



Spanish I

Semester A Summary:

Students cover basic vocabulary, grammar, spelling, and punctuation to build a solid foundation for further study. Assignments include engaging in simple conversation, writing paragraphs, and listening to Spanish dialogue. Students also study the history and culture of Spanish-speaking peoples.

Semester A Outline

1. ¡Bienvenidos!

1. Welcome!

- Apply knowledge of how to greet people at different times of day and introduce yourself to others
- Apply knowledge of the Spanish alphabet to spell and pronounce words
- Identify why it is valuable to learn about the Spanish language and culture
- Explain where the Spanish language comes from and how it has changed over time

2. Mis clases

- Identify things commonly found in a traditional classroom
- Identify parts of the human body
- Apply knowledge of how to ask for help
- Identify relevant geographical and cultural characteristics of Spain
- Examine the different ways the Spanish language is spoken in different regions around the world

3. Let's Count!

- Identify numbers to count, tell time, and talk about the day and date
- Apply knowledge of written and spoken language about the weather and seasons
- Examine the weather and seasonal characteristics of Spanish-speaking countries
- Identify the differences between formal and informal speech
- Identify Spanish cognates and their usefulness for learning a language

2. Lo que nos gusta

1. Mis actividades

- Identify and describe activities people like and don't like to do
- Analyze common activities of high school students
- Examine famous soccer academies within the Spanish-speaking world

2. Mis amigos

- Apply knowledge of expressing like/dislike of common activities
- Identify distinct musical styles and dances from throughout the Spanish-speaking world
- Examine how friends spend time together and activity preferences for the summer and winter

3. ¡Me gusta!
 - Apply knowledge of infinitives and their endings
 - Identify important places and things to do in Central Spain
 - Examine Mexico City for its popular activities and cultural or historical sites
 4. ¿Me gusta o no me gusta?
 - Identify patterns of negation and write negative sentences
 - Apply knowledge of expressing agreement and disagreement
 - Compare and contrast characteristics of public squares in the Spanish-speaking world with U.S. malls
 - Examine the culture and activities of Argentina
 5. Repaso de Lo que nos gusta
 - Recall vocabulary, expressions, and grammar concepts
 - Recall popular activities in the Spanish-speaking world, including artistic pursuits, dances, and games
 - Examine the cultural importance of conversation in the Spanish-speaking world, including meeting at outdoor cafés and the concept of sobremesa
 6. Lo que nos gusta Unit Test
 - Examine cultural characteristics related to pastimes and activities of Spanish-speaking countries, including Spain, Argentina, and Mexico
 - Identify common activities people like and don't like to do
 - Compare and contrast popular activities of the Spanish-speaking world with those of the United States
 - Apply knowledge of written and spoken language related to expressions of preference, infinitives, negation, and opinions related to activities
- 3. ¿Cómo somos?**
1. ¿Cómo soy?
 - Apply knowledge of vocabulary related to personality traits
 - Analyze the cultural concept of friendship and family within the Spanish-speaking world
 - Examine the culture and popular activities of Cuba
 2. ¿Cómo eres?
 - Describe what you and others are like using personality trait vocabulary
 - Compare the Salsa dance of Latin America, the U.S., and around the world
 - Examine Latin American artists' personalities such as Fernando Botero, David Alfaro Siqueiros, and Pablo Picasso
 - Examine the Bronx Museum of the Arts, as well as Spanish-speaking cultural centers in New York City
 3. Adjetivos y artículos
 - Apply knowledge of adjectives and definite/indefinite articles
 - Examine the Pan American Games
 - Identify various characteristics of the Galápagos Islands
 4. Para usar los adjetivos
 - Apply knowledge of word order and the placement of adjectives
 - Identify cultural and personal characteristics of people in Uruguay
 - Examine the life and works of María Nsue Angüe, an Equatorial Guinean writer
 5. Review of ¿Cómo somos?
 - Recall previously learned vocabulary, expressions, and grammar concepts
 - Identify the cultural significance in the game of dominoes throughout the Spanish-speaking world.
 - Examine the folktale "El Cadejo" from El Salvador
 6. ¿Cómo somos? Unit Test

- Examine cultural perspectives on friendship in the Spanish-speaking world
- Apply knowledge of written and spoken language related to personality traits
- Describe yourself and others using adjectives and definite articles
- Examine cultural characteristics of the Spanish-speaking world, including games, forms of dance, and works of art and literature

4. **Mis clases**

1. Mi día

- Apply knowledge of vocabulary related to school subjects and supplies
- Compare and contrast the characteristics of schools in various Spanish-speaking countries with those of schools in the United States
- Examine the daily activities of a Mexican art class

2. Las clases

- Apply knowledge of vocabulary related to school schedules and subject descriptions
- Examine the use of the 24-hour clock in the Spanish-speaking world
- Compare and contrast a Puerto Rican school in terms of building, routine, and schedule, with that of a school in the United States

3. Los pronombres

- Describe the characteristics of different people using subject pronouns
- Examine the daily activities of a Miami, Florida high school
- Examine the life and work of Gabriela Mistral, a Nobel Prize winning Chilean writer

4. En la clase

- Apply knowledge of -ar verbs to talk and write about what you and others study and do
- Examine the life and achievements of a teacher from Bolivia
- Identify popular places and things to do in Bolivia

5. Repaso de Mis clases

- Recall vocabulary, expressions, and grammar concepts
- Compare and contrast a graduation ceremony at a Puerto Rican school with a graduation ceremony in the United States
- Examine cultural characteristics of Honduras, including career options and continuing education after high school

6. Mis clases Unit Test

5. **A estudiar**

1. Aquí estudio

- Apply knowledge of vocabulary related to traditional classroom furniture and supplies
- Compare and contrast the amount of time that students spend in school each year in the Spanish-speaking world with that of students in the Los Estados Unidos.
- Examine alternative learning environments, including the rural areas of México

2. ¿Dónde está?

- Describe where objects in a traditional classroom are located
- Apply knowledge of traditional classroom and laboratory vocabulary, including the location of specific objects in a Colombian high school
- Examine advanced educational programs in high schools of the Spanish-speaking world
- Examine Mexican festivals and extracurricular high school activities

3. El verbo estar

- Apply knowledge of the verb *estar* to talk and write about the location of people and things
 - Examine summer camping in the Amazon rain forest
 - Examine the life and work of Nobel Prize for Chemistry winner, Dr. Mario Molina
4. El plural
- Identify and describe the location of objects using the plurals of nouns and articles
 - Examine famous leaders from the independence movements in Latin America
 - Identify famous Spanish musicians, including Manuel de Falla, Manuel M. Ponce, and Ernesto Lecuona
5. Repaso de A estudiar
- Recall vocabulary, expressions, and grammar concepts
 - Compare and contrast the content and workload of history classes taught in the Spanish-speaking world with that of classes in the United States
 - Analyze Juan Ramón Jiménez's famous prose piece, *Platero y yo*
6. A estudiar Unit Test
- Apply knowledge of written and spoken language related to traditional classroom objects and their locations
 - Apply knowledge of the plural form of nouns and articles, as well as how to use the verb *estar*
 - Show an understanding of school practices and after school activities, both traditional and non-traditional, throughout the Spanish-speaking world
 - Examine the lives and works of notable authors, leaders, and musicians in the Spanish-speaking world
- 6. Mis comidas**
1. El desayuno y el almuerzo
- Apply knowledge of vocabulary related to food and drinks for breakfast and lunch
 - Examine traditional meals and meal schedules within the Spanish-speaking world
 - Identify meal-time manners, family time, and the importance of conversation within the Spanish-speaking world
2. ¡Me gusta!
- Apply knowledge to express frequency and preferences
 - Identify popular snacks within the Spanish-speaking world
 - Examine the chile and other staple foods of Mexico
3. Comer y beber
- Apply knowledge of the present tense forms of *-er* and *-ir* verbs
 - Compare and contrast traditional eating habits within the Spanish-speaking world with those of the United States
 - Examine the use of rice in various meals throughout the Spanish-speaking world
4. ¡Me encanta!
- Apply knowledge to express food preferences using *me gustan* and *me encantan*
 - Compare and contrast Chilean *Sánguches* with sandwiches and hamburgers in the United States
 - Analyze still life paintings by Fernando Botero and other famous painters, as well as the work of artists of other mediums
5. Repaso de Mis comidas
- Recall vocabulary, expressions, and grammar concepts

- Examine celebratory foods in meals within the Spanish-speaking world, such as lechón, paella, and asados
 - Examine the life and work of Bernardo Alberto Houssay, a Nobel Prize in Medicine winner from Argentina
6. Mis comidas Unit Test
- Apply knowledge of vocabulary related to food and drink for breakfast and lunch and expressions of frequency
 - Apply knowledge of the present tense forms of -er and -ir verbs and how to express preferences using me gustan and me encantan
 - Show an understanding of cultural practices and characteristics surrounding traditional meals and meal-time customs in the Spanish-speaking world
 - Examine the lives and works of various Nobel Prize winners of the Spanish-speaking world
7. **Comida y salud**
1. La comida y la salud
- Apply knowledge of vocabulary related to food and drink for dinner and dessert
 - Examine the popular meals of Perú
 - Identify Peruvian food and chefs in the United States and around the world
2. Comida y ejercicio
- Apply knowledge of vocabulary related to food choices and healthy activities
 - Compare and contrast popular beverages throughout the Spanish-speaking world, such as soda, shakes, and juices, to those of the United States
 - Examine annual international marathons in major cities of the Spanish-speaking world
3. Para estar bien
- Apply knowledge of the plural forms of adjectives
 - Compare and contrast the connections between nutrition and sports within the Spanish-speaking world with those in the United States
 - Examine the use of herbal remedies throughout the Spanish-speaking world
4. El verbo ser
- Apply knowledge of the verb ser
 - Compare and contrast an asado in Chile and Colombia with a barbecue in the United States
 - Examine cultural preferences for walking as a means of getting around throughout the Spanish-speaking world
5. Repaso de Comida y Salud
- Recall vocabulary, expressions, and grammar concepts
 - Examine the popular activity of mountain climbing in Chile
 - Identify healthy dessert options within the Spanish-speaking world
6. Comida y salud Unit Test
- Apply knowledge of written and spoken language related to food and drink for dinner and dessert
 - Show an understanding of how to use the plural forms of adjectives and the verb ser
 - Compare and contrast food choices and healthy activities in the Spanish-speaking world with those in the United States
 - Examine traditional foods and exercise activities within the Spanish-speaking world
8. **Mi tiempo libre**
1. ¿Me quedo en casa?
- Apply knowledge of vocabulary related to social and leisure activities

- Examine popular leisure activities throughout the Spanish-speaking world, such as having picnics, going to the movies, and visiting museums
 - Identify things to do when venturing outside major cities to neighboring small towns
2. ¿Cuándo?
 - Apply knowledge of written and spoken language related to schedules and places to go for leisure
 - Examine popular weekend activities in the Spanish-speaking world
 - Identify popular places to go swimming throughout the Spanish-speaking world
 3. ¿Adónde vas?
 - Apply knowledge of how to use the verb *ir*
 - Compare and contrast the national libraries of México, España, and Perú with the Library of Congress in the United States
 - Identify popular places to shop throughout the Spanish-speaking world
 4. Preguntas
 - Apply knowledge of how to ask questions
 - Analyze the different variants of the Spanish language used throughout the Spanish-speaking world
 - Examine the cultural connections between literature and music
 5. Repaso de mi tiempo libre
 - Recall vocabulary, expressions, and grammar concepts
 - Analyze the traditional sport of *la jineteada gaucha* as played in Uruguay, Paraguay, and Argentina
 - Compare and contrast the experience of going to the movies in Honduras with that of the United States
 6. Mi tiempo libre Unit Test
 - Apply knowledge of vocabulary related to social and leisure activities
 - Show an understanding of the verb *ir* and how to ask questions using interrogative words
 - Compare and contrast leisure activities of the Spanish-speaking world with those of the United States
 - Examine popular places to go for leisure in the Spanish-speaking world, including national libraries, movie theaters, shopping districts, and places to swim
9. **Vamos a jugar**
1. Con mis amigos
 - Apply knowledge of vocabulary related to sports, other after-school activities, expressions for telling when something happens, and extending, accepting, and declining event invitations
 - Examine the role of sports throughout the Spanish-speaking world
 - Examine famous sports figures in the Spanish-speaking world
 2. ¿Te gustaría?
 - Apply knowledge of *ir + a + infinitive* phrases, and the verb *jugar*
 - Examine the concept of being on time when invited to participate in events or activities
 - Examine the significance and history of baseball in the Caribbean and Central American countries
 3. ¿Qué vas a hacer?
 - Recall key vocabulary and grammar concepts
 - Examine the popular sports of *fútbol* in the Spanish-speaking world, and American football

- Examine the experience of camping near Poás Volcano National Park
4. Vamos a jugar Unit Test
- Apply knowledge of vocabulary related to sports and other after-school activities, expressions used for invitations and telling when something happens, and to tell how someone feels
 - Show an understanding of the grammatical construction ir + a + infinitive, and the verb jugar
 - Examine the role of sports in the Spanish-speaking world, including traditional and currently popular games, and the significance of fan clubs
 - Examine famous sports figures in the Spanish-speaking world
 - Examine the experience of camping near Poás Volcano National Park

10. Semester Test

1. Semester Review: Repaso
 - Review semester vocabulary related to greetings, activities, words used to describe people, school and classroom items, food, places for leisure activities, and playing sports
 - Review semester grammatical concepts related to asking for help, infinitives, adjectives, subject pronouns, plurals of nouns and articles, regular -ar, -er, and -ir verb conjugations, and ir + a + infinitive phrases
 - Review semester cultural information including characteristics of the Spanish language, popular activities, Pan American games, the diversity of meal schedules, baseball in the Caribbean, and other leisure activities throughout the Spanish-speaking world
2. Semester Assessment
 - Show an understanding of semester vocabulary related to greetings, activities, words used to describe people, school and classroom items, food, places for leisure activities, and playing sports
 - Show an understanding of semester grammatical concepts related to asking for help, infinitives, adjectives, subject pronouns, plurals of nouns and articles, regular -ar, -er, and -ir verb conjugations, and ir + a + infinitive phrases
 - Recall semester cultural information including characteristics of the Spanish language, popular activities, Pan American games, the diversity of meal schedules, baseball in the Caribbean, and other leisure activities throughout the Spanish-speaking world

Semester B Summary:

Students cover basic vocabulary, grammar, spelling, and punctuation to build a solid foundation for further study. Assignments include engaging in simple conversation, writing paragraphs, and listening to Spanish dialogue. Students also study the history and culture of Spanish-speaking peoples.

Semester B Outline

1. Una Fiesta de Cumpleaños

1. Mi cumpleaños
 - Apply knowledge of vocabulary related to family members, pets, telling ages, party decorations, and celebration activities
 - Examine birthday celebration traditions and activities in Lima, Perú
 - Examine the life and work of Teodoro Núñez Ureta, a celebrated Peruvian painter and writer

2. El verbo tener
 - Apply knowledge of how to use the verb tener
 - Examine how Spanish-speaking families celebrate together
 - Examine the demographics and common attractions of Cuzco, Perú
3. Los adjetivos posesivos
 - Apply knowledge of how to use possessive adjectives
 - Compare and contrast the celebrations of birthdays and name days in Latin America with those of the United States
 - Examine Peruvian quinceañera celebration activities, decorations, and traditions

2. **Vamos al restaurante**

1. En el restaurante
 - Apply knowledge of vocabulary related to describing people and things, food and table settings, eating out, and expressing needs
 - Examine a Paraguayan Mother's Day celebration of going out to eat in Asunción
 - Examine Paraguay's traditional dishes and desserts
2. El verbo venir
 - Apply knowledge of how to use the verb venir
 - Examine the experience of eating out in Asunción, including traditional restaurants, churrascarias, and international fast food
 - Examine Paraguay's second official language, Guaraní
3. Los verbos ser y estar
 - Apply knowledge of the verbs ser and estar
 - Examine a visit to Ñacunday National Park with family or friends
 - Examine the life and work of Paraguayan artisan Rosa Brítez to gain insight about traditional Guaraní language and pottery

3. **Me gusta mi dormitorio**

1. Me gusta mi dormitorio
 - Apply knowledge of vocabulary related to bedroom items, electronic equipment, colors, describing, comparing, and contrasting
 - Compare bedroom characteristics of Bolivia, to that of the U.S.
 - Examine Bolivia's traditional use of brightly colored textiles used in bedroom decor
2. Comparaciones
 - Apply knowledge of how to make comparisons and to use the superlative.
 - Apply knowledge of how to use stem-changing verbs including poder and dormir.
 - Examine traditional music styles and common practices of Bolivian culture.
 - Examine various activities and characteristics of the Alasitas Fair: Aymara Festival of Abundance, in La Paz.
3. Me gusta mi dormitorio Unit Test
 - Apply knowledge of vocabulary related to bedroom items, electronic equipment, colors, and describing, comparing, and contrasting.
 - Apply knowledge of how to make comparisons and how to use the superlative and stem-changing verbs of poder and dormir.
 - Compare and contrast bedroom characteristics of Bolivia with those of the United States.
 - Examine the demographics, traditional music styles, and popular attractions of Bolivia.

4. **En nuestra casa**

1. En nuestra casa

- Apply knowledge of vocabulary related to houses, apartments, and rooms
 - Compare colonial housing in Panamá's Casco Viejo to modern living in a downtown apartment
 - Examine the demographics and architecture of Panamá City
2. Mis quehaceres
 - Apply knowledge of vocabulary related to household chores
 - Examine a typical Panamanian countryside house in Santa Fe
 - Examine the city and National Park of Santa Fe
 3. ¡Arregla tu cuarto!
 - Apply knowledge of affirmative tú commands
 - Examine traditional Panamanian cuisine
 - Examine the Museo de la Sal y del Azúcar (Museum of Salt & Sugar) in Aguadulce, Panamá
 4. ¿Qué estás haciendo?
 - Apply knowledge of the present progressive tense
 - Examine other traditional houses of Panamá, including tambos and quinchas
 - Examine the cultural significance of the use of traditional Panamanian masks called diablicos
 5. Repaso de "En nuestra casa"
 - Recall vocabulary, expressions, and grammar concepts
 - Examine the shopping industry of La Ciudad de Panamá
 - Examine the life and work of Spanish historian Gonzalo Fernández de Oviedo y Valdés, including his role in the Spanish colonization of the Caribbean
 - Describe the cultural importance of conversation in the Spanish-speaking world, including meeting at outdoor cafes and the concept of sobremesa
 6. En nuestra casa Unit Test
 - Apply knowledge of vocabulary related to houses, apartments, rooms, and household chores
 - Apply knowledge of affirmative tú commands and the present progressive tense
 - Compare and contrast various types of housing in Panamá, including traditional mud houses in the countryside and modern apartments in the downtown area
 - Examine the demographics, cuisine, popular attractions, housing, and traditional art of Panamá
 - Examine the life and work of Spanish historian Gonzalo Fernández de Oviedo y Valdés, including his role in the Spanish colonization of the Caribbean

5. En la tienda

1. Compramos
 - Apply knowledge of vocabulary related to shopping and clothing
 - Examine the demographics, geography, and cultural history of El Salvador
 - Examine popular places to shop in San Salvador, El Salvador
2. El abrigo cuesta...
 - Apply knowledge of vocabulary related to prices and numbers
 - Examine Maya numerals
 - Examine typical Salvadorian clothes and fashion
3. Quiero comprar
 - Apply knowledge of the stem-changing verbs pensar, querer, and preferir
 - Examine the demographics, geography, and cultural history of Honduras
 - Examine Maya culture in Central America, including the Site of Copán in Honduras
4. Esta ropa

- Apply knowledge of demonstrative adjectives
 - Examine the experience of buying handcrafted gifts, including mahogany carved pieces and jade jewelry
 - Examine the Fortaleza de San Fernando de Omoa and its role as Honduras' main coastal protection against pirating
5. Repaso de en la tienda
- Recall vocabulary, expressions, and grammar concepts
 - Examine the city of Suchitoto, home of Lake Suchitlán
 - Examine the life and work of Salvadoran sculptor Enrique Salaverría
6. En la tienda Unit Test
- Apply knowledge of vocabulary related to shopping, clothing, prices, and numbers
 - Apply knowledge of the stem-changing verbs pensar, querer, and preferir, as well as the use of demonstrative adjectives
 - Examine the demographics, geography, history, clothing, fashion styles, and places to shop in El Salvador
 - Examine Mayan culture in Central America, including Mayan numerals and the Site of Copán, Honduras
 - Examine the life and work of Salvadoran sculptor Enrique Salaverría
- 6. Comprar un regalo**
1. Comprar en Buenos Aires
- Apply knowledge of vocabulary related to stores, online shopping, gifts, and clothing accessories
 - Examine popular places to shop in Buenos Aires
 - Examine the various theaters found in Buenos Aires
2. La semana pasada
- Apply knowledge of vocabulary related to expressions used to describe past events
 - Examine the shopping industry of Córdoba, Argentina, including the EXICAL International Footwear Exposition
 - Examine the unique crafts and gifts of La Ruta de los Artesanos in the city of Mendoza, Argentina
3. ¿Qué compraron?
- Apply knowledge of the preterite of verbs ending in -ar, -car, and -gar
 - Examine the Iguazú National Park of Argentina
 - Examine the life and music of Ástor Piazzolla, a famous tango composer
4. ¡Lo compré!
- Apply knowledge of direct object pronouns
 - Identify popular souvenirs for Argentinian vacations
 - Examine traditional Argentinian cuisine, including its Italian influence
5. Repaso de Comprar un regalo
- Recall vocabulary, expressions, and grammar concepts
 - Examine anticuarios (antiques shops) and librerías de viejo (old and second hand bookshops) in Buenos Aires
 - Examine the lives and literary works of Horacio Quiroga, a playwright, poet, and short story writer, and Alfonsina Storni, a celebrated poet
6. Comprar un regalo Unit Test
- Apply knowledge of vocabulary related to stores, online shopping, gifts, clothing accessories, and expressions used to describe past events
 - Apply knowledge of the preterit of verbs that end in -ar, -car, and -gar and how to use direct object pronouns

- Examine popular places to shop and what people buy in Buenos Aires, Córdoba, and Mendoza
- Examine traditional Argentinian cuisine, including its Italian influence
- Examine the musical work of Ástor Piazzolla and the literary work of Horacio Quiroga and Alfonsina Storni

7. Mis vacaciones

1. ¿En autobús o en tren?
 - Apply knowledge of vocabulary related to vacation destinations and activities and modes of transportation
 - Examine the demographics, geography, and cultural history of the Dominican Republic
 - Examine the various ways of traveling within the Dominican Republic
2. Me gustó el zoológico
 - Apply knowledge of vocabulary related to attractions, parks, animals, and expressions to talk about a trip or vacation
 - Identify the wildlife of the Dominican Republic
 - Examine the life and work of Eugenio De Jesús Marcano Fondeur, a celebrated Dominican biologist
3. ¿Qué viste?
 - Apply knowledge of how to use the preterite tense of -er and -ir verbs, including the verb ir
 - Examine the Dominican Republic's coastal region, including its beaches and coral reefs
 - Examine the Taíno culture exhibit at the Museo Arqueológico Regional Altos de Chavón
4. ¿Visitaste a la amiga de tu mamá?
 - Apply knowledge of how to use the personal a
 - Examine the popular activity of horseback riding in Punta Cana
 - Examine traditional Dominican cuisine and its Taíno, Spanish, and African influences
5. Repaso de Mis vacaciones
 - Recall previously learned vocabulary, expressions, and grammar concepts
 - Examine the popular activity of visiting Puerto Plata, known for its amber museum, crafts, and jewelry
 - Examine the life and work of Salomé Ureña de Henríquez, a Dominican poet and pedagogue
6. Mis vacaciones Unit Test
 - Apply knowledge of vocabulary related to vacation destinations and activities, modes of transportation, attractions, parks, animals, and expressions to talk about a trip or vacation
 - Examine the demographics, geography, cultural history, and modes of traveling in the Dominican Republic
 - Examine the life and work of Eugenio De Jesús Marcano Fondeur, a celebrated Dominican biologist, and Salomé Ureña de Henríquez, a Dominican poet and pedagogue
 - Examine the activity of visiting ZOODOM (Parque Zoológico Nacional de la República Dominicana) and the coastal region
 - Examine Dominican cuisine, and Taíno culture and influence
 - Apply knowledge of how to use the preterite tense of -er and -ir verbs, including the verb ir, and how to use the personal a

8. Ayudar a los demás

1. Gente que ayuda

- Apply knowledge of vocabulary related to recycling, places in the community, and volunteer work
 - Examine the demographics, geography, and cultural history of México
 - Discover the concept of recycling and various recycling programs in México
2. El presente del verbo decir
 - Apply knowledge of how to use the present tense of decir
 - Examine the geology of México, including its faultlines and seismic activity
 - Examine various disaster relief volunteer programs in México
 3. Pronombres de objeto indirecto
 - Apply knowledge of how to use indirect object pronouns
 - Examine the culture and lifestyle of the indigenous people of México
 - Examine the YMCA program in México
 4. El pretérito de hacer y dar
 - Apply knowledge of how to use the preterite tense of hacer and dar
 - Identify the importance of supporting the work of nonprofit organizations
 - Examine the life and work of activist writer Elena Poniatowska
 5. Repaso de Ayudar a los demás
 - Recall vocabulary, expressions, and grammar concepts
 - Examine environmentalist volunteer groups and programs in México, including Servicio Voluntario Ambientalista and Secretaría del Medio Ambiente
 - Examine the life and work of impressionist painter Joaquín Clausell
 6. Ayudar a los demás Unit Test
 - Apply knowledge of vocabulary related to recycling, places in the community, and volunteer work
 - Apply knowledge to use the present tense of decir, indirect object pronouns, and the preterite tense of hacer and dar
 - Examine the demographics, geography, cultural traditions, community programs, and geology of México
 - Examine various disaster relief volunteer programs in México
 - Examine the lives and works of activist and writer Elena Poniatowska, and impressionist painter Joaquín Clausell

9. La televisión y las películas

1. Mis programas favoritos
 - Apply knowledge of vocabulary related to television programs and movies
 - Examine autonomous communities with national and regional television programs
 - Examine national and public TV channels in España
2. ¿Ves telenovelas?
 - Apply knowledge of vocabulary related to words and expressions used to give opinions
 - Examine Latin American telenovelas and other series based on literature
 - Examine the life and work of Emilia Pardo Bazán, a Galician novelist, journalist, essayist, critic, and activist
3. Acabar de + infinitivo
 - Apply knowledge of how to use acabar de + infinitive phrases
 - Examine movies presented on TV in Spain
 - Examine the life and work of Luis Buñuel, a notable Spanish cinema director
4. Gustar y verbos similares
 - Apply knowledge to use gustar and similar verbs
 - Examine festivals related to the modern cinema of Spain

- Examine the Academia de las Artes y las Ciencias Cinematográficas de España and the Goya Awards given for cinema
 - Examine the life and work of Fernando Fernán-Gómez, a Spanish writer, poet, actor, screenwriter, and film and theater director
5. Repaso de ¿Te gusta la televisión? ¿Y las película
- Recall previously learned vocabulary, expressions, and grammar concepts
 - Examine how filmmakers attempt to reach an international audience
 - Identify the Oscars given for Spanish films, actors, and directors
6. La televisión y las películas Unit Test
- Apply knowledge of vocabulary related to television programs, movies, and words and expressions used to give opinions
 - Apply knowledge of how to use acabar de + infinitive phrases and how to use the verb gustar and similar verbs
 - Examine television from Spain, including national and public channels, movies presented on TV, and programs that are based on literary works
 - Examine cinema from Spain, including the Goya Awards given for cinema and Spain's presence at the Oscars
 - Examine the lives and works of Emilia Pardo Bazán, a Galician novelist, journalist, essayist, critic, and activist, and Fernando Fernán-Gómez, a Spanish writer, poet, actor, screenwriter, and film and theater director

10. Computadoras y tecnología

1. Usamos la tecnología
- Apply knowledge of vocabulary related to communication, computer-related activities, and Internet and digital products
 - Examine the technology and institutes that characterize Silicon Valley, California
 - Examine the life and work of Alfredo Quiñones-Hinojosa, a physician, author, and researcher
2. Más verbos españoles
- Apply knowledge of the present tense of pedir and servir and how to use the verbs saber and conocer
 - Examine how to prepare for a technological career, including the role of Spanish speakers
 - Examine the life and work of Luis Wálter Álvarez, an experimental physicist, inventor, professor, and winner of the Nobel Prize in Physics
3. Repaso de Computadoras y tecnología
- Recall vocabulary, expressions, and grammar concepts
 - Examine the aerospace centers in Houston, Texas and Cape Canaveral, Florida
 - Examine Ellen Ochoa and José Moreno Hernández, notable space engineers
4. Computadoras y tecnología Unit Test
- Apply knowledge of vocabulary related to communication, computer-related activities, and internet and digital products
 - Apply knowledge of how to use the present tense of pedir and servir and how to use the verbs saber and conocer
 - Examine the technology and institutes that characterize Silicon Valley, California
 - Examine the aerospace centers in Houston, Texas and Cape Canaveral, Florida
 - Examine the lives and works of Alfredo Quiñones-Hinojosa, a physician, author, and researcher, Ellen Ochoa and José Moreno Hernández, notable

space engineers, and Luis Walter Álvarez, an experimental physicist, inventor, professor, and

11. Semester Test

1. Semester Review: Repaso

- Review semester vocabulary terms and expressions related to family, the home, shopping, recycling, and entertainment.
- Review semester grammar concepts including possessive adjectives, stem-changing verbs, commands, the preterite tense, and acabar de + infinitive expressions.
- Review cultural characteristics of the Spanish-speaking world, including family traditions, dining out, bedroom decor, autonomous communities, and supportive resources.
- Review places in the Spanish-speaking world, including the Panama Canal, El Salvador, México, and Iguazú National Park.

2. Semester Test

- Show an understanding of semester vocabulary terms and expressions related to family members, table settings, the bedroom and colors, houses/apartments and chores, clothing, places to shop, places to visit on vacation, recycling, television shows, and c
- Show an understanding of semester grammar concepts including possessive adjectives, the verb venir, stem-changing verbs (dormir), commands for chores, the verbs pensar, querer, and preferir, the preterit of comprar, ir, dar, and hacer, acabar de + infin
- Recall cultural characteristics of the Spanish-speaking world, including family traditions, dining out in San Lorenzo, bedroom décor, the Panama Canal, El Salvador, México, Iguazú National Park, the sea and coral reefs, autonomous communiti