera - wood  
metal - metal  
oro - gold  
piedra - stone  
plata - silver

**Concept: Express yourself courteously**

Con mucho gusto. - With pleasure.  
Con permiso. - Excuse me.  
De nada. - You're welcome  
Disculpe. - Excuse me; I'm sorry.  
No hay de que. - Don't mention it.  
Pase. - Go ahead.  
Perdoneme. - Forgive me.

Topic: Unidad 4 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Key Learning: **Past participles as adjectives**

**Imperfect tense**

**Preterite and imperfect**



Unit Essential Question(s):

**How can you understand Mexican legends?**



Concept:

**Describe continuing activities in the past**

1. Use the past tense.
2. Identify actions in the past.

Concept:

**Narrate past events and activities**

1. Use the imperfect tense.

Concept:

**Describe people, places, and things**

1. Name elements of a legend.
2. Name characters in a legend.



Lesson Essential Question(s):

How can you describe a message from the legend? (A)

Lesson Essential Question(s):

How can you identify words that indicate a description in the past? (A)

Lesson Essential Question(s):

How can you identify a legend? (A)



Vocabulary:

la batalla, la guerra, casarse, contar (ue), llevar, llorar, morir (ue), pelear, regresar, transformar

Vocabulary:

Habia una vez..., Hace muchos siglos..., sobre

Vocabulary:

el/la dios/a, el ejercito, el emperador, el/la enemigo/a, el/la guerrero/a, el heroe, la heroina, el/la joven, la princesa, la montana, el palacio, el volcan, la leyenda, el mensaje, la narracion, el personaje, azteca, estar enamorado/a (de), hermoso/a, heroico/a, historico/a, querido/a, los celos, tener celos, valiente

Additional Information:

Attached Document(s):



Vocab Report for Topic: Unidad 4 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Describe continuing activities in the past**

la batalla - battle  
la guerra - war  
casarse - to get married  
contar (ue) - to tell a story  
llevar - to take; to carry  
llorar - to cry  
morir (ue) - to die  
pelear - to fight  
regresar - to return  
transformar - to transform

**Concept: Narrate past events and activities**

Habia una vez... - Once upon a time there was/were  
Hace muchos siglos... - Many centuries ago...  
sobre - about

**Concept: Describe people, places, and things**

el/la dios/a - god/goddess  
el ejercito - army  
el emperador - emperor  
el/la enemigo/a - enemy  
el/la guerrero/a - warrior  
el heroe - hero  
la heroina - heroine  
el/la joven - young man/woman  
la princesa - princess  
la montana - mountain  
el palacio - palace  
el volcan - volcano  
la leyenda - legend  
el mensaje - lesson; message  
la narracion - narration  
el personaje - character  
azteca - Aztec  
estar enamorado/a (de) - to be in love (with)  
hermoso/a - handsome; pretty  
heroico/a - heroic  
historico/a - historic  
querido/a - beloved  
los celos - jealousy  
tener celos - to be jealous  
valiente - brave

Topic: Unidad 4 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Verbs with i-y spelling change in the preterite**

Preterite of -car, -gar and -zar verbs

Verbs with irregular preterite stems

Pronunciation: the S sound



Unit Essential Question(s): **How can you explain the old and modern Mexico?**



Concept:

**Describe early civilizations and their activities**

1. Discuss early civilizations in Mexico.
2. Compare Mexico to Columbia, PA.

Concept:

**Describe the layout of a modern city**

1. Identify buildings.
2. Use adjectives.

Concept:

**Ask for and give directions**

1. Give directions using commands.
2. Ask how to get some where.



Lesson Essential Question(s):

How can you describe early and modern civilizations? (A)

Lesson Essential Question(s):

How can you compare ruins in Mexico to that of the center of Columbia? (A)

Lesson Essential Question(s):

How can you understand directions given on how to go some where? (A)



Vocabulary:

antiguo/a, avanzado/a, el calendario, la civilizacion, la estatua, la herramienta, el monumento, el objeto, la piramide, la religion, las ruinas, el templo, la tumba, la agricultura, cazar, construir, la excavacion

Vocabulary:

la acera, la avenida, el barrio, la catedral, la ciudad, la cuadra, el edificio, moderno/a, la plaza, el rascacielos

Vocabulary:

Como llego a...?, cruzar, doblar..., a la derecha, a la izquierda, seguir (i) derecho, desde, entre, frente a, hasta, (en) la esquina, el semaforo

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unidad 4 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Describe early civilizations and their activities**

antiguo/a - ancient  
avanzado/a - advanced  
el calendario - calendar  
la civilizacion - civilization  
la estatua - statue  
la herramienta - tool  
el monumento - monument  
el objeto - object  
la piramide - pyramid  
la religion - religion  
las ruinas - ruins  
el templo - temple  
la tumba - tomb  
la agricultura - agriculture  
cazar - to hunt  
construir - to build  
la excavacion - excavation

**Concept: Describe the layout of a modern city**

la acera - sidewalk  
la avenida - avenue  
el barrio - neighborhood  
la catedral - cathedral  
la ciudad - city  
la cuadra - city block  
el edificio - building  
moderno/a - modern  
la plaza - plaza; square  
el rascacielos - skyscraper

**Concept: Ask for and give directions**

Como llego a...? - How do I get to...?  
cruzar - to cross  
doblar... - to turn...  
a la derecha - to the right  
a la izquierda - to the left  
seguir (i) derecho - to go straight  
desde - from  
entre - between  
frente a - across from  
hasta - to  
(en) la esquina - (on) the corner  
el semaforo - traffic light

Topic: Unidad 5 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Adjectives ending in -ísimo

Usted/Ustedes commands

Pronoun placement with commands

Pronunciation: the letter d



Unit Essential Question(s):

**How can you make comments about food?**



**Concept:**

**Identify and describe ingredients**

1. Read labels on a food container.
2. Describe ingredients in a dish.

**Concept:**

**Talk about food preparation and follow recipes**

1. Use and identify commands.
2. Tell someone how to prepare your food.

**Concept:**

**Give instructions and make recommendations**

1. Tell someone what you recommend.



**Lesson Essential Question(s):**

How can you tell someone what ingredients are needed to make a dish? (A)

How would you describe a dish? (A)

**Lesson Essential Question(s):**

How can you follow some recipe written in Spanish? (A)

How can you describe how you would like your food prepared? (A)

**Lesson Essential Question(s):**

How can you recommend something to eat or drink? (A)



**Vocabulary:**

el aceite, el ajo, el azucar, la cebolla, las espinacas, la fresa, la lechuga, el limon, la mayonesa, la mostaza, la pimienta, la sal, el vinagre, la zanahoria, el ingrediente, el supermercado, el sabor, agrio/a, caliente, delicioso/a, dulce, fresco, picante, sabroso/a, salado/a, Que asco!

**Vocabulary:**

anadir, batir, freir (i), hervir (ie), mezclar, probar (ue), la receta, la tortilla de patatas

**Vocabulary:**

Cenar, desayunar, la merienda

**Additional Information:**

**Attached Document(s):**

Vocab Report for Topic: Unidad 5 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Identify and describe ingredients**

el aceite - oil  
el ajo - garlic  
el azucar - sugar  
la cebolla - onion  
las espinacas - spinach  
la fresa - strawberry  
la lechuga - lettuce  
el limon - lemon  
la mayonesa - mayonnaise  
la mostaza - mustard  
la pimienta - pepper  
la sal - salt  
el vinagre - vinegar  
la zanahoria - carrot  
el ingrediente - ingredient  
el supermercado - supermarket  
el sabor - flavor  
agrio/a - sour  
caliente - hot (temperature)  
delicioso/a - delicious  
dulce - sweet  
fresco - fresh  
picante - spicy; hot  
sabroso/a - tasty  
salado/a - salty  
Que asco! - How disgusting!

**Concept: Talk about food preparation and follow recipes**

anadir - to add  
batir - to beat  
freir (i) - to fry  
hervir (ie) - to boil  
mezclar - to mix  
probar (ue) - to taste  
la receta - recipe  
la tortilla de patatas - potato omlelet

**Concept: Give instructions and make recommendations**

Cenar - to have dinner  
desayunar - to have breakfast  
la merienda - afternoon snack

Topic: Unidad 5 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Key Learning: **Affirmative and negative words**

**Double object pronoun**

**Pronunciation: the letters h, g, and j**



Unit Essential Question(s): **How can you enjoy a meal in a Spanish-speaking country?**



Concept:

**Order meals in a restaurant**

1. Identify place settings.
2. Identify meals or specialty items on a menu.



Concept:

**Talk about meals and dishes**

1. Explain what is in a dish and where the dish originates.
2. Recognize shops that have specialized food.



Concept:

**Describe food and service**

1. Tell server how his/her service was.
3. Describe how you want your food prepared.



Lesson Essential Question(s):

How would you ask the server to bring you something to eat or drink? (A)



Lesson Essential Question(s):

How would you describe regional dishes? (A)



Lesson Essential Question(s):

How would you describe the service given to you at a restaurant? (A)



Vocabulary:

Cual es la especialidad de la casa?, Me puede traer...?, Y para comer (beber)..., Buen provecho!, la cuchara, el cuchillo, la servilleta, el tenedor, el vaso

Vocabulary:

la heladería, la pastelería, el cado, la chuleta de cerdo, el entremes, los espaguetis, la especialidad, el filete a la parrilla, el flan, el gazpacho, la paella, el plato vegetariano, el pollo asado, la tarta de chocolate, el te

Vocabulary:

Excelente!, Muy amable., Muy atento (a)., Gracias por atenderme., batido/a, cocido/a, crudo/a, frito/a, hervido/a, mezclado/a, molido/a

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unidad 5 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Order meals in a restaurant**

Cual es la especialidad de la casa? - What is the specialty of the house?

Me puede traer...? - Can you bring me...?

Y para comer (beber)... - And to eat (drink)...

Buen provecho! - Enjoy your meal!

la cuchara - spoon

el cuchillo - knife

la servilleta - napkin

el tenedor - fork

el vaso - glass

**Concept: Talk about meals and dishes**

la heladeria - ice cream shop

la pasteleria - pastry shop

el cado - broth

la chuleta de cerdo - pork chop

el entremes - appetizer

los espaguetis - spaghetti

la especialidad - specialty

el filete a la parrilla - grilled steak

el flan - custard

el gazpacho - cold tomato soup

la paella - traditional Spanish rice dish

el plato vegetariano - vegetarian dish

el pollo asado - roasted chicken

la tarta de chocolate - chocolate cake

el te - tea

**Concept: Describe food and service**

Excelente! - Excellent!

Muy amable. - Very kind.

Muy atento (a). - Very attentive.

Gracias por atenderme. - Thank you for your service.

batido/a - beaten

cocido/a - cooked

crudo/a - raw

frito/a - fried

hervido/a - boiled

mezclado/a - mixed

molido/a - ground

Topic: Unidad 6 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Vamos + a+ infinitive**

**Affirmative tu commands**

**Negative tu commands**

**Pronunciations: the letter f**



Unit Essential Question(s):

**How can you discuss film and culture?**



Concept:

**Tell others what to do and what not to do**

1. Use commands both positive and negative.

Concept:

**Make suggestions**

1. Discuss scenes from a movie or parts from a book.

Concept:

**Talk about movies and how they affect you**

1. Tell how certain movies make you feel.
2. Describe the intended purpose of some movies.



Lesson Essential Question(s):

How do you tell someone what to do/not do in a book/in a film? (A)

Lesson Essential Question(s):

How can you make suggestions about the book or film plot/outcome? (A)

Lesson Essential Question(s):

How can you describe your feeling about a movie? (A)



Vocabulary:

No mires...!, No pongas...!, No esribas...!

Vocabulary:

el argumento, editar, los efectos especiales, la escena, esperar, filmar, fracasar, el guion, hacer un papel, el maquillaje, el sonido, tener éxito

Vocabulary:

Me da miedo., Me hace reir., Me hace llorar.

Additional Information:

Attached Document(s):



Vocab Report for Topic: Unidad 6 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Tell others what to do and what not to do**

No mires...! - Don't watch...!  
No pongas...! - Don't put...!  
No esribas...! - Don't write...!

**Concept: Make suggestions**

el argumento - plot  
editar - to edit  
los efectos especiales - special effects  
la escena - scene  
esperar - to wait for  
filmar - to film  
fracasar - to fail  
el guion - screenplay  
hacer un papel - to play a role  
el maquillaje - makeup  
el sonido - sound  
tener exito - to be successful

**Concept: Talk about movies and how they affect you**

Me da miedo. - It scares me.  
Me hace reir. - It makes me laugh.  
Me hace llorar. - It makes me cry.

Topic: Unidad 6 Leccion 2

Days: 5

Subject(s): Foreign Language


Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Present subjunctive with ojala**







Spelling changes in the subjunctive





Subjunctive of stem-changing verbs

Subjunctive of irregular verbs



Unit Essential Question(s): **How can artists express their cultural identity?**

<p><b>Concept:</b> <b>Make future plans</b> 1. Tell what you are going to do in teh future.</p>	<p><b>Concept:</b> <b>Express hopes and wishes</b> 1. Express what you hope for someone.</p>	<p><b>Concept:</b> <b>Influence others</b> 1. Identify vocabualry associated with influence.</p>
		
<p><b>Lesson Essential Question(s):</b> How can you talk about the future? (A)</p>	<p><b>Lesson Essential Question(s):</b> How can you express what you wish? (A)</p>	<p><b>Lesson Essential Question(s):</b> How can you influence others? (A)</p>
		
<p><b>Vocabulary:</b> Ojala que + subjunctive</p>	<p><b>Vocabulary:</b> Ojala!</p>	<p><b>Vocabulary:</b> Como no!, Estoy convencido/a!, Te digo la verdad!, Te lo aseguro., Te lo juro!</p>

<p><b>Concept:</b> <b>Extend and respond to invitations</b></p>	<p><b>Concept:</b> <b>Talk about technology</b></p>
	
<p><b>Lesson Essential Question(s):</b> How can you respond to an invitation from someone? (A)</p>	<p><b>Lesson Essential Question(s):</b> How can you use computer vocabualry to use your computer? (A)</p>
	
<p><b>Vocabulary:</b> la invitacion, el fin de semana, el/la proximo/a, Claro que si!, Que lastima!, Si, me encantaria.</p>	<p><b>Vocabulary:</b> la direccion electronica, estar en linea, hacer clic en, el icono, el mensajero instantaneo, el raton, el teclado</p>

**Additional Information:**

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**Attached Document(s):**

Vocab Report for Topic: Unidad 6 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Make future plans**

Ojala que + subjunctive -

**Concept: Express hopes and wishes**

Ojala! - I hope so!

**Concept: Influence others**

Como no! - of course!

Estoy convencido/a! - I'm convinced!

Te digo la verdad! - I'm telling you the truth!

Te lo aseguro. - I assure you.

Te lo juro! - I swear to you!

**Concept: Extend and respond to invitations**

la invitacion - invitation

el fin de semana - weekend

el/la proximo/a - next

Claro que si! - Of course!

Que lastima! - What a shame!

Si, me encantaria. - Yes, I would love to.

**Concept: Talk about technology**

la direccion electronica - email address

estar en linea - to be online

hacer clic en - to click on

el icono - icon

el mensajero instantaneo - instant messaging

el raton - mouse

el teclado - keyboard

Topic: Unidad 7 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Subjunctive with impersonal expressions**

Impersonal expressions with haya

Por and Para

Pronunciation: the letters b and v



Unit Essential Question(s):

**How can you discuss issues with your school?**



**Concept:**

**Discuss school-related issues**

1. Identify people that work on a school newspaper.
2. Complete an interview between an editor and a student.

**Concept:**

**State and respond to opinions**

1. Use subjunctive tense.
2. Respond to others' opinions.

**Concept:**

**Present logical and persuasive arguments**

1. Read advice from newspaper columns.
2. Give points of view.



**Lesson Essential Question(s):**

How do school newspapers identify issues going on at school? (A)

**Lesson Essential Question(s):**

How can you state your opinion about school issues? (A)

**Lesson Essential Question(s):**

How can you identify someone's point of view? (A)

How can you take a side on an issue and defend it? (A)



**Vocabulary:**

amistad, la comunidad, escolar, la presion de grupo, la vida

**Vocabulary:**

Es bueno que..., Es importante que..., Es malo que..., Es necesario que..., Es preferible que...

**Vocabulary:**

la cuestion, la opinion, el punto de vista, por un lado..., por otro lado..., por eso, sin embargo, no solo...sino tambien, estar/no estar de acuerdo con

**Additional Information:**

**Attached Document(s):**

Vocab Report for Topic: Unidad 7 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Discuss school-related issues**

amistad - friendship  
la comunidad - community  
escolar - school; school-related  
la presion de grupo - peer pressure  
la vida - life

**Concept: State and respond to opinions**

Es bueno que... - It's good that...  
Es importante que... - It's important that...  
Es malo que... - It's bad that...  
Es necesario que... - It's necessary that ...  
Es preferible que... - It's preferable that...

**Concept: Present logical and persuasive arguments**

la cuestion - question; issue  
la opinion - opinion  
el punto de vista - point of view  
por un lado... - on the one hand...  
por otro lado... - other hand...  
por eso - for that reason; that's why  
sin embargo - however  
no solo...sino tambien - not only...but also  
estar/no estar de acuerdo con - to agree/disagree with

Topic: Unidad 7 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Key Learning: Long form of possessive adjectives**

**Comparatives**

**Comparatives with mas de/menos de**

**Superlatives**

**Pronunciation: the diphthongs le and ue**



Unit Essential Question(s):

**How can you compare your family to others?**



**Concept:**

**Identify and explain relationships**

1. Read a family tree.
2. Explain relationships of people in your family.

**Concept:**

**Compare personalities, attitudes, and appearance**

1. Use comparatives to describe people and family.
2. Use superlatives to describe people and family.

**Concept:**

**Describe things and people**

1. Identify the actions taken by people in your family.



**Lesson Essential Question(s):**

How can you identify members of your family? (A)

**Lesson Essential Question(s):**

How can you compare family members traits with each other? (A)

**Lesson Essential Question(s):**

How does your family get along with each other? (A)



**Vocabulary:**

el apellido  
 , la cunada  
 , el cunado  
 , la esposa  
 , el esposo  
 , la madrina  
 , el/la nino/a  
 , la novia  
 , el novio  
 , el padrino  
 , el/la pariente  
 , la sobrina  
 , el sobrino  
 , la suegra  
 , el suegro

**Vocabulary:**

generoso/a, impaciente, paciente, popular,  
 sincero/a, timido/a

**Vocabulary:**

discutir, enojarse, entenderse (ie) bien  
 , entenderse (ie) mal  
 , estar orgulloso (a) (de)  
 , llevarse bien  
 , llevarse mal

**Additional Information:**

**Attached Document(s):**

Vocab Report for Topic: Unidad 7 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Identify and explain relationships**

el apellido  
- last name

la cunada  
- sister-in-law  
el cunado  
- brother-in-law

la esposa  
- wife

el esposo  
- husband

la madrina  
- godmother

el/la niño/a  
- child

la novia  
- girlfriend/fiancee

el novio  
- boyfriend/fiance

el padrino  
- godfather

el/la pariente  
- relative

la sobrina  
- niece

el sobrino  
- nephew

la suegra  
- mother-in-law

el suegro  
- father-in-law

**Concept: Compare personalities, attitudes, and appearance**

generoso/a - generous

impaciente - impatient

paciente - patient

popular -

sincero/a - sincere

timido/a - shy

**Concept: Describe things and people**

discutir - to argue

enojarse - to get angry

Vocab Report for Topic: Unidad 7 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

entenderse (ie) bien

- to understand each other well

entenderse (ie) mal

- to misunderstand each other

estar orgulloso (a) (de)

- to be proud (of)

llevarse bien

- to get along well

llevarse mal

- to not get along



Topic: Unidad 8 Leccion 1

Days: 5

Subject(s): Foreign Language


Grade(s): 9th, 10th, 11th, 12th

**Key Learning:** Spelling change or -ger verbs

Other impersonal expressions

Future tense of regular verbs

Pronunciation: the letter p



Unit Essential Question(s):

**How can you talk about our world today?**

**Concept:**

**Express what is true and not true**

1. Use subjunctive expressions.
2. Identify truth and false information.

**Concept:**

**Discuss environmental problems and solutions**

1. Read about issues concerning our environment.
2. Talk about what you do to protect nature.

**Concept:**

**Talk about future actions or events**

1. Use future tense.

**Lesson Essential Question(s):**

How can you identify the truth when trying to express issues about the environment? (A)

**Lesson Essential Question(s):**

What are some of the issues concerning our environment? (A)

How can we protect nature in our community? (A)

**Lesson Essential Question(s):**

How can you tell what will happen to our environment if we do not take care of it? (A)

**Vocabulary:**

Es cierto que...  
 , Es verdad que...  
 , No es cierto que...  
 , No es verdad que...

**Vocabulary:**

el aire puro  
 , el arbol  
 , el bosque  
 , la naturaleza  
 , el petroleo  
 , los recursos naturales  
 , la selva  
 , el basurero  
 , el carton  
 , el/la consumidor/a  
 , el reciclaje  
 , los vehiculos hibridos  
 , el vidrio  
 , conservar, proteger, reciclar, recoger, la responsabilidad  
 , responsable, la capa de ozono  
 , la contaminacion  
 , danar, la deforestacion  
 , la destruccion  
 , las especies en peligro de extincion

**Vocabulary:**

trabajare  
 , trabajaras, trabajara, trabajaremos, trabajaran

Topic: Unidad 8 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unidad 8 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Express what is true and not true**

Es cierto que...  
- It is true that...

Es verdad que...  
- It is true that..

No es cierto que...  
- It is not true that...

No es verdad que...  
- It is not true that...

**Concept: Discuss environmental problems and solutions**

el aire puro  
- clean air

el arbol  
- tree  
el bosque  
- forest; woods

la naturaleza  
- nature  
el petroleo  
- oil  
los recursos naturales  
- natural resources

la selva  
- jungle

el basurero  
- trash can

el carton  
- cardboard  
el/la consumidor/a  
- consumer  
el reciclaje  
- recycling  
los vehiculos hibridos  
- hybrid vehicles

el vidrio  
- glass  
conservar - to conserve

Vocab Report for Topic: Unidad 8 Leccion 1

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

proteger - to protect

reciclar - recycle

recoger - to pick up

la responsabilidad

- responsibility

responsable - responsible

la capa de ozono

- ozone layer

la contaminacion

- contamination

danar - to damage

la deforestacion

- deforestation

la destruccion

- destruction

las especies en peligro de extincion

- endangered species

**Concept: Talk about future actions or events**

trabajare

- I will work

trabajaras - you will work

trabajara - he/she will work

trabajaremos - we will work

trabajaran - they/you all will work

Topic: Unidad 8 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Key Learning: **Impersonal se**

**Future tense of irregular verbs**

**Pronouns**



Unit Essential Question(s):

**How can you express the future?**



Concept:

**Talk about professions**

1. Identify professions by appearances or descriptions.

Concept:

**Predict future events and people's actions or reactions**

1. Learn how to form the future tense of some irregular verbs.
2. Respond to a question about the future.

Concept:

**Ask and respond to questions about the future**

1. Ask classmate questions about their future.
2. Respond with answers to questions about what profession they want to have.



Lesson Essential Question(s):

How can you identify the profession of people? (A)

What characteristics are associated with each profession? (A)

Lesson Essential Question(s):

How can you predict future events? (A)

Lesson Essential Question(s):

How can you identify people's plans for the future? (A)



Vocabulary:

el/la abogado/a  
 , el/la agente de bolsa  
 , el/la arquitecto/a  
 , el/la artista  
 , el/la bombero/a  
 , el/la carpintero/a  
 , el/la cartero/a  
 , el/la cientifico/a  
 , el/la dentista  
 , el/la detective  
 , el/la diseñador/a  
 , el/la doctor/a  
 , el/la enfermero/a  
 , el hombre/la mujer  
 , el/la ingeniero/a  
 , el/la piloto  
 , el/la policia  
 , el/la politico/a  
 , el/la profesor/a  
 , el/la programador/a  
 , el/la veterinario/a

Vocabulary:

el conocimiento  
 , la cura  
 , descubrir, mejorar, el robot

Vocabulary:

ganarse la vida como...  
 , el oficio  
 , la profesion  
 , Que profesion te gustaria tener?

Topic: Unidad 8 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

Additional Information:
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Attached Document(s):
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Vocab Report for Topic: Unidad 8 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

**Concept: Talk about professions**

el/la abogado/a  
- lawyer  
el/la agente de bolsa  
- stockbroker  
el/la arquitecto/a  
- architect  
el/la artista  
- artist  
el/la bombero/a  
- firefighter  
el/la carpintero/a  
- carpenter  
el/la cartero/a  
- mailperson  
el/la científico/a  
- scientist  
el/la dentista  
- dentist  
el/la detective  
- detective  
el/la diseñador/a  
- designer  
el/la doctor/a  
- doctor  
el/la enfermero/a  
- nurse  
el hombre/la mujer  
- man/woman  
el/la ingeniero/a  
- engineer  
el/la piloto  
- pilot  
el/la policia  
- police  
el/la politico/a  
- politician  
el/la profesor/a  
- profesor  
el/la programador/a  
- programmer  
el/la veterinario/a  
- veterinarian

**Concept: Predict future events and people's actions or reactions**

el conocimiento  
- knowledge  
la cura

Vocab Report for Topic: Unidad 8 Leccion 2

Days: 5

Subject(s): Foreign Language

Grade(s): 9th, 10th, 11th, 12th

- cure  
descubrir - to discover  
mejorar - to improve

el robot  
- robot

**Concept: Ask and respond to questions about the future**

ganarse la vida como...  
- to earn a living as...

el oficio  
- occupation  
la profesion  
- profession

Que profesion te gustaria tener?  
- What do you want to be?