

# Scope and Sequence for *EntreCulturas 1*

<b>Unidad Preliminar</b> <b>Essential Questions:</b>	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?
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Tema de la unidad	Preguntas esenciales	Metas de la unidad
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<b>Unidad 1</b> <b>Identidades</b>	<ul style="list-style-type: none"> <li>Who am I? How does what I do define who I am?</li> <li>How am I similar to and different from young people in the Spanish-speaking world?</li> <li>How do language and music shape identity?</li> </ul>	<ul style="list-style-type: none"> <li>Interact to express your identity, ask for and give personal information and express preferences about activities.</li> <li>Interpret images, video, audio, and print texts in Spanish to gain insights into identity.</li> <li>Present basic information about yourself.</li> <li>Investigate, explain and reflect on the role of language and music in shaping identity in Paraguay, in Texas and in your community.</li> </ul>
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<b>Unidad 2</b> <b>La vida en la escuela</b>	<ul style="list-style-type: none"> <li>What places, people and activities define student life?</li> <li>How is student life at my school similar to and/or different from student life at a school in Costa Rica?</li> <li>How do schools reflect the values of their communities?</li> </ul>	<ul style="list-style-type: none"> <li>Exchange information about your life at school, including people, places, calendars, schedules, and student activities.</li> <li>Interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica.</li> <li>Present information about your own life at school.</li> <li>Investigate and reflect on how a country's educational system mirrors cultural values and perspectives.</li> </ul>
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<b>Unidad 3</b> <b>Mi familia es tu familia</b>	<ul style="list-style-type: none"> <li>Who makes up my family?</li> <li>What places and activities bring us together as a family?</li> <li>How is my family similar to and different from some families in the Spanish-speaking world?</li> </ul>	<ul style="list-style-type: none"> <li>Exchange information about home life and family.</li> <li>Interpret short texts about family structure and activities.</li> <li>Prepare and present a collection of images and descriptions to share information about your home, your family and friends.</li> <li>Explore traditions, languages, people and the geography of Spain and Colorado.</li> </ul>
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<b>Unidad 4</b> <b>La comida es cultura</b>	<ul style="list-style-type: none"> <li>What are some iconic foods from the Spanish-speaking world?</li> <li>How do food products and food practices shape our cultural identity?</li> <li>How can exploring new foods lead me to intercultural experiences?</li> </ul>	<ul style="list-style-type: none"> <li>Share preferences, opinions and habits about food choices and food purchases.</li> <li>Interpret photographs, videos, ads, blogs and menus to understand food traditions.</li> <li>Create and present a series of menu items based on your food preferences and food traditions from a Spanish-speaking country.</li> <li>Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.</li> </ul>
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<b>Unidad 5</b> <b>La vida es un carnaval</b>	<ul style="list-style-type: none"> <li>What leisure activities help to define my community and me?</li> <li>How do popular celebrations reflect history and culture?</li> <li>How do leisure activities create bridges between cultures?</li> </ul>	<ul style="list-style-type: none"> <li>Express preferences for leisure activities.</li> <li>Make simple social plans.</li> <li>Interpret print and audiovisual material about the Dominican Republic celebration of Carnival.</li> <li>Recognize the mutual influences between the Dominican Republic and the U.S., including sports and music.</li> </ul>
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<b>Unidad 6</b> <b>El mundo en el que vivo</b>	<ul style="list-style-type: none"> <li>How do the culture, climate and the people around us affect how we live, work and play?</li> <li>What makes a place unique?</li> <li>How do my surroundings shape my identity?</li> </ul>	<ul style="list-style-type: none"> <li>Share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in your community and in the Spanish-speaking world.</li> <li>Interpret blogs, promotional materials, and reports on climate and weather to plan your day.</li> <li>Create and present travel information for a Spanish-speaking audience promoting travel to some popular attractions in or near your community as a destination.</li> <li>Identify some of the unique geographical features that have shaped and defined the culture of a community.</li> </ul>
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## 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)
<b>Paraguay/Texas</b>	<b>AP®</b>		
<ul style="list-style-type: none"> <li>Expressions of cultural identity</li> <li>Bilingualism in Paraguay and in Texas</li> </ul>	<ul style="list-style-type: none"> <li>Identities personales y públicas: La identidad nacional y la identidad étnica</li> </ul> <p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>Relaciones sociales: Lengua e identidad cultural o personal</li> </ul>	<ul style="list-style-type: none"> <li>¿Quién soy?</li> <li>Mis actividades favoritas</li> <li>¿Qué lenguas hablas?</li> <li>Palabras interrogativas</li> <li>Expresiones útiles</li> </ul>	<ul style="list-style-type: none"> <li>Ser (soy, eres, es) for identity (V)</li> <li>Me gusta/te gusta (V)</li> <li>Questions and answers (V)</li> <li>Singular forms: tener, hablar, ser</li> </ul>
<b>Costa Rica/California</b>	<b>AP®</b>		
<ul style="list-style-type: none"> <li>Typical school days in Costa Rica and the U.S.</li> <li>Cultural values reflected in schools</li> </ul>	<ul style="list-style-type: none"> <li>La vida contemporánea: La educación</li> <li>Las familias y las comunidades : Las comunidades educativas</li> </ul> <p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>Relaciones sociales: El sistema educativo</li> </ul>	<ul style="list-style-type: none"> <li>School supplies</li> <li>School subjects</li> <li>Places in school</li> <li>School activities</li> <li>School personnel</li> <li>Uniform clothing and colors</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Gender/Definite articles (V)</li> <li>Hay + indefinite articles, quantity words</li> <li>Subject pronouns</li> <li>Present tense (-ar verbs) (V)</li> </ul>
<b>España/Colorado</b>	<b>AP®</b>		
<ul style="list-style-type: none"> <li>Home and the spaces we share with family</li> <li>Family life in Spain and the US</li> <li>Family ties that cross generational and geographical borders</li> </ul>	<ul style="list-style-type: none"> <li>Las familias y las comunidades: La estructura de la familia</li> </ul> <p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>Relaciones sociales: Relaciones en la familia</li> </ul>	<ul style="list-style-type: none"> <li>Family members, descriptions, activities</li> <li>Gathering places</li> <li>Where families live in relation to each other</li> <li>Expressions for frequency</li> </ul>	<ul style="list-style-type: none"> <li>Present tense of IR and ESTAR</li> <li>Present tense -er, -ir verbs</li> <li>Irregular verbs dar, hacer, salir, ver (V)</li> <li>Adjective agreement (V)</li> <li>Expressions for obligations (tener que/deber + infinitive) (V)</li> </ul>
<b>México/Carolina del Norte</b>	<b>AP®</b>		
<ul style="list-style-type: none"> <li>Food traditions and preferences as expressions of cultural identity</li> <li>Exploration of foods as a step to experiencing another culture</li> </ul>	<ul style="list-style-type: none"> <li>Las familias y las comunidades: Las tradiciones y los valores</li> </ul> <p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>Costumbres y tradiciones: Gastronomía</li> </ul>	<ul style="list-style-type: none"> <li>Foods and meals: fruits vegetables, dairy, meat/fish, cold/hot beverages, desserts</li> <li>Eating preferences</li> <li>Requesting foods</li> <li>Prices and food purchases</li> <li>Describing foods: color, taste, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Estar + rico, delicioso, picante, caliente, frío, etc. (V)</li> <li>Expressions with tener (sed, hambre, ganas de, etc.)</li> <li>Stem-changing verbs: (ie): (V)</li> <li>The verbs gustar and encantar (me, te, le, etc.)</li> </ul>
<b>República Dominicana/Nueva York</b>	<b>AP®</b>		
<ul style="list-style-type: none"> <li>Mutual influences between the U.S. and the Dominican Republic in sports and music</li> <li>Intergenerational participation in leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>La vida contemporánea: El entretenimiento y el ocio</li> </ul> <p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>Ocio: Interacción social a través del ocio</li> </ul>	<ul style="list-style-type: none"> <li>Leisure activities</li> <li>Social spaces in the community</li> <li>Musical genres and instruments</li> <li>Emotions and reactions</li> </ul>	<ul style="list-style-type: none"> <li>Future with ir + a + infinitive</li> <li>Affirmative and negative expressions</li> <li>Use of preterit (yo form) to talk about weekend activities</li> </ul>
<b>Colombia/Florida</b>	<b>AP®</b>		
<ul style="list-style-type: none"> <li>Geographical features and iconic landmarks of other countries</li> <li>Comparing weather and climate of my region with that of Spanish-speaking regions</li> <li>Cultural products and practices that derive from the climate of a region</li> </ul>	<ul style="list-style-type: none"> <li>Los desafíos mundiales: Los temas del medio ambiente</li> </ul> <p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>Cuestiones globales: El medio ambiente</li> </ul>	<ul style="list-style-type: none"> <li>Weather/climate</li> <li>Clothing</li> <li>Activities</li> <li>Transportation</li> <li>Tener calor, frío, ganas de</li> <li>Expressions for accepting and declining invitations</li> <li>Me gustaría...</li> <li>Geographical terms</li> </ul>	<ul style="list-style-type: none"> <li>Expressions with estar, hacer, and tener (V)</li> <li>Present progressive (V)</li> <li>Combining verbs (querer + inf., tener que + inf., etc.)</li> </ul>