

## Scope and Sequence for *EntreCulturas 1A*

<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?	
Tema de la unidad	Preguntas esenciales	Metas de la unidad
<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>
<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>
<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>

## 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)
<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>• Identidades 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>