

# Tejidos Pacing Guide

## Manta 1: Familias y comunidades

### Hilo 1: Estructura de la familia

| Focus according to Essential Question<br>Pages in SE         | Day (based on 60 min class) | Classroom Activities  | Homework/<br>Formative assessment/<br>Exit pass                                      |
|--|-----------------------------|---|--|
| <b>La familia de hoy en día</b><br>pp. 6–13                  | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with overview hook for summative assessment</li> <li>* <i>Antes de empezar activity: video interviews</i></li> <li>* Group work: <i>Antes de empezar</i> activities with thematic vocabulary</li> </ul> | * ¡Te toca a ti! assignment: Write an email to one of the teenagers from the video   |
|  | 2                           | <ul style="list-style-type: none"> <li>* Group work: Artwork activity to discuss the traditional vs. modern Hispanic family</li> </ul>  | * ¿Qué aprendiste? Comprehension check   |
|  | 3–4                         | <ul style="list-style-type: none"> <li>* Interpretive reading of blog post “Tipos de familia”</li> <li>* Group work: Statistical analysis and presentation</li> </ul>   | * ¿Qué aprendiste?/¡Tu opinión cuenta! responses                                     |
| <b>Los papeles y expectativas de la familia</b><br>pp. 13–18 | 4                           | <ul style="list-style-type: none"> <li>* Interpretive reading “Baldo” comic strip activity to discuss parent expectations and rules</li> </ul>  | * ¿Qué aprendiste? Comprehension check   |
|  | 5                           | <ul style="list-style-type: none"> <li>* Interpretive listening to audio program on “La rivalidad”</li> <li>* Write an email asking for advice on a family problem</li> </ul>   | * Possible extension:<br>Respond to a classmate’s email                              |
|  | 6                           | <ul style="list-style-type: none"> <li>* Interpretive reading of online parenting advice column</li> <li>* Prepare comments to post to the blog with your response</li> </ul>   | * (As needed by your students) Prepare answers to “interview” questions for next day |
| <b>Los puntos de vista sobre la familia</b><br>pp. 18–25     | 7                           | <ul style="list-style-type: none"> <li>* Interview with a classmate</li> <li>* Interpretive listening to student interviews about their perspective on family</li> <li>* Comparison between your family and theirs</li> </ul>                                   | * Facebook message and/or leave a voicemail for one of the interviewees              |
|  | 8                           | <ul style="list-style-type: none"> <li>* Analysis of cultural products, practices and perspectives in artwork</li> <li>* Vocabulary inference activity while reading short story</li> <li>* Visualization and summary activities</li> </ul>                     | * ¿Qué aprendiste? Connection between artwork and literature                         |
|  | 9–10                        | <ul style="list-style-type: none"> <li>* Present Evaluación final summative assessment</li> <li>* Workshop time for student planning and pre-writing</li> </ul>   | * Summative assessment graphic organizer and outline                                 |
|  | 11–12                       | <ul style="list-style-type: none"> <li>* Workshop time for planning and practicing summative assessment</li> </ul>  | * Record and submit podcast for summative assessment                                 |

\*Can be found in Tejidos Teachers Edition, page 24

**Manta 1: Familias y comunidades**

## Hilo 2: Redes sociales

| Focus according to Essential Question<br>Pages in SE                       | Day (based on 60 min class) | Classroom Activities  | Homework/<br>Formative assessment/<br>Exit pass  |
|--|-----------------------------|---|--|
| <b>El uso e importancia de las redes sociales</b><br><br>pp. 30–42         | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with video hook “Qué harías tú” and poll</li> <li>* <i>Antes de empezar</i> poll, reading and response</li> </ul>   | * True/False and Tuit cultural comparison activities can be assigned as homework   |
|  | 2                           | <ul style="list-style-type: none"> <li>* Reading, then mapping information and opinions</li> <li>* Post reading activities: Summarize and evaluate texts</li> </ul>   | * ¿Qué aprendiste? summaries and ¡Tu opinión cuenta! oral presentation   |
|  | 3                           | <ul style="list-style-type: none"> <li>* Finish review of yesterday’s texts on social networks</li> <li>* Listening to audio source (twice) with vocabulary and comprehension activities</li> </ul>   | * ¿Qué aprendiste? responses   |
|  | 4 + workshop(s)             | <ul style="list-style-type: none"> <li>* Interactive reading and analysis of graphs with comprehension checks</li> <li>* Creation of survey to administer to others</li> <li>+ Workshop day (insert in sequence as you deem best) for analyzing student survey data and drafting letter to professors with this information. <i>Additional writing workshop day can be included as per the needs of your students.</i></li> </ul> | <ul style="list-style-type: none"> <li>* Fill in the blanks during reading activity</li> <li>* Students administer survey and complete final draft of letter outside of class</li> </ul> |
| <b>Ventajas y desventajas de las redes sociales</b><br><br>pp. 43–50       | 5                           | <ul style="list-style-type: none"> <li>* Categorize vocabulary while reading and comprehension check following text</li> <li>* Think – pair – share on cultural differences</li> </ul>  | * ¿Qué aprendiste? Informal letter using informal commands   |
|  | 6–7 + workshops             | <ul style="list-style-type: none"> <li>* Grammar focus and pre-reading conversation</li> <li>* Two close readings of texts for vocabulary and content</li> <li>* Group conversations</li> <li>* Workshop days (insert in sequence as you deem best) for work on formative assessment project and presenting to class</li> </ul>   | * Students will develop and polish their formative assessment projects outside of class  |
| <b>Las redes sociales y nuestra manera de interactuar</b><br><br>pp. 51–59 | 8–9                         | <ul style="list-style-type: none"> <li>* Video (all the way through and in fragments) and discussion</li> <li>* Cultural analysis</li> <li>* Group role plays and presenting to class</li> <li>* Practice with abbreviations for texting in Spanish</li> </ul>  | <ul style="list-style-type: none"> <li>* ¿Qué aprendiste? cultural analysis and ¡Tu opinión cuenta! Evaluation</li> <li>* Tweeting practice</li> </ul>                                   |
|  | 10                          | <ul style="list-style-type: none"> <li>* Finish review of “amix” and watch/respond to video on texting while driving</li> <li>* Present <i>Evaluación final</i> summative assessment</li> <li>* Workshop time for student planning and pre-writing</li> </ul>   | * Summative assessment: students prepare interview and their own experiences   |
|  | 11–12                       | <ul style="list-style-type: none"> <li>* Workshop time for planning and writing summative assessment</li> </ul>   | * Draft, edit and submit final blog entry for summative assessment   |

\*Can be found in Tejidos Teachers Edition, page 39

**Manta 1: Familias y comunidades**

## Hilo 3: Ciudadanía global

| Focus according to Essential Question<br>Pages in SE               | Day (based on 60 min class) | Classroom Activities   | Homework/<br>Formative assessment/<br>Exit pass  |
|--|-----------------------------|--|--|
| <b>La importancia de ciudadanos globales</b><br><br>pp. 64–70      | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with video hook and vocabulary practice</li> <li>* Activate previous knowledge, brainstorm global issues</li> <li>* Watch and respond to video; prioritize issues, presentations</li> </ul>            | * Oral presentation after group work   |
|  | 2                           | <ul style="list-style-type: none"> <li>* Pre-reading vocabulary exercise</li> <li>* Active reading and categorizing vocabulary from text</li> <li>* Deductive process to create definition of global citizen</li> </ul>  | * Vocabulary categorization  |
|  | 3                           | <ul style="list-style-type: none"> <li>* Finish review of yesterday's text; Think-Pair-Share reflection</li> <li>* Pre-reading vocabulary and prediction activities</li> <li>* Jigsaw group work activity</li> </ul>   | * Reflexión  |
|  | 4 + workshop(s)             | <ul style="list-style-type: none"> <li>* Group presentations with audience participation sheet</li> <li>+ Workshop day (insert in sequence as you deem best) for work on ¡Te toca a ti! task and possible presentation to class or to a small group</li> </ul> | <ul style="list-style-type: none"> <li>* Group presentation</li> <li>* ¡Te toca a ti! individual research</li> </ul>                           |
| <b>Características de un/a ciudadano/a global</b><br><br>pp. 71–75 | 5                           | <ul style="list-style-type: none"> <li>* Class brainstorm about global citizens</li> <li>* Two close readings of the text</li> <li>* Two viewings of the video</li> <li>* Synthesis activities represent a global citizen</li> </ul>                           | <ul style="list-style-type: none"> <li>* Graphic organizers for text and video</li> <li>* Poem can be assigned as homework</li> </ul>          |
|  | 6                           | <ul style="list-style-type: none"> <li>* Finish synthesis work from yesterday; present to class</li> <li>* Vocabulary preview for next text</li> <li>* Active reading and follow-up conversation</li> <li>* Summarizing ¿Qué aprendiste? task</li> </ul>       | <ul style="list-style-type: none"> <li>* Post-reading interpersonal task as exit slip</li> <li>* ¿Qué aprendiste? task for homework</li> </ul> |

|   |    |  |   |
|---|----|--|---|
| <b>Las contribuciones de los jóvenes</b><br><br>pp. 75–81 | 7  | * Think-Pair-Share about Amando Paz foundation<br>* Y-chart activity with video<br>* Make connections and expand notes with song and text<br>* Response through interpersonal writing and reflection | * ¡Tu opinión cuenta! Interpersonal writing task<br>* Reflexión journal prompt                            |
|   | 8  | * Pre-viewing graphic organizer<br>* Two directed video viewings: vocabulary, grammar<br>* Respond with spoken opinion and journaling  | * ¡Tu opinión cuenta! presentational speaking task<br>* Reflexión journal prompt                          |
|   | 9  | * Review expectations for summative assessment: collaborative action plan and individual assessment<br>* Workshop time for planning and writing summative assessment                                 | * Group work and presentations<br>* Draft, edit and submit individual reflection for summative assessment |
|   | 10 | * Present group plans to class   |   |

\*Can be found in Tejidos Teachers Edition, page 54

**Manta 2: Vida contemporánea**
**Hilo 4: Viajes y ocio**

| Focus according to Essential Question<br>Pages in SE                          | Day (based on 60 min class) | Classroom Activities   | Homework/<br>Formative assessment/<br>Exit pass  |
|---|-----------------------------|--|--|
| <b>Planificar un viaje</b><br><br>pp. 88–95                                   | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with video hook and reflection</li> <li>* <i>Antes de empezar</i> activities: Video, cultural analysis, reactions</li> </ul>   | * Journal reflections  |
|   | 2–3                         | <ul style="list-style-type: none"> <li>* Planning a trip: Group jigsaw activity and Internet research</li> <li>* Sharing out findings and opinions</li> <li>* Tell others about your trip</li> </ul>   | <ul style="list-style-type: none"> <li>* Students will likely have to work on Internet research outside of class</li> <li>* Activity 2 Parte C can be assigned as HW (formative assessment)</li> </ul> |
| <b>Experimentar la vida cotidiana de un país extranjero</b><br><br>pp. 95–104 | 4                           | <ul style="list-style-type: none"> <li>* Infer vocabulary while reading “Viajes” for comprehension</li> <li>* Role-play and sharing out in class</li> </ul>  | <ul style="list-style-type: none"> <li>* Pre-reading of “Viajes” can be assigned as HW with vocabulary activity</li> <li>* ¿Qué aprendiste? Role plays</li> </ul>                                      |
|   | 5–6                         | <ul style="list-style-type: none"> <li>* Reading, listening and viewing activities from “Tahina-Can”</li> <li>* Respond to documentary clip</li> <li>* Discussion to connect back to hilo 3</li> </ul>   | * ¿Qué aprendiste? Formative assessment – to complete outside of class   |
| <b>El ocio desde la perspectiva local</b><br><br>pp. 105–115                  | 7                           | * Viewing, reading and responding to brochure from el Parque Metropolitano de Santiago   | * Any or all of Parte C “Reflexiones sobre el ocio”  |
|   | 8                           | <ul style="list-style-type: none"> <li>* Vocabulary practice</li> <li>* Listening to audio in sections with comprehension checks</li> <li>* Responding to content in speaking and writing</li> </ul>   | * ¡A tejer!, ¡Tu opinión cuenta! presentational speaking and interpersonal writing tasks   |
|   | 9 +<br>Workshop day(s)      | <ul style="list-style-type: none"> <li>* Present summative assessment – <b>you may want to do this earlier in the unit so that students begin to work ahead of time</b></li> <li>* Students begin working in pairs and organizing their ideas and research</li> <li>* Extra days to work in class as possible</li> </ul> | * Students develop and polish their projects outside of class  |
|   | 10–11                       | * Students present projects to class (this may take one or two days)   |  |

\*Can be found in Tejidos Teachers Edition, page 67

**Manta 2: Vida contemporánea**

## Hilo 5: Educación y carreras

| Focus according to Essential Question<br>Pages in SE                                  | Day (based on 60 min class) | Classroom Activities  | Homework/<br>Formative assessment/<br>Exit pass   |
|---|-----------------------------|---|---|
| <b>Los sistemas educativos aquí y en el mundo hispano-hablante</b><br><br>pp. 120–128 | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with cartoon, reflection, and conversation</li> <li>* Practice with vocabulary and tweeting</li> <li>* Prepare for Activity 1 with Four Corners activity</li> </ul>   | * Response to tweets  |
|   | 2                           | <ul style="list-style-type: none"> <li>* Viewing and listening activities about schools in Argentina</li> <li>* Comprehension activities on audio</li> <li>* Cultural comparison and reflection</li> </ul>  | * Cultural comparisons and/or Reflexión activities  |
|   | 3                           | <ul style="list-style-type: none"> <li>* Share out cultural comparison work from the previous day</li> <li>* Watch video on dropout rates in Latin America</li> <li>* Have students reflect on Tu opinion cuenta</li> <li>* Reading and viewing activities on drop-out rates</li> <li>* Group conversation and individual reflection</li> </ul> | * Reflexión journal prompt  |
| <b>La preparación que nos da la educación para una vida futura</b><br><br>pp. 129–138 | 4–5                         | <ul style="list-style-type: none"> <li>* Email and vocabulary exercises</li> <li>* Note-taking for comparison of two texts</li> <li>* Comprehension activities</li> <li>* Role-play as student/guidance counselor</li> <li>* Culture box video and discussion</li> <li>* Reflection questions</li> </ul>  | <ul style="list-style-type: none"> <li>* Email task</li> <li>* Reading can be assigned outside of class with T-chart notes</li> <li>* True/False comprehension check</li> <li>* Reflexión prompt</li> </ul>                       |
|   | 6–7                         | <ul style="list-style-type: none"> <li>* Group conversation about choosing a college</li> <li>* Reading while note-taking and prioritizing</li> <li>* Cultural comparisons</li> <li>* Looking at college entrance exams in Mexico and Spain</li> <li>* Reflection and evaluation exercises</li> <li>* Formative assessment</li> </ul>           | <ul style="list-style-type: none"> <li>* Reading can be assigned outside of class with notes</li> <li>* Venn Diagram comparison</li> <li>* Reflexión</li> <li>* ¿Qué aprendiste? Formative assessment (1 of 3 options)</li> </ul> |

|  |                                       |  |   |
|--|---------------------------------------|--|---|
| <b>Elegir una carrera profesional</b><br><br>pp. 139–149 | 8–9                                   | <ul style="list-style-type: none"> <li>* Imagining your ideal job activities</li> <li>* Preparing for and taking online aptitude test</li> <li>* Reflecting on and sharing results</li> <li>* Analysis and comparison of example results, including formal paragraph</li> <li>* Email task</li> </ul>  | <ul style="list-style-type: none"> <li>* As needed, online test can be completed at home, as well as follow-up journal prompt</li> <li>* Synthesis paragraph</li> <li>* Email task</li> </ul> |
|  | 10 – 11<br>+ possible<br>Workshop day | <ul style="list-style-type: none"> <li>* Pre-reading reflection and vocabulary categorization</li> <li>* Guided reading with comprehension questions</li> <li>* Reflection activities to share out in class</li> <li>* Groupwork: Internet research, prepare and give persuasive presentation to class (if students need time to work in class)</li> </ul> | <ul style="list-style-type: none"> <li>* ¿Qué entendiste? Questions (can be assigned in full or partially as HW)</li> <li>* Reflexión</li> <li>* Groupwork and presentations</li> </ul>       |
|  | 12 + Workshop day(s)                  | <ul style="list-style-type: none"> <li>* Present summative assessment – <b>you want to guide students through the “pasos” list as early as possible in the unit so they are ready to begin at this point</b></li> <li>* Students prepare written narratives and curriculum vitae</li> <li>* Extra days to work in class as possible/desired</li> </ul>     | <ul style="list-style-type: none"> <li>* Students develop and polish their projects outside of class</li> </ul>   |
|  | 13<br>(+ 1?)                          | <ul style="list-style-type: none"> <li>* Students present to each other and interview each other at Career Fair</li> </ul>   |   |

\*Can be found in Tejidos Teachers Edition, page 81

**Manta 2: Vida contemporánea**
**Hilo 6: Relaciones interpersonales**

| Focus according to Essential Question<br>Pages in SE             | Day (based on 60 min class) | Classroom Activities  | Homework/<br>Formative assessment/<br>Exit pass  |
|--|-----------------------------|---|--|
| <b>Relaciones familiares: la comunicación</b><br><br>pp. 154–167 | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with viewing, discussion and brainstorming activities</li> <li>* Note to someone you appreciate</li> <li>* Listening prompt for <i>Antes de empezar</i></li> <li>* Comic strip activity: view, summarize, and respond</li> </ul>    | <ul style="list-style-type: none"> <li>* Informal letter</li> <li>* Write/draw and defend your own ending to the comic strip</li> </ul>  |
|  | 2                           | <ul style="list-style-type: none"> <li>* Listening activities and comprehension checks</li> <li>* Grammar foci for audio source</li> <li>* Write your own letter to the psychologist</li> </ul>   | <ul style="list-style-type: none"> <li>* ¡A tejer! formal letter</li> </ul>  |
|  | 3–5                         | <ul style="list-style-type: none"> <li>* Pre-reading activities: Prediction, vocabulary, charades</li> <li>* Active reading with note-taking: “No oyes ladrar los perros”</li> <li>* Comprehension checks and discussion</li> <li>* Formative assessment: presentational writing</li> </ul> | <ul style="list-style-type: none"> <li>* Reading and note-taking can be partially assigned outside of class</li> <li>* ¡A tejer! Formative assessment – writing in response to literature</li> </ul> |
| <b>Amistades: cómo nos definen</b><br><br>pp. 168–176            | 6                           | <ul style="list-style-type: none"> <li>* Grammar practice: present subjunctive to describe the ideal friend</li> <li>* Poetry reading and response</li> <li>* Reading and responding to popular sayings about friendship</li> </ul>   | <ul style="list-style-type: none"> <li>* Reflexión activity</li> </ul>   |
|  | 7                           | <ul style="list-style-type: none"> <li>*Pre-reading: brainstorm how to celebrate Friendship Day</li> <li>*Infer vocabulary from context</li> <li>Reading about Friendship Day in Paraguay</li> </ul>  | <ul style="list-style-type: none"> <li>* Debate</li> <li>* Creative product for a friend- assigned for later date</li> </ul>   |
|  | 8–9                         | <ul style="list-style-type: none"> <li>*Pre-reading: Culture box regarding Don Quijote</li> <li>* Brainstorming about influences friends have on others</li> <li>*Reading “El caso de Jaime” and comprehension questions from text</li> </ul>   | <ul style="list-style-type: none"> <li>*Reflexion activity: presentational writing</li> <li>* Te toca a ti interpersonal role-plays</li> </ul>   |



|  |       |   |   |
|--|-------|---|---|
| <b>El noviazgo: nuestras expectativas</b><br><br>pp. 176–183 | 10–11 | <ul style="list-style-type: none"> <li>* Pre-viewing discussion activities</li> <li>* Artwork discussion using Y chart, and critiques</li> <li>* Making connections to how art and society influence our ideas and expectations of “love”</li> <li>* Leave a voicemail and write a letter to your soulmate</li> </ul> | <ul style="list-style-type: none"> <li>* Artwork critique and responding to others’ forum postings can be HW</li> <li>* Presentational oral and presentation writing tasks</li> </ul> |
|  | 12–13 | <ul style="list-style-type: none"> <li>* Pre-reading discussion and grammar foci</li> <li>* Listening and reading poem “Me gustas cuando callas”</li> <li>* Literary analysis</li> <li>* Analyzing theme of communication or lack thereof</li> <li>* Following poem structure to write your own</li> </ul>            | <ul style="list-style-type: none"> <li>* Part C questions</li> <li>* Reflexión</li> <li>* ¡A tejer! Poem activity</li> </ul>  |
|  | 14–15 | <ul style="list-style-type: none"> <li>* Introduce summative assessment</li> <li>* Students in groups and organizing: choose topic, etc</li> <li>* Student work time</li> </ul>   | <ul style="list-style-type: none"> <li>* Students develop and polish their projects outside of class</li> </ul>   |
|  | 16    | <ul style="list-style-type: none"> <li>* Students present summative assessment</li> <li>* Students hand in written reflection</li> <li>* Audience work for students watching</li> </ul>   |   |

\*Can be found in Tejidos Teachers Edition, page 96

**Manta 3: Belleza y estética**

## Hilo 7: Definiciones de la belleza

| Focus according to Essential Question<br>Pages in SE                            | Day (based on 60 min class) | Classroom Activities   | Homework/<br>Formative assessment/<br>Exit pass  |
|---|-----------------------------|--|--|
| <b>Varias definiciones de belleza en diferentes culturas</b><br><br>pp. 192–202 | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with word splash and discussion activities</li> <li>* Critical reading of quote and response</li> </ul>  | * Paragraph response   |
|   | 2–3                         | <ul style="list-style-type: none"> <li>* Pre-reading activation activity with critical response to quotes</li> <li>* Reading while making connections with vocabulary and time periods</li> <li>* Graphic organizer to show comprehension</li> <li>* Formative assessment: three paragraph written composition</li> </ul>  | <ul style="list-style-type: none"> <li>* Reading and graphic organizer can be assigned as HW in part or in full</li> <li>* ¿Qué aprendiste? Formative assessment: 3 paragraphs</li> </ul>  |
|   | 4–5                         | <ul style="list-style-type: none"> <li>* Pre-reading activity: Infer vocabulary</li> <li>* Active reading of first text with graphic organizer for cultural analysis</li> <li>* Reflexión and pie chart group activity before moving onto second text</li> <li>* Complete cultural analysis with reading of second text</li> <li>* ¿Qué aprendiste? 4 paragraph essay (<i>you may want an extra Writer's Workshop day for this</i>)</li> </ul> | <ul style="list-style-type: none"> <li>* Reading and note-taking can be partially or fully assigned outside of class</li> <li>* Reflexión response to first text</li> <li>* ¿Qué aprendiste? Formative assessment – 4 paragraph essay</li> </ul> |
| <b>El poder de definir la belleza y la moda</b><br><br>pp. 202–207              | 6                           | <ul style="list-style-type: none"> <li>* Brainstorming and conversation pre-reading activities</li> <li>* Annotating text</li> </ul>   | <ul style="list-style-type: none"> <li>* Text annotation</li> <li>* Timeline activity can be assigned as homework</li> </ul>   |
|   | 7                           | <ul style="list-style-type: none"> <li>* Comprehension checks from yesterday's reading: Timeline activity and conversation</li> <li>* ¡Tu opinión cuenta! extension activity (can be finished for HW)</li> <li>* Viewing and responding to celebrity photographs</li> </ul>  | <ul style="list-style-type: none"> <li>* ¡Tu opinión cuenta! Formal interpersonal writing task</li> <li>* Journal prompt after seeing photos</li> </ul>  |

|   |  |  |  |
|---|--|--|--|
| <b>Hacia una nueva definición de belleza</b><br><br>pp. 207–217 | 8 – 9<br>+<br>optional<br>workshop day | <ul style="list-style-type: none"> <li>* Discussion and vocabulary exercises activators</li> <li>* Viewing, discussion, and active reading of first text source</li> <li>* Interpersonal writing formative assessment</li> <li>* Viewing activities for video and discussion response</li> <li>* Vocabulary preview and reading of second text</li> <li>* Debate in class</li> <li>* ¡A tejer! projects could be done in class (Workshop day)</li> </ul> | <ul style="list-style-type: none"> <li>* Reading and graphic organizer may be assigned or completed as homework</li> <li>* Interpersonal writing task (tiered formative assessment)</li> <li>* Vocabulary in context fill-in-the-blank exercise</li> <li>* ¡A tejer! projects</li> </ul> |
|   | 10 +<br>optional<br>workshop day       | <ul style="list-style-type: none"> <li>* Reflection, discussion and vocabulary pre-reading exercises</li> <li>* Guided reading with paragraph-by-paragraph guiding questions</li> <li>* Discussion of text and sharing out</li> <li>* Two formative assessments: presentational speaking and presentational writing</li> </ul>   | <ul style="list-style-type: none"> <li>* Reading and note-taking could be assigned in part or in full for homework</li> <li>* ¡Tu opinión cuenta! And ¡A tejer! Formative assessments</li> </ul>   |
|   | 11                                     | <ul style="list-style-type: none"> <li>* Present summative assessment</li> </ul>   | <ul style="list-style-type: none"> <li>* Students develop and polish their projects outside of class</li> </ul>  |

\*Can be found in Tejidos Teachers Edition, page 111

**Manta 3: Belleza y estética**
**Hilo 8: Artes visuales y escénicas**

| Focus according to Essential Question<br>Pages in SE                            | Day (based on 60 min class) | Classroom Activities  | Homework/<br>Formative assessment/<br>Exit pass   |
|---|-----------------------------|---|---|
| <b>Interpretaciones artísticas de la realidad y fantasía</b><br><br>pp. 222–233 | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with 4 corners activity and categorizing images</li> <li>* Cultural perspectives</li> <li>* Sharing out of favorite kinds of art</li> </ul>   | * Cultural analysis graphic organizer   |
|   | 2                           | <ul style="list-style-type: none"> <li>* Y chart and viewing activities around flamenco murals</li> <li>* Practice describing art</li> <li>* Email to artist</li> </ul>   | <ul style="list-style-type: none"> <li>* Email to artist</li> <li>* Extension activity: describe art</li> </ul>                     |
|   | 3                           | <ul style="list-style-type: none"> <li>* Think, Pair, Share on Lady Gaga and Dalí</li> <li>* Vocabulary to describe artists while reading first text</li> <li>* Facebook pages for both artists</li> </ul>                                  | * Facebook pages for both artists   |
|   | 4                           | <ul style="list-style-type: none"> <li>* Comparison of artists' work using second text; viewing of their work online</li> <li>* Response to artwork via conversation and 3-paragraph formal analysis</li> </ul>                             | * ¡Te toca a ti! 3-paragraph response   |
|   | 5–6                         | <ul style="list-style-type: none"> <li>* Review of reading strategies</li> <li>* Active reading of “La continuidad de los parques” with visual and written summaries for each section</li> <li>* Artistic retelling of the story</li> </ul> | <ul style="list-style-type: none"> <li>* Visual and written summaries</li> <li>* ¿Qué aprendiste? retelling of the story</li> </ul> |

|   |                 |   |  |
|---|-----------------|---|--|
| <b>La conexión entre el arte y la perspectiva cultural</b><br><br>pp. 233–243 | 7               | <ul style="list-style-type: none"> <li>* Pre-viewing activities about previous knowledge of public art</li> <li>* Viewing of first mural with focus on vocabulary and message</li> <li>* Reading of César Chávez text and response (may be assigned or completed for homework)</li> </ul> | <ul style="list-style-type: none"> <li>* Synthesis activities between first mural and César Chávez text: D 2 and D 3</li> </ul>  |
|   | 8               | <ul style="list-style-type: none"> <li>* Viewing of second mural with focus on visual description and symbols</li> <li>* Bloom’s taxonomy tasks – some may be assigned for homework</li> </ul>  | <ul style="list-style-type: none"> <li>* Higher-level Bloom’s taxonomy tasks</li> </ul>  |
|   | 9               | <ul style="list-style-type: none"> <li>* Vocabulary and conversation around previous knowledge of dance</li> <li>* Reading and viewing activities on Caribbean dances</li> <li>* Comparison of dances and written response</li> </ul>   | <ul style="list-style-type: none"> <li>* Graphic organizer and Tweets on different dances</li> <li>* ¡Te toca a ti! as HW/which would need extra time to present in class</li> </ul> |
|   | 10–11 (or more) | <ul style="list-style-type: none"> <li>* Present summative assessment</li> <li>* Students research and choose artist and artwork</li> <li>* Students develop their final projects</li> <li>* Presentation of final projects – can be a day for art gallery presentation</li> </ul>        |  |

\*Can be found in Tejidos Teachers Edition, page 124

**Manta 4: Identidades personales y públicas**
**Hilo 9: Héroes y personajes históricos**

| Focus according to Essential Question<br>Pages in SE                                   | Day (based on 60 min class) | Classroom Activities  | Homework/<br>Formative assessment/<br>Exit pass  |
|--|-----------------------------|---|--|
| <b>Las expresiones de la identidad humana</b><br><br>pp. 250–261                       | 1                           | * Introduce unit with game on famous people in the Spanish-speaking world<br>* Online research on further individuals   | * Homework can be further research online, completing graphic organizer  |
|  | 2                           | * Finish activity from yesterday with conversation about your response to these individuals<br>* Begin “Julia de Burgos” activity with conversation, listening to poem, first time reading through  | * Radioemisión activity as optional homework<br>* Comparison graphic organizer for two sides of Julia de Burgos              |
|  | 3 + optional workshop day   | * Review of poem, comprehension and analysis activities<br>* Artistic representations of Julia de Burgos<br>* ¡A tejer! formative assessments could use a workshop day in class, as time allows   | * Artistic representation and explanation<br>* ¡A tejer! formative assessment  |
|  | 4–6                         | * Previous knowledge of Federico García Lorca<br>* Active reading and completion of timeline of Lorca’s life<br>* Written evaluation of the end of Lorca’s life<br>* Listening and reading of “La guitarra”<br>* Analysis of poem: questions and journal prompt | * Completed timeline<br>* Written evaluation (Part C)<br>* Comprehension questions<br>* ¡Tu opinión cuenta! journal response |
| <b>La contribución de un individuo a la identidad de una nación</b><br><br>pp. 262–271 | 7–8                         | * Active reading of Eva Perón biography with choosing titles for paragraphs<br>* Viewing of documentary with completion of timeline, Myth or Fact comprehension check<br>* ¡Te toca a ti! tribute to Evita  | * Completed timeline<br>* ¡Te toca a ti! formative assessment  |
|  | 9                           | * Finishing of any Evita-related activities, sharing of tributes<br>* Preview of Rigoberta Menchú interview<br>* Documentary viewing with foci on imagery, vocabulary, then comprehension check   | * Classwork on documentary<br>* Some of tomorrow’s reading could be assigned for homework                                    |
|  | 9                           | * Annotated reading of Rigoberta Menchú biography and conversation<br>* Simulated conversation with Rigoberta Menchú<br>* Final activities: Introduction and journal response   | * Formative assessments: Simulated conversation (interpersonal oral) and Introduction (presentational oral)                  |
|  | 10–11 (or more)             | * Present summative assessment<br>* Students research and choose historical figure<br>* Students develop their final projects<br>* Presentation of final projects   |  |

\*Can be found in Tejidos Teachers Edition, page 136

**Manta 4: Identidades personales y públicas**
**Hilo 10: Identidad nacional e identidad étnica**

| Focus according to Essential Question<br>Pages in SE                                      | Day (based on 60 min class) | Classroom Activities   | Homework/<br>Formative assessment/<br>Exit pass   |
|---|-----------------------------|--|---|
| <b>La expresión de las varias partes de la identidad</b><br><br>pp. 276–283               | 1                           | <ul style="list-style-type: none"> <li>* Introduce unit with brainstorm on parts of your identity</li> <li>* Vocabulary game and exercises with nationalities</li> </ul>   | <ul style="list-style-type: none"> <li>* Part B representation of your identity for homework</li> <li>* Reflexión</li> </ul>  |
|   | 2                           | <ul style="list-style-type: none"> <li>* Pre-reading discussion and vocabulary</li> <li>* Active reading of “Mi nombre” with notes on inferences</li> <li>* Comprehension questions and discussion and journal prompts</li> </ul>  | <ul style="list-style-type: none"> <li>* Notes on inferences</li> <li>* Name poems for homework</li> </ul>  |
|   | 3                           | <ul style="list-style-type: none"> <li>* Finish yesterday’s remaining activities and share out name poems</li> <li>* Discussion of previous knowledge of Frida Kahlo</li> <li>* Two times reading of text with guiding focus (can be completed as homework)</li> </ul>   | <ul style="list-style-type: none"> <li>* Assign as homework Internet research on Frida Kahlo self-portraits</li> </ul>  |
| <b>La unión de distintas culturas para formar una identidad étnica</b><br><br>pp. 284–293 | 4                           | <ul style="list-style-type: none"> <li>* Share out notes from yesterday’s reading</li> <li>* Present ¡Te toca a ti! assignment (to do at home and present in class on a future day)</li> <li>* Think-Pair-Share on vocabulary for “Balada de los dos abuelos”</li> <li>* Preview reading of poem and cognates activity</li> <li>* Listening and first reading of poem</li> </ul> | <ul style="list-style-type: none"> <li>* ¡Te toca a ti! individual self-portrait to complete outside of class</li> <li>* First round of graphic organizer (imagery) – can be completed as homework</li> </ul> |
|   | 5                           | <ul style="list-style-type: none"> <li>* Finish graphic organizer with inferences from poem</li> <li>* Analysis, vocabulary, and historical connections exercises</li> <li>* Begin writing ¡A tejer! essay – to finish outside of class (you could do an additional workshop day if students need more support with this writing task)</li> </ul>                                | <ul style="list-style-type: none"> <li>* Application of vocabulary</li> <li>* ¡A tejer! essay</li> </ul>  |
|   | 6                           | <ul style="list-style-type: none"> <li>* Think-Pair-Share on Latin American identity using visuals</li> <li>* Two readings of lyric with metaphor graphic organizer</li> <li>* Discussion of song and cultural analysis</li> <li>* ¡A tejer! closing activity</li> </ul>   | <ul style="list-style-type: none"> <li>* Reflection can be assigned for homework</li> </ul>   |

|  |       |   |  |
|--|-------|---|--|
| <b>La influencia del idioma en la identidad</b><br><br>pp. 294–305 | 7–8   | <ul style="list-style-type: none"> <li>* Pre-reading activities with famous Spanish speakers' favorite words</li> <li>* Think-Pair-Share on Spanish-speaking countries' languages and dialects</li> <li>* Active reading of text with note-taking on objectives of <i>El Día E</i></li> <li>* Answer email from director</li> <li>* Two viewings of video with spoken summary</li> <li>* Present ¡Te toca a ti! task – to complete outside of class and share with the class on a future day</li> <li>* ¡Tu opinión cuenta! debate</li> </ul> | <ul style="list-style-type: none"> <li>* Interpersonal writing task</li> <li>* Presentational speaking task</li> <li>* ¡Te toca a ti! formative assessment to complete outside of class</li> <li>* ¡Tu opinión cuenta! debate</li> </ul> |
|  | 9–10  | <ul style="list-style-type: none"> <li>* Spain map activity</li> <li>* Active reading with graphic organizer</li> <li>* Written cultural comparison</li> <li>* Documentary viewing, questions, and discussion</li> </ul>  | <ul style="list-style-type: none"> <li>* 3-paragraph written cultural comparison</li> <li>* Reflexión</li> </ul>   |
|  | 11–12 | <ul style="list-style-type: none"> <li>* Present summative assessment</li> <li>* Students choose and research linguistic group</li> <li>* Students prepare presentations and share with class</li> </ul>  | <ul style="list-style-type: none"> <li>* Different parts of summative assessment</li> </ul>  |

\*Can be found in Tejidos Teachers Edition, page 150



**Manta 5: Desafíos mundiales**

## Hilo 11: Temas del medio ambiente

| Focus according to Essential Question<br>Pages in SE   | Day (based on 60 min class)       | Classroom Activities   | Homework/<br>Formative assessment/<br>Exit pass   |
|--|-----------------------------------|--|---|
| <b>Causas del calentamiento global</b><br>pp. 310–318  | 1                                 | <ul style="list-style-type: none"> <li>* Introduce unit with video and viewing activities</li> <li>* Pre-reading: prior knowledge, inferences and vocabulary</li> <li>* Active reading on penguins with note-taking/HW</li> </ul>  | <ul style="list-style-type: none"> <li>* ¡Tu opinión cuenta! presentational speaking task</li> <li>* Reading can be assigned in part or in full as homework</li> </ul>  |
|  | 2                                 | <ul style="list-style-type: none"> <li>* Follow-up discussions to yesterday’s reading on penguins</li> <li>* Pre-reading: vocabulary and connections to science</li> <li>* Active reading (two times) with note-taking/HW</li> </ul>   | <ul style="list-style-type: none"> <li>* Journal prompt</li> <li>* Five tweets</li> <li>* Assign activity A as HW</li> </ul>  |
|  | 3                                 | <ul style="list-style-type: none"> <li>* Finish yesterday’s activities: debate with a partner</li> <li>* Calculate carbon footprint online</li> <li>* Response to carbon footprint: reflection and conversation</li> <li>* Work on Te toca a ti from Act 1, finish for HW</li> </ul>   | <ul style="list-style-type: none"> <li>* ¡Te toca a ti! on causes of global warming (Act 1)</li> <li>* 2–3 paragraph written reflection on carbon footprint activity</li> </ul>                                 |
| <b>Efectos del calentamiento global</b><br>pp. 319–329 | 4–5                               | <ul style="list-style-type: none"> <li>* Activate prior knowledge on endangered species</li> <li>* Active reading with cause-effect graphic organizer</li> <li>* Discussion of text and map research to then present to class</li> <li>* Comprehension: M-C questions and comparison</li> <li>* Two ¿Qué aprendiste? tasks, begin in class/HW</li> </ul> | <ul style="list-style-type: none"> <li>* ¿Qué aprendiste? journal prompt (comparisons)</li> <li>* ¿Qué aprendiste? formative assessment</li> <li>* HW: Watch PSA video, Journal prompt and questions</li> </ul> |
|  | 6                                 | <ul style="list-style-type: none"> <li>* Discussion of video that students saw at home</li> <li>* Collaborative activity on 3 topics from text</li> <li>* Active reading of text with organizer complete for HW</li> </ul>   | <ul style="list-style-type: none"> <li>* Graphic organizer</li> </ul>   |
|  | 7 + optional<br>Writer’s Workshop | <ul style="list-style-type: none"> <li>* Group work with placemat organizer and grammar review</li> <li>* ¡Tu opinión cuenta! and Reflexión tasks, (complete for HW)</li> <li>* Writer’s Workshop day for in-class support for the Reflexión</li> </ul>  | <ul style="list-style-type: none"> <li>* ¡Tu opinión cuenta! connection to local community</li> <li>* Reflexión essay</li> </ul>  |

|   |               |  |  |
|---|---------------|--|--|
| <b>Maneras de combatir el calentamiento global</b><br><br>pp. 330–339 | 8             | <ul style="list-style-type: none"> <li>* Pre-reading: conversation, journal prompt and cognates</li> <li>* Active reading with organizer to categorize content and grammar; share out organizers</li> <li>* Present C 2 task, to be completed at home</li> <li>* Organize to read second text at home, take notes on voc.</li> </ul> | <ul style="list-style-type: none"> <li>* Presentational speaking task</li> <li>* Reading of second text could be assigned as homework</li> </ul>                       |
|   | 9             | <ul style="list-style-type: none"> <li>* Review text on teenagers in Paraguay and vocabulary</li> <li>* Written responses to text: summarize on FB comment</li> <li>* Present ¡A tejer! task and begin in class; students complete outside class to be ready to present on due date</li> </ul>                                       | <ul style="list-style-type: none"> <li>* Written summary of text using target vocabulary</li> <li>* ¡A tejer! formative assessments to be completed at home</li> </ul> |
|   | 10            | <ul style="list-style-type: none"> <li>* Think-Pair-Share and vocabulary exercises</li> <li>* View video and note-taking</li> <li>* Preview Socratic Seminar details, norms &amp; grading</li> </ul>   | <ul style="list-style-type: none"> <li>* Note-taking on video content</li> </ul>   |
|   | 11            | <ul style="list-style-type: none"> <li>* Set-up for Socratic Seminar, including prompts</li> <li>* Socratic Seminar, rotating students from observation to participation posts</li> </ul>  | <ul style="list-style-type: none"> <li>* Participation in Socratic Seminar</li> <li>* Reflexión</li> </ul>   |
|   | 12 + one week | <ul style="list-style-type: none"> <li>* Present parts of summative assessment</li> </ul>  | <ul style="list-style-type: none"> <li>* Students develop, edit and present final project</li> </ul>   |

\*Can be found in Tejidos Teachers Edition, page 165

**Manta 6: Ciencia y tecnología**
**Hilo 12: Cuidado de la salud y medicina**

| Focus<br>Pages in SE   | Day | Classroom Activities   | Homework/<br>Formative assessment/<br>Exit pass  |
|--|-----|--|--|
| <b>La coexistencia de las prácticas tradicionales y modernas de la medicina</b><br><br>pp. 346–358 | 1   | <ul style="list-style-type: none"> <li>* Introduce unit with video and vocabulary review</li> <li>* Think-Pair-Share on healthy communities</li> <li>* Two active readings of text (HW)</li> </ul>   | <ul style="list-style-type: none"> <li>* ¡Tu opinión cuenta! response to video</li> <li>* Annotated text &amp; organizer</li> </ul>  |
|  | 2   | <ul style="list-style-type: none"> <li>* Follow-up discussions to yesterday's reading: conversation, journal prompt, comparison to video</li> <li>* Present ¡Te toca a ti! task and time to start working on it; to be completed outside of class</li> <li>* Pre-reading: conversation and categorization</li> <li>* Active reading while annotating text</li> </ul> | <ul style="list-style-type: none"> <li>* Journal prompt using the present subjunctive</li> <li>* ¡Te toca a ti! project</li> <li>* Annotated text (can be completed for homework)</li> </ul> |
|  | 3   | <ul style="list-style-type: none"> <li>* Post-reading: comprehension comparison</li> <li>* Debate</li> </ul>   | <ul style="list-style-type: none"> <li>* Journal questions</li> <li>* Venn diagram</li> </ul>  |
|  | 4–5 | <ul style="list-style-type: none"> <li>* Think-Pair-Share</li> <li>* Active reading with cultural analysis/comprehension check</li> <li>* 2nd active reading with cultural analysis &amp; investigation/HW</li> <li>* Pre-listening prediction exercise</li> <li>* Active listening with comprehension activities</li> <li>* ¡Tu opinión cuenta! forum</li> </ul>    | <ul style="list-style-type: none"> <li>* Cultural analysis graphic organizers</li> <li>* Audio comprehension checks</li> <li>* ¡Tu opinión cuenta! forum participation</li> </ul>            |
| <b>El cuidado de la salud en distintas regiones del mundo hispanohablante</b><br><br>pp. 358–364   | 6   | <ul style="list-style-type: none"> <li>* Pre-listening vocabulary and conversation</li> <li>* Active listening with conversation and comprehension checks</li> <li>* Pre-reading journal prompt, conversation and research of Millennium Development Goals (HW)</li> </ul>   | <ul style="list-style-type: none"> <li>* Comprehension checks: fill ins, multiple choice</li> <li>* ¡Tu opinión cuenta! formative assessment (can be completed outside of class)</li> </ul>  |
|  | 7   | <ul style="list-style-type: none"> <li>* Active reading with graphic organizer</li> <li>* 2nd reading: answer journal questions; share with classmates</li> <li>* Present ¡Tu opinión cuenta! formal letter</li> </ul>   | <ul style="list-style-type: none"> <li>* Graphic organizer</li> <li>* ¡Tu opinión cuenta! formal letter (to complete outside of class)</li> </ul>  |

|   |       |   |   |
|---|-------|---|---|
| <b>La influencia de la comunidad en la salud del individuo</b><br><br>pp. 364–373 | 8     | <ul style="list-style-type: none"> <li>* Think-Pair-Share survey, preview of fototnovela &amp; characters</li> <li>* Active reading of fotonovela with grammar foci</li> </ul>  | <ul style="list-style-type: none"> <li>* Grammar notes</li> <li>* Reading assigned as homework for two nights</li> </ul>  |
|   | 9     | <ul style="list-style-type: none"> <li>* Review grammar notes with classmate</li> <li>* Inferences and vocabulary exercises</li> <li>* Present ¡A tejer! formative assessments as homework</li> </ul>   | <ul style="list-style-type: none"> <li>* Written summary of text using target vocabulary</li> <li>* ¡A tejer! formative assessments</li> </ul>                        |
|   | 10    | <ul style="list-style-type: none"> <li>* Post-reading exercises and voice message</li> <li>* ¡Tu opinión cuenta! forum discussion</li> <li>* Presentation of ¡Te toca a ti!/summative evaluation</li> <li>* Deductive process about role of promotoras</li> <li>* Homework: online research on Anesvad</li> </ul> | <ul style="list-style-type: none"> <li>* Formative assessments (can be homework): presentational oral task, paragraph for forum discussion, ¡Te toca a ti!</li> </ul> |
|   | 11    | <ul style="list-style-type: none"> <li>* Active viewing of video: web and vocabulary</li> <li>* Post-viewing conversation and journaling</li> <li>* ¡Te toca a ti! community analysis task</li> <li>* Cultural comparison presentational oral task: HW or during class</li> </ul>                                 | <ul style="list-style-type: none"> <li>* Graphic organizer</li> <li>* ¡Te toca a ti! and ¿Qué aprendiste? formative assessments</li> </ul>                            |
|   | 12–14 | <ul style="list-style-type: none"> <li>* Present summative assessment requirements</li> <li>* Students prepare project, using previous work</li> <li>* Day to participate in class Health Fair</li> </ul>   | <ul style="list-style-type: none"> <li>* Students develop, edit and present final projects</li> </ul>   |

\*Can be found in Tejidos Teachers Edition, page 194