

Scope and Sequence for *EntreCulturas 1B*

Tema de la unidad	Preguntas esenciales	Metas de la unidad
<p>Unidad 3</p> <p>Mi familia es tu familia</p>	<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.
<p>Unidad 4</p> <p>La comida es cultura</p>	<ul style="list-style-type: none"> • What are some iconic foods from the Spanish-speaking world? • How do food products and food practices shape our cultural identity? • How can exploring new foods lead me to intercultural experiences? 	<ul style="list-style-type: none"> • Share preferences, opinions and habits about food choices and food purchases. • Interpret photographs, videos, ads, blogs and menus to understand food traditions. • Create and present a series of menu items based on your food preferences and food traditions from a Spanish-speaking country. • Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.
<p>Unidad 5</p> <p>La vida es un carnaval</p>	<ul style="list-style-type: none"> • What leisure activities help to define my community and me? • How do popular celebrations reflect history and culture? • How do leisure activities create bridges between cultures? 	<ul style="list-style-type: none"> • Express preferences for leisure activities. • Make simple social plans. • Interpret print and audiovisual material about the Dominican Republic celebration of Carnival. • Recognize the mutual influences between the Dominican Republic and the U.S., including sports and music.
<p>Unidad 6</p> <p>El mundo en el que vivo</p>	<ul style="list-style-type: none"> • How do the culture, climate and the people around us affect how we live, work and play? • What makes a place unique? • How do my surroundings shape my identity? 	<ul style="list-style-type: none"> • Share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in your community and in the Spanish-speaking world. • Interpret blogs, promotional materials, and reports on climate and weather to plan your day. • Create and present travel information for a Spanish-speaking audience promoting travel to some popular attractions in or near your community as a destination. • Identify some of the unique geographical features that have shaped and defined the culture of a community.

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

Enfoque intercultural	Temas Globales AP®/ Temas Troncales IB	Vocabulario en contexto: Así se dice	Gramática en contexto (V=video)
<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)
<p style="text-align: center;">México/Carolina del Norte</p> <ul style="list-style-type: none"> • Food traditions and preferences as expressions of cultural identity • Exploration of foods as a step to experiencing another culture 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • Las familias y las comunidades: Las tradiciones y los valores <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Costumbres y tradiciones: Gastronomía 	<ul style="list-style-type: none"> • Foods and meals: fruits vegetables, dairy, meat/fish, cold/hot beverages, desserts • Eating preferences • Requesting foods • Prices and food purchases • Describing foods: color, taste, etc. 	<ul style="list-style-type: none"> • Estar + rico, delicioso, picante, caliente, frío, etc. (V) • Expressions with tener (sed, hambre, ganas de, etc.) • Stem-changing verbs: (ie): (V) • The verbs gustar and encantar (me, te, le, etc.)
<p style="text-align: center;">República Dominicana/Nueva York</p> <ul style="list-style-type: none"> • Mutual influences between the U.S. and the Dominican Republic in sports and music • Intergenerational participation in leisure activities 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • La vida contemporánea: El entretenimiento y el ocio <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Ocio: Interacción social a través del ocio 	<ul style="list-style-type: none"> • Leisure activities • Social spaces in the community • Musical genres and instruments • Emotions and reactions 	<ul style="list-style-type: none"> • Future with ir + a + infinitive • Affirmative and negative expressions • Use of preterit (yo form) to talk about weekend activities
<p style="text-align: center;">Colombia/Florida</p> <ul style="list-style-type: none"> • Geographical features and iconic landmarks of other countries • Comparing weather and climate of my region with that of Spanish-speaking regions • Cultural products and practices that derive from the climate of a region 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • Los desafíos mundiales: Los temas del medio ambiente <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Cuestiones globales: El medio ambiente 	<ul style="list-style-type: none"> • Weather/climate • Clothing • Activities • Transportation • Tener calor, frío, ganas de • Expressions for accepting and declining invitations • Me gustaría... • Geographical terms 	<ul style="list-style-type: none"> • Expressions with estar, hacer, and tener (V) • Present progressive (V) • Combining verbs (querer + inf., tener que + inf., etc.)