

Scope and Sequence for *EntreCulturas 1*

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.
Unidad 4 La comida es cultura	<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.
Unidad 5 La vida es un carnaval	<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.
Unidad 6 El mundo en el que vivo	<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 1* (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)
Paraguay/Texas	AP®		
<ul style="list-style-type: none"> Expressions of cultural identity Bilingualism in Paraguay and in Texas 	<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
Costa Rica/California	AP®		
<ul style="list-style-type: none"> Typical school days in Costa Rica and the U.S. Cultural values reflected in schools 	<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)
España/Colorado	AP®		
<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 	<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)
México/Carolina del Norte	AP®		
<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 	<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.)
República Dominicana/Nueva York	AP®		
<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 	<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
Colombia/Florida	AP®		
<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 	<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.)