

Scope and Sequence for *EntreCulturas 1A*

Unidad Preliminar Essential Questions:

How widely used is Spanish in the world, on the Internet, and in my community?
How do I begin a conversation when meeting a Spanish speaker?
What strategies will help me communicate in Spanish as I begin to learn the language?

Tema de la unidad	Preguntas esenciales	Metas de la unidad
Unidad 1 Identidades	<ul style="list-style-type: none"> Who am I? How does what I do define who I am? How am I similar to and different from young people in the Spanish-speaking world? How do language and music shape identity? 	<ul style="list-style-type: none"> Interact to express your identity, ask for and give personal information and express preferences about activities. Interpret images, video, audio, and print texts in Spanish to gain insights into identity. Present basic information about yourself. Investigate, explain and reflect on the role of language and music in shaping identity in Paraguay, in Texas and in your community.
Unidad 2 La vida en la escuela	<ul style="list-style-type: none"> What places, people and activities define student life? How is student life at my school similar to and/or different from student life at a school in Costa Rica? How do schools reflect the values of their communities? 	<ul style="list-style-type: none"> Exchange information about your life at school, including people, places, calendars, schedules, and student activities. Interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica. Present information about your own life at school. Investigate and reflect on how a country's educational system mirrors cultural values and perspectives.
Unidad 3 Mi familia es tu familia	<ul style="list-style-type: none"> Who makes up my family? What places and activities bring us together as a family? How is my family similar to and different from some families in the Spanish-speaking world? 	<ul style="list-style-type: none"> Exchange information about home life and family. Interpret short texts about family structure and activities. Prepare and present a collection of images and descriptions to share information about your home, your family and friends. Explore traditions, languages, people and the geography of Spain and Colorado.

Scope and Sequence for *EntreCulturas 1A* (continued)

Contents:	Greetings and introductions Gestures for meeting and greeting Spelling names	Pronunciation Days and dates Page numbers	Months related to seasons Maps: where Spanish is spoken Reading strategies (V)
Enfoque intercultural	Temas Globales AP®/ Temas Troncales IB	Vocabulario en contexto: Así se dice	Gramática en contexto (V=video)
<p style="text-align: center;">Paraguay/Texas</p> <ul style="list-style-type: none"> • Expressions of cultural identity • Bilingualism in Paraguay and in Texas 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • Identidades personales y públicas: La identidad nacional y la identidad étnica <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Relaciones sociales: Lengua e identidad cultural o personal 	<ul style="list-style-type: none"> • ¿Quién soy? • Mis actividades favoritas • ¿Qué lenguas hablas? • Palabras interrogativas • Expresiones útiles 	<ul style="list-style-type: none"> • Ser (soy, eres, es) for identity (V) • Me gusta/te gusta (V) • Questions and answers (V) • Singular forms: tener, hablar, ser
<p style="text-align: center;">Costa Rica/California</p> <ul style="list-style-type: none"> • Typical school days in Costa Rica and the U.S. • Cultural values reflected in schools 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • La vida contemporánea: La educación • Las familias y las comunidades : Las comunidades educativas <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Relaciones sociales: El sistema educativo 	<ul style="list-style-type: none"> • School supplies • School subjects • Places in school • School activities • School personnel • Uniform clothing and colors 	<ul style="list-style-type: none"> • Time • Gender/Definite articles (V) • Hay + indefinite articles, quantity words • Subject pronouns • Present tense (-ar verbs) (V)
<p style="text-align: center;">España/Colorado</p> <ul style="list-style-type: none"> • Home and the spaces we share with family • Family life in Spain and the US • Family ties that cross generational and geographical borders 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • Las familias y las comunidades: La estructura de la familia <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Relaciones sociales: Relaciones en la familia 	<ul style="list-style-type: none"> • Family members, descriptions, activities • Gathering places • Where families live in relation to each other • Expressions for frequency 	<ul style="list-style-type: none"> • Present tense of IR and ESTAR • Present tense -er, -ir verbs • Irregular verbs dar, hacer, salir, ver (V) • Adjective agreement (V) • Expressions for obligations (tener que/deber + infinitive) (V)