










# EntreCulturas<sup>®</sup> 1 Unit 1 Lesson Plans (90 minute)

**Key:** Activities that have this icon  next to them indicate the critical learning path. The Can-Do statements associated with that activity also appear with the formative assessment for that unit section. TE (Teacher Edition) notes provide instructional support and are located in the margins of the TE book.

Day 1	Day 2	Day 3
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does who I meet affect how I communicate?</li> <li>How does where I live influence who I am?</li> <li>How do my interests and talents shape who I am?</li> </ul> <p><b>Can-Do Statements</b>  <b>Investigate:</b> I can identify some similarities and differences between Paraguay and my own community.  <b>Investigate:</b> I can identify some similarities and differences between a teen in Paraguay and myself.</p>	<p><b>Can-Do Statements</b>  <b>Interpretive:</b> I can understand when people introduce themselves.  <b>Interpersonal:</b> I can ask and answer questions to meet and greet someone in an appropriate manner.</p>	<p><b>Can-Do Statements</b>  <b>Interpersonal:</b> I can exchange information about how I and others are feeling.  <b>Interpretive:</b> I can understand when people introduce themselves.  <b>Interpersonal:</b> I can ask and answer questions to meet and greet someone in an appropriate manner.</p>
<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the <i>Tema</i> and <i>Metas</i>, p.2</li> <li>Have students predict what types of information they will learn in this unit</li> <li>Preview TE notes throughout the unit, including discussion questions, strategies, and resources such as Appendix A Can-Do Statements/Learning Site<sup>®</sup> Portfolio</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the information learned about Paraguay from Day 1</li> <li>Review the information learned about videoblogger Jazmín from Day 1</li> <li>Introduce students to Can-Do statements and uploading evidence of their progress in their Portfolio</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Revisit 8.3, p. 13</li> <li>See College and Career Readiness, p. 13 to practice the numbers</li> </ul>
<p><b>Segment 1 (20 minutes)</b>  <i>Encuentro intercultural</i></p> <ul style="list-style-type: none"> <li>Introduce <i>Encuentro intercultural</i>, pp. 4-7 by guiding students in a discussion about the map and the pictures of Paraguay and Texas. Guide students using the <i>Think-Pair-Share</i> and other strategies found in the Instructional Strategies Toolkit online <ul style="list-style-type: none"> <li>See Challenge TE note, p. 4</li> </ul> </li> <li>1.1, p. 5 (Graphic organizer)</li> <li>1.2, p. 5</li> </ul>	<p><b>Segment 1 (25 minutes)</b>  <i>Comunicación 1: ¡A presentarse!</i></p> <ul style="list-style-type: none"> <li>Introduce <i>Pregunta esencial 1</i>, p. 8 (Forum)</li> <li>5, p. 8 <ul style="list-style-type: none"> <li>Guide students in a discussion about the image, p. 8</li> </ul> </li> <li><i>Conexión cultural: Los saludos</i>, p. 9 <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p. 9</li> </ul> </li> <li>6.1, p. 9 <ul style="list-style-type: none"> <li>See Differentiate and Cultures TE notes, pp. 8–9</li> </ul> </li> <li>6.2, p. 9 (Forum) <ul style="list-style-type: none"> <li>See Challenge TE note, p. 8</li> </ul> </li> </ul>	<p><b>Segment 1 (30 minutes)</b>  <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> <li>9.1, p. 13</li> <li>9.2, p. 13 <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p. 13</li> </ul> </li> <li>10.1, p. 14 <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 14</li> </ul> </li> <li>10.2, p. 14 <ul style="list-style-type: none"> <li>See College and Career Readiness TE note, p. 15</li> </ul> </li> <li>10.3, p. 14</li> </ul>
<p><b>Segment 2 (30 minutes)</b>  <i>Encuentro intercultural</i></p> <ul style="list-style-type: none"> <li>Introduce the <i>Reflexión Intercultural</i> and the importance of making connections between Spanish-speaking cultures and the students' home cultures</li> <li>2 <i>Reflexión intercultural</i>, p. 5 (Forum) <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 4</li> </ul> </li> <li>Introduce videoblogger Jazmín and the information provided about her, p. 6</li> </ul>	<p><b>Segment 2 (25 minutes)</b>  <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> <li>Introduce vocabulary, pp. 10–11 (Audio) <ul style="list-style-type: none"> <li>See Differentiate and Supporting Heritage Learners TE notes, pp. 10–11</li> </ul> </li> <li>Guide students in brainstorming what they already know about this topic</li> </ul>	<p><b>Segment 2 (15 minutes)</b>  <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> <li> <b>11.1, p. 15</b> (Audio) <ul style="list-style-type: none"> <li>See Challenge TE note, p. 14</li> </ul> </li> <li> <b>11.2, p. 15</b> <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p. 15</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>○ See Challenge and Supporting Heritage Learners TE notes, pp. 6–7</li> <li>• 3.1, p. 6</li> <li>• 3.2, p. 7 (Video, graphic organizer)</li> <li>○ See Differentiate TE note, p. 6</li> </ul>		
<p><b>Segment 3 (25 minutes)</b> <i>Encuentro intercultural</i></p> <ul style="list-style-type: none"> <li>• 3.3, p. 7 (Video) <ul style="list-style-type: none"> <li>○ See College and Career Readiness TE note, p. 7</li> </ul> </li> <li>• 3.4, p. 7</li> <li>• 4 <i>Reflexión intercultural</i>, p. 7 (Forum)</li> </ul>	<p><b>Segment 3 (25 minutes)</b> <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> <li>• 7, p. 11 <ul style="list-style-type: none"> <li>○ See Scaffold and AP® Strategies TE notes, pp. 10–11</li> </ul> </li> <li>• 8.1, p. 12 (Audio)</li> <li>•  <b>8.2, p. 12</b> (Audio)</li> <li>• <i>Detalle lingüístico: Los números del 1 al 100</i>, p. 12</li> <li>•  <b>8.3, p. 13</b> <ul style="list-style-type: none"> <li>○ See Scaffold and Challenge TE notes, p. 12</li> </ul> </li> </ul>	<p><b>Segment 3 (30 minutes)</b> <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i></p> <ul style="list-style-type: none"> <li>• 12.1, p. 16</li> <li>• 12.2, p. 16 <ul style="list-style-type: none"> <li>○ See Scaffold TE note, p. 16</li> </ul> </li> <li>•  <b>12.3, p. 16</b> (Video) <ul style="list-style-type: none"> <li>○ See Challenge TE note, p. 16</li> </ul> </li> <li>• 13 <i>Reflexión intercultural</i>, p. 16 (Forum)</li> </ul>
<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>

Day 4	Day 5	Day 6
<b>Can-Do Statements</b> N/A	<b>Can-Do Statements</b> <b>Investigate:</b> In my own and other cultures I can identify social practices such as greetings, introductions, and leave-taking. <b>Interpersonal:</b> I can ask and answer questions to meet and greet someone in an appropriate manner. <b>Presentational:</b> I can introduce myself in an email using memorized words and phrases.	<b>Can-Do Statements</b> <b>Investigate:</b> I can identify some similarities and differences between formality of language in Paraguay and in my own community.
<b>Suggested Warm-up/Opener (15 minutes)</b> <ul style="list-style-type: none"> <li>Have students practice in pairs <i>los saludos, las presentaciones y las despedidas</i></li> <li>Guide students in asking each other how they are feeling</li> </ul>	<b>Suggested Warm-up/Opener (15 minutes)</b> <ul style="list-style-type: none"> <li>Guide the students in discussing their observations of the animated grammar video for <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i></li> <li>Have students practice in pairs how to greet each other and others appropriately</li> </ul>	<b>Suggested Warm-up/Opener (20 minutes)</b> <ul style="list-style-type: none"> <li>Review formal and informal greetings</li> <li>Review <i>Detalle lingüístico: Los títulos formales</i>, p. 24</li> </ul>
<b>Segment 1 (25 minutes)</b> <i>Comunicación 1, Así se dice 1: ¡Mucho gusto! - Los saludos - Las despedidas - Las presentaciones</i> <ul style="list-style-type: none"> <li>14.1, p. 17</li> <li>14.2, p. 17               <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p. 17</li> </ul> </li> <li>14.3, p. 17 (Forum)               <ul style="list-style-type: none"> <li>See AP® Strategies TE note, p. 17</li> </ul> </li> </ul>	<b>Segment 1 (25 minutes)</b> <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i> <ul style="list-style-type: none"> <li>18.1, p. 21</li> <li>18.2, p. 21</li> <li>19 <i>Reflexión intercultural</i>, p. 21 (Forum)               <ul style="list-style-type: none"> <li>See Scaffold, Supporting Heritage Learners, and IB Strategies TE notes, pp. 20–21</li> </ul> </li> </ul>	<b>Segment 1 (30 minutes)</b> <i>Comunicación 1, La perspectiva de Jazmín 1</i> <ul style="list-style-type: none"> <li>23.1, p. 27</li> <li>23.2, p. 27 (Video)               <ul style="list-style-type: none"> <li>See College and Career Readiness TE note, p. 27</li> </ul> </li> <li>23.3, p. 28</li> </ul>
<b>Segment 2 (25 minutes)</b> <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i> <ul style="list-style-type: none"> <li>Introduce grammar topic, p. 18 (Audio)               <ul style="list-style-type: none"> <li>See Differentiate, Challenge, and Supporting Heritage Learners TE notes, pp. 18–19</li> </ul> </li> <li>15, p. 18 (<i>Observa</i> graphic organizer)</li> </ul>	<b>Segment 2 (25 minutes)</b> <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i> <ul style="list-style-type: none"> <li>20.1, p. 22</li> <li>20.2, p. 22</li> <li><i>Vocabulario personal</i>, p. 23</li> <li>See Differentiate and AP® Strategies TE notes, pp. 22–23</li> <li> <b>20.3, p. 23</b> <ul style="list-style-type: none"> <li>See Scaffold and Supporting Heritage Learners TE notes, pp. 22–23</li> </ul> </li> <li><i>Detalle lingüístico: Los títulos formales</i>, p. 24</li> </ul>	<b>Segment 2 (20 minutes)</b> <i>Comunicación 1, La perspectiva de Jazmín 1</i> <ul style="list-style-type: none"> <li>24 <i>Reflexión intercultural</i>, p. 28 (Forum)</li> </ul>
<b>Segment 3 (25 minutes)</b> <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i> <ul style="list-style-type: none"> <li>16, p. 19               <ul style="list-style-type: none"> <li>See Cultures TE note, p. 19</li> </ul> </li> <li>17.1, p. 20</li> <li>17.2, p. 20</li> <li>17.3, p. 20               <ul style="list-style-type: none"> <li>See Differentiate TE note, p. 20</li> </ul> </li> </ul>	<b>Segment 3 (25 minutes)</b> <i>Comunicación 1, Observa 1: Greeting Others Appropriately - Formal vs. Informal Language</i> <ul style="list-style-type: none"> <li>21.1, p. 24               <ul style="list-style-type: none"> <li>See Challenge TE note, p. 2</li> </ul> </li> <li> <b>21.2, p. 25</b> <ul style="list-style-type: none"> <li>See Differentiate TE note, p. 24</li> </ul> </li> <li> <b>21.3, p. 25</b> <ul style="list-style-type: none"> <li>See Supporting Heritage Learners and College and Career Readiness TE notes, p. 25</li> </ul> </li> </ul>	<b>Segment 3 (20 minutes)</b> <i>Comunicación 1, En camino 1</i> <ul style="list-style-type: none"> <li>Review the <i>En camino 1</i> formative assessment, Can-Do statements, and rubric to ensure understanding of expectations</li> </ul>





	<ul style="list-style-type: none"> <li>• 22.1, p. 26 <ul style="list-style-type: none"> <li>○ See Differentiate, Scaffold, and Supporting Heritage Learners TE notes, pp. 26–27</li> </ul> </li> <li>• 22.2, p. 26</li> </ul>	
<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• 15, p. 18 View animated grammar video and add to <i>Observe</i> graphic organizer (Video)</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Review digital flashcards</li> <li>• Update Portfolio</li> <li>• Review <i>Así se dice 1</i> vocabulary, pp. 10–11 and <i>Observe 1</i> grammar point, p. 18</li> </ul>




Day 7	Day 8	Day 9
<p><b>Can-Do Statements</b></p> <p><b>Interpretive:</b> I can understand when people introduce themselves.</p> <p><b>Interpersonal:</b> I can ask and answer questions to meet and greet someone in an appropriate manner.</p> <p><b>Presentational:</b> I can introduce myself in an email using memorized words and phrases.</p> <p><b>Investigate:</b> In my own and other cultures I can identify slogans that reflect cultural identity.</p>	<p><b>Can-Do Statements</b></p> <p><b>Investigate:</b> In my own and other cultures I can identify slogans that reflect cultural identity.</p> <p><b>Interpersonal:</b> I can ask and answer simple questions about identity.</p> <p><b>Presentational:</b> I can describe my identity using simple words and sentences.</p> <p><b>Interpretive:</b> I can identify key words in a chart about bilingualism.</p>	<p><b>Can-Do Statements</b></p> <p><b>Interpretive:</b> I can recognize key words about identity in a simple biography.</p> <p><b>Interpersonal:</b> I can ask and answer simple questions about identity.</p>
<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Allow time for final questions and review</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review homework</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review <i>Así se dice 2</i> vocabulary</li> <li>Have students look at the pictures in p. 36 and describe each picture using <i>Así se dice 2</i> vocabulary, e.g., <i>Es música</i></li> </ul>
<p><b>Formative Assessment (40 minutes)</b> <i>Comunicación 1, En camino 1</i></p> <ul style="list-style-type: none"> <li>25.1, p. 29 (Audio, graphic organizer)</li> <li>25.2, p. 29</li> <li>25.3, p. 29</li> <li>See <i>En camino</i> TE notes, p. 29</li> </ul>	<p><b>Segment 1 (25 minutes)</b> <i>Comunicación 2: ¿Quién soy?</i></p> <ul style="list-style-type: none"> <li><i>Conexión cultural: ¡Soy latino! y otros eslóganes</i>, p. 31</li> <li>27.1, p. 31 <ul style="list-style-type: none"> <li>See Differentiate TE note, p. 30</li> </ul> </li> <li>27.2, p. 31 (Forum)</li> <li>28 <i>Reflexión intercultural</i>, p. 31 (Forum) <ul style="list-style-type: none"> <li>See Supporting Heritage Learners and Cultures TE notes, p. 31</li> </ul> </li> </ul>	<p><b>Segment 1 (25 minutes)</b> <i>Comunicación 2, Así se dice 2: Mi identidad</i></p> <ul style="list-style-type: none"> <li> 32.1, p. 36 (Audio)</li> <li>32.2, p. 37</li> <li><i>Detalle gramatical: Las conjunciones y, o</i>, p. 37 <ul style="list-style-type: none"> <li>See Scaffold and Differentiate TE notes, p. 36</li> </ul> </li> <li> 32.3, p. 37 <ul style="list-style-type: none"> <li>See Supporting Heritage Learners and Communities TE notes, p. 37</li> </ul> </li> </ul>
	<p><b>Segment 2 (25 minutes)</b> <i>Comunicación 2, Así se dice 2: Mi identidad</i></p> <ul style="list-style-type: none"> <li>Introduce vocabulary, pp. 32–33 (Audio) <ul style="list-style-type: none"> <li>See Scaffold, Differentiate, Supporting Heritage Learners, and AP® Strategies TE notes, p. 32–33</li> </ul> </li> <li>29, p. 33</li> </ul>	<p><b>Segment 2 (25 minutes)</b> <i>Comunicación 2, Así se dice 2: Mi identidad</i></p> <ul style="list-style-type: none"> <li>33.1, p. 38 <ul style="list-style-type: none"> <li>See Differentiate TE note, p. 38</li> </ul> </li> <li>33.2, p. 38 <ul style="list-style-type: none"> <li>See AP® Strategies TE note, p. 39</li> </ul> </li> <li> 34.1, p. 39 <ul style="list-style-type: none"> <li>See Challenge TE note, p. 38</li> </ul> </li> <li>34.2, p. 39 (Video)</li> <li>34.3, p. 39 <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p. 39</li> </ul> </li> </ul>
<p><b>Segment 2 (35 minutes)</b> <i>Comunicación 2: ¿Quién soy?</i></p> <ul style="list-style-type: none"> <li>Discuss <i>Pregunta esencial</i> for <i>Comunicación 2</i>, p. 30 (Forum)</li> <li>Guide students in brainstorming what types of basic information they will learn in <i>Comunicación 2</i></li> <li>26, p. 30 <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 30</li> </ul> </li> </ul>	<p><b>Segment 3 (25 minutes)</b> <i>Comunicación 2, Así se dice 2: Mi identidad</i></p> <ul style="list-style-type: none"> <li><i>Detalle gramatical: Los sustantivos en español</i>, p. 34</li> <li>30.1, p. 34 (Graphic organizer) <ul style="list-style-type: none"> <li>See Differentiate TE note, p. 34</li> </ul> </li> <li> 30.2, p. 34</li> <li> 30.3, p. 34</li> <li>31, p. 35 <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 34</li> </ul> </li> </ul>	<p><b>Segment 3 (25 minutes)</b> <i>Comunicación 2, Observa 2: Expressing Identity - The Verb ser</i></p> <ul style="list-style-type: none"> <li>Introduce grammar topic, p. 40 (Audio) <ul style="list-style-type: none"> <li>See Scaffold and Supporting Heritage Learners TE notes, pp. 40-41</li> </ul> </li> <li>35, p. 40 (Observa graphic organizer)</li> <li>36, p. 41 <ul style="list-style-type: none"> <li>See Differentiate and AP® Strategies TE notes, pp. 40-41</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Guide students in a discussion about the image, p. 30</li> </ul>	<ul style="list-style-type: none"> <li>• 31.1, p. 35 <ul style="list-style-type: none"> <li>○ See Connections: Sociology TE note, p. 35</li> </ul> </li> <li>• 31.2, p. 35 <ul style="list-style-type: none"> <li>○ See Supporting Heritage Learners TE note, p. 35</li> </ul> </li> </ul>	
<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• 35, p. 40 View animated grammar video and add to <i>Observe</i> graphic organizer (Video)</li> </ul>

Day 10	Day 11	Day 12
<p><b>Can-Do Statements</b></p> <p><b>Interpersonal:</b> I can ask and answer simple questions about identity.</p> <p><b>Interpretive:</b> I can recognize key words about identity in a video.</p> <p><b>Presentational:</b> I can describe my identity using simple words and sentences.</p>	<p><b>Can-Do Statements</b></p> <p><b>Investigate:</b> I can identify some similarities and differences between a Paraguayan teen’s perspectives on identity and education and my own.</p>	<p><b>Can-Do Statements</b></p> <p><b>Interpretive:</b> I can recognize key words about identity in a simple biography.</p> <p><b>Interpersonal:</b> I can ask and answer simple questions about identity.</p> <p><b>Presentational:</b> I can describe my identity using simple words and sentences.</p>
<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Guide the students in discussing their observations of the animated grammar video for <i>Comunicación 2, Observa 2: Expressing Identity - The Verb ser</i></li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the information provided about videoblogger Jazmín, p. 6</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Allow time for final questions and review</li> </ul>
<p><b>Segment 1 (25 minutes)</b></p> <p><i>Comunicación 2, Observa 2: Expressing Identity - The Verb ser</i></p> <ul style="list-style-type: none"> <li>37.1, p. 42 <ul style="list-style-type: none"> <li>See Scaffold, Challenge, and Communities TE notes, pp. 42–43</li> </ul> </li> <li>37.2, p. 42 (Audio) <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p.43</li> </ul> </li> <li>38.1, p. 43</li> <li> 38.2, p. 43</li> <li>38.3, p. 43</li> </ul>	<p><b>Segment 1 (30 minutes)</b></p> <p><i>Comunicación 2, La perspectiva de Jazmín 2</i></p> <ul style="list-style-type: none"> <li>41.1, p. 47 <ul style="list-style-type: none"> <li>See Challenge TE note, p. 46</li> </ul> </li> <li><i>Detalle lingüístico: Las etapas del proceso educativo</i>, p.47</li> <li>41.2, p. 48 (Video)</li> <li>41.3, p. 48</li> </ul>	<p><b>Formative Assessment (40 minutes)</b></p> <p><i>Comunicación 2, En camino 2</i></p> <ul style="list-style-type: none"> <li>43.1, p. 49</li> <li>43.2, p. 49 (Audio)</li> <li>43.3, p. 49</li> <li>See <i>En camino</i> TE notes, p. 49</li> </ul>
<p><b>Segment 2 (25 minutes)</b></p> <p><i>Comunicación 2, Observa 2: Expressing Identity - The Verb ser</i></p> <ul style="list-style-type: none"> <li>39.1, p. 45 <ul style="list-style-type: none"> <li>See College and Career Readiness TE note, p. 45</li> </ul> </li> <li>39.2, p. 45 (Video) <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 44</li> </ul> </li> <li>39.3, p. 45</li> <li> 39.4, p. 45 <ul style="list-style-type: none"> <li>See Challenge and Supporting Heritage Learners TE notes, pp. 44–45</li> </ul> </li> </ul>	<p><b>Segment 2 (20 minutes)</b></p> <p><i>Comunicación 2, La perspectiva de Jazmín 2</i></p> <ul style="list-style-type: none"> <li>42 <i>Reflexión intercultural</i>, p. 48 (Forum) <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 48</li> </ul> </li> </ul>	
<p><b>Segment 3 (25 minutes)</b></p> <p><i>Comunicación 2, Observa 2: Expressing Identity - The Verb ser</i></p> <ul style="list-style-type: none"> <li><i>Vocabulario personal</i>, p. 46 <ul style="list-style-type: none"> <li>Use the celebrities in <i>Actividad 36</i>, p.41</li> </ul> </li> <li>40.1, p. 46 <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 46</li> </ul> </li> <li>40.2, p. 46 (Graphic organizer) <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p. 47</li> </ul> </li> <li>40.3, p. 46 <ul style="list-style-type: none"> <li>See AP® Strategies TE note, p. 47</li> </ul> </li> </ul>	<p><b>Segment 3 (20 minutes)</b></p> <p><i>Comunicación 2, En camino 2</i></p> <ul style="list-style-type: none"> <li>Review the <i>En camino 2</i> formative assessment, Can-Do statements, and rubric to ensure understanding of expectations</li> </ul>	<p><b>Segment 2 (35 minutes)</b></p> <p><i>Comunicación 3: Las actividades</i></p> <ul style="list-style-type: none"> <li>Discuss <i>Pregunta esencial</i> for <i>Comunicación 3</i>, p. 50 (Forum)</li> <li>Guide students in brainstorming what types of basic information they will learn in <i>Comunicación 3</i></li> <li>44, p. 50 <ul style="list-style-type: none"> <li>Guide students in a discussion about the image, p. 50</li> </ul> </li> <li>Introduce <i>Mi comunidad global</i>, pp. 70–71, and the tasks associated with it, which include learning about cultural activities in Paraguay. Encourage students to take notes while completing the rest of the unit’s activities. See the TE notes on pp. 70–71 to assist you with the planning process</li> </ul>

<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Review digital flashcards</li> <li>• Update Portfolio</li> <li>• Review <i>Así se dice 2</i> vocabulary, pp. 32–33 and <i>Observa 2</i> grammar point, p. 40</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>
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Day 13	Day 14	Day 15
<p><b>Can-Do Statements</b>  <b>Interpretive:</b> I can understand some key words when I hear people share basic information about themselves.  <b>Interpersonal:</b> I can exchange information about activities I like and dislike.</p>	<p><b>Can-Do Statements</b>  <b>Interpersonal:</b> I can exchange information about activities I like and dislike.  <b>Presentational:</b> I can introduce myself in writing and express activities I like or dislike.  <b>Interpretive:</b> I can understand some key words when I hear people share basic information about themselves.</p>	<p><b>Can-Do Statements</b>  <b>Interpretive:</b> I can identify key words and some information in an ad for a summer camp.  <b>Presentational:</b> I can form questions to elicit information about others' likes and dislikes.  <b>Interpretive:</b> I can identify evidence that contributes to the author's purpose in a poem.  <b>Presentational:</b> I can introduce myself in writing and express activities I like or dislike.</p>
<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>To introduce the <i>Conexión cultural</i>, find a video of <i>La danza de la botella</i> to show to your class and guide a class discussion on the students reactions to it.</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review <i>Así se dice 3</i> vocabulary. In pairs, have students take turns asking about the activities they like and answering with their reactions</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Guide the students in discussing their observations of the animated grammar video for <i>Comunicación 3, Observa 3: Expressing Likes and Dislikes - The Verb gustar</i> with infinitives</li> </ul>
<p><b>Segment 1 (25 minutes)</b>  <i>Comunicación 3: Las actividades</i></p> <ul style="list-style-type: none"> <li><i>Conexión cultural: La danza de la botella</i>, p. 51</li> <li>45.1, p. 51 <ul style="list-style-type: none"> <li>See Differentiate TE note, p. 50</li> </ul> </li> <li>45.2, p. 51 (Forum)</li> <li>46 <i>Reflexión intercultural</i>, p. 51 (Forum) <ul style="list-style-type: none"> <li>See Challenge, Supporting Heritage Learners, and Cultures TE notes, pp. 50–51</li> </ul> </li> </ul>	<p><b>Segment 1 (25 minutes)</b>  <i>Comunicación 3, Así se dice 3: Mis actividades favoritas - Las actividades - Las reacciones</i></p> <ul style="list-style-type: none"> <li>50.1, p. 56 (Graphic organizer)</li> <li><i>Vocabulario personal</i>, p. 56 <ul style="list-style-type: none"> <li>See Differentiate and AP® Strategies TE notes, pp. 56–57</li> </ul> </li> <li> <b>50.2, p. 57</b></li> <li> <b>51.1, p. 57</b> <ul style="list-style-type: none"> <li>See Scaffold and Supporting Heritage Learners TE notes, pp. 56-57</li> </ul> </li> <li>51.2, p. 57 <ul style="list-style-type: none"> <li>See Supporting Heritage Learners TE note, p. 57</li> </ul> </li> </ul>	<p><b>Segment 1 (20 minutes)</b>  <i>Comunicación 3, Observa 3: Expressing Likes and Dislikes - The Verb gustar</i> with infinitives</p> <ul style="list-style-type: none"> <li>55.1, p. 62 (Graphic organizer)</li> <li>55.2, p. 63</li> <li>55.3, p. 63 <ul style="list-style-type: none"> <li>See Scaffold, Challenge, Supporting Heritage Learners, and AP® Strategies TE notes, pp. 62–63</li> </ul> </li> <li><i>Detalle gramatical</i>, p. 63</li> </ul>
<p><b>Segment 2 (25 minutes)</b>  <i>Comunicación 3, Así se dice 3: Mis actividades favoritas - Las actividades - Las reacciones</i></p> <ul style="list-style-type: none"> <li>Introduce vocabulary, pp. 52–53 (Audio) <ul style="list-style-type: none"> <li>See Differentiate, Challenge, and Supporting Heritage Learners TE notes, pp. 52–53</li> </ul> </li> <li>47, p. 53 <ul style="list-style-type: none"> <li>See AP® Strategies TE note, p. 53</li> </ul> </li> <li>Encourage students to take notes about the tasks and cultural activities mentioned through pp. 52–63 in preparation for <i>Mi comunidad global</i>, pp. 70–71</li> </ul>	<p><b>Segment 2 (15 minutes)</b>  <i>Comunicación 3, Así se dice 3: Mis actividades favoritas - Las actividades - Las reacciones</i></p> <ul style="list-style-type: none"> <li> <b>52.1, p. 58</b> (Audio) <ul style="list-style-type: none"> <li>See Challenge TE note, p. 58</li> </ul> </li> <li>52.2, p. 59 (Audio)</li> <li>52.3, p. 59 <ul style="list-style-type: none"> <li>See Scaffold, Supporting Heritage Learners, and IB Strategies TE notes, pp. 58–59</li> </ul> </li> </ul>	<p><b>Segment 2 (30 minutes)</b>  <i>Comunicación 3, Observa 3: Expressing Likes and Dislikes - The Verb gustar</i> with infinitives</p> <ul style="list-style-type: none"> <li>56.1, p. 64 (Audio)</li> <li>56.2, p. 65</li> <li>56.3, p. 65</li> <li>56.4, p. 65 <ul style="list-style-type: none"> <li>See Cultures TE note, p. 65</li> </ul> </li> <li>57, p. 65 <ul style="list-style-type: none"> <li>See Scaffold and Supporting Heritage Learners TE notes, pp. 64–65</li> </ul> </li> <li> <b>57.1, p. 65</b> <ul style="list-style-type: none"> <li>See Challenge TE note, p. 64</li> </ul> </li> <li>57.2, p. 65</li> <li>57.3, p. 65</li> </ul>

<p><b>Segment 3 (25 minutes)</b>  <i>Comunicación 3, Así se dice 3: Mis actividades favoritas - Las actividades - Las reacciones</i></p> <ul style="list-style-type: none"> <li>•  <b>48.1, p. 54</b> (Audio) <ul style="list-style-type: none"> <li>○ See Challenge TE note, p. 54</li> </ul> </li> <li>• 48.2, p. 54 (Audio)</li> <li>• 49.1, p. 55 <ul style="list-style-type: none"> <li>○ See Scaffold TE note, p. 54</li> </ul> </li> <li>• <i>Vocabulario personal</i>, p. 55</li> <li>•  <b>49.2, p. 55</b> <ul style="list-style-type: none"> <li>○ See Supporting Heritage Learners and Communities TE notes, p. 55</li> </ul> </li> </ul>	<p><b>Segment 3 (35 minutes)</b>  <i>Comunicación 3, Observa 3: Expressing Likes and Dislikes - The Verb gustar with infinitives</i></p> <ul style="list-style-type: none"> <li>• Introduce grammar topic, p. 60 (Audio) <ul style="list-style-type: none"> <li>○ See Supporting Heritage Learners TE note, p. 61</li> </ul> </li> <li>• 53, p. 60 (<i>Observa</i> graphic organizer)</li> <li>• 54.1, p. 61</li> <li>•  <b>54.2, p. 61</b> <ul style="list-style-type: none"> <li>○ See Scaffold and AP® Strategies TE notes, pp. 60–61</li> </ul> </li> <li>• <i>Vocabulario personal</i>, p. 61 <ul style="list-style-type: none"> <li>○ See Differentiate TE note, p. 60</li> </ul> </li> <li>• 54.3, p. 61</li> </ul>	<p><b>Segment 3 (25 minutes)</b>  <i>Comunicación 3, Observa 3: Expressing Likes and Dislikes - The Verb gustar with infinitives</i></p> <ul style="list-style-type: none"> <li>• 58.1, p. 66 <ul style="list-style-type: none"> <li>○ See Differentiate TE note, p. 66.</li> <li>○ The groups for this activity could be the same assigned for <i>Mi comunidad global</i> 63.1, p. 71</li> </ul> </li> <li>• 58.2, p. 66 <ul style="list-style-type: none"> <li>○ See Supporting Heritage Learners TE note, p. 67</li> <li>○ See <i>Paso 58.2 Teaching Tip</i> TE note, p. 66 and have students create a <i>Galería de pósteres</i></li> </ul> </li> </ul>
<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Digital flashcards</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• 53, p. 60 View animated grammar video and add to <i>Observa</i> graphic organizer (Video)</li> </ul>	<p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>• Review digital flashcards</li> <li>• Update Portfolio</li> <li>• Review <i>Así se dice 3</i> vocabulary, pp. 52–53 and <i>Observa 3</i> grammar point, p. 60</li> </ul>

Day 16	Day 17	Day 18
<p><b>Can-Do Statements</b>  <b>Investigate:</b> I can identify some similarities and differences between a Paraguayan teen’s likes and dislikes and my own.  <b>Interpretive:</b> I can understand some key words when I hear people share basic information about themselves.  <b>Interpersonal:</b> I can exchange information about activities I like and dislike.  <b>Presentational:</b> I can introduce myself in writing and express activities I like or dislike.</p>	<p><b>Can-Do Statements</b>  <b>Interact:</b> I can share pieces of my own culture with others from another culture.  <b>Investigate:</b> In my own and other cultures, I can identify common cultural products and practices.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does who I meet affect how I communicate?</li> <li>• How does where I live influence who I am?</li> <li>• How do my interests and talents shape who I am?</li> </ul> <p><b>Can-Do Statements</b>  <b>Interpretive:</b> I can understand when people introduce themselves.  <b>Interpersonal:</b> I can ask and answer simple questions about identity.  <b>Presentational:</b> I can introduce myself in writing and express activities I like or dislike.</p>
<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Revisit Jazmín’s previous videoblogs</li> <li>• Review <i>Así se dice 3</i> vocabulary, pp. 52–53 and <i>Observa 3</i> grammar point, p. 60</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Guide students in understanding the tasks for <i>Mi comunidad global</i>, pp. 70-71</li> <li>• Review the concept of cultural products and practices with students</li> </ul>	<p><b>Suggested Warm-up/Opener (15 minutes)</b>  Review the Essential Questions and how the vocabulary learned connects to them</p>
<p><b>Segment 1 (25 minutes)</b>  <i>Comunicación 3, La perspectiva de Jazmín 3</i></p> <ul style="list-style-type: none"> <li>• 59.1, p. 67 (Graphic organizer) <ul style="list-style-type: none"> <li>○ See Scaffold TE note, p. 66</li> </ul> </li> <li>• 59.2, p. 67 (Video) <ul style="list-style-type: none"> <li>○ See IB Strategies TE note, p. 67</li> </ul> </li> <li>• 59.3, p. 68 (Video)</li> <li>• 59.4, p. 68</li> <li>• 60 <i>Reflexión intercultural</i>, p. 68 (Forum) <ul style="list-style-type: none"> <li>○ See Scaffold TE note, p. 68</li> </ul> </li> </ul>	<p><b>Segment 1 (20 minutes)</b>  <i>Mi comunidad global</i></p> <ul style="list-style-type: none"> <li>• 62, p. 70</li> <li>• 63.1, p. 71 <ul style="list-style-type: none"> <li>○ See Scaffold, Differentiate, and Communities TE notes, pp. 70–71</li> </ul> </li> </ul>	<p><b>Segment 1 (25 minutes)</b>  <i>Vive entre culturas</i></p> <ul style="list-style-type: none"> <li>• Review the tasks and expectations for <i>Vive entre culturas</i>, pp. 72–73, to be sure they understand the concept</li> <li>• Share and discuss the Integrated Performance Assessment rubric with students (Handout)</li> <li>• Guide students in looking back at <i>Unidad 1</i> and summarizing the cultural information they have learned</li> </ul> <p>Have students work together to create a list of the types of vocabulary and grammar skills they learned</p>
<p><b>Segment 2 (10 minutes)</b>  <i>Comunicación 3, En camino 3</i></p> <ul style="list-style-type: none"> <li>• Review the <i>En camino 3</i> formative assessment, Can-Do statements, and rubric to ensure understanding of expectations</li> <li>• Allow time for final questions</li> </ul>	<p><b>Segment 2 (35 minutes)</b>  <i>Mi comunidad global</i></p> <ul style="list-style-type: none"> <li>• 63.2, p. 71</li> <li>• 63.3, p. 71</li> </ul>	<p><b>Segment 2 (10 minutes)</b>  <i>Vive entre culturas</i>  Allow time for final questions and review</p>
<p><b>Formative Assessment (40 minutes)</b>  <i>Comunicación 3, En camino 3:</i></p> <ul style="list-style-type: none"> <li>• 61.1, p. 69 (Audio)</li> <li>• 61.2, p. 69 (Audio)</li> <li>• 61.3, p. 69</li> <li>• See <i>En camino</i> TE notes, p.69</li> </ul>	<p><b>Segment 3 (20 minutes)</b>  <i>Mi comunidad global</i></p> <ul style="list-style-type: none"> <li>• 64 <i>Reflexión intercultural</i>, p. 71 (Forum) <ul style="list-style-type: none"> <li>○ See Supporting Heritage Learners TE note, p. 71</li> </ul> </li> </ul>	<p><b>Summative Assessment (40 minutes)</b>  <i>Vive entre culturas</i></p> <ul style="list-style-type: none"> <li>• <b>Interpretive Assessment, p. 73</b> (Audio)</li> <li>• <b>Interpersonal Assessment, p. 73</b> (Audio)</li> <li>• <b>Presentational Assessment, p. 73</b></li> </ul> <p>Provide students the Integrated Performance Assessment Rubric to reference during the assessment</p>

Additional Activities/Homework	Additional Activities/Homework <ul style="list-style-type: none"><li>• Update Portfolio</li><li>• Review <i>Gramática: Resumen</i>, pp. 74–75 and <i>Vocabulario: Resumen</i>, pp. 76–77</li></ul>	Additional Activities/Homework
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