

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
Review 5-6 weeks	1.1.N.SL.a 1.1.N.SL.b 1.1.N.SL.c 1.1.N.SL.d 1.1.N.SL.e 1.1.N.SL.f 1.1.N.SL.h 1.1.N.SL.j 1.1.M.SL.i 1.1.N.RW.b 1.1.M.RW.d 1.1.M.RE.e 1.1.N.RW.j 1.2.M.L.a 1.2.M.L.b 1.2.N.R.a 1.2.M.R.a 1.3.M.S.c 1.3.M.W.a 1.3.M.W.b 2.1.M.F.a 2.1.N.F.c 2.2.N.C.a 3.1.N.a 4.1.N.a 4.1.N.d 4.2.M.a 5.2.N.a 5.2.N.b 5.2.N.c	<p>*Vocabulary: friends, students, and relatives; home, school; personality & health; sports; shopping for food and clothing; summer & winter activities.</p> <p>*Present tense verbs: ser, tener, ir, dar, estar, saber, conocer, etc.</p> <p>*Preterite tense of regular verbs & “ir” and “ser”</p> <p>*Nouns, articles, and adjectives.</p> <p>*Possessive adjectives, comparatives & superlatives, direct & indirect object pronouns.</p> <p>Verbs: aburrir, interesar, gustar</p>	<p>*Students will be able to talk about friends, family and home life.</p> <p>*Converse about activities at home and at school (likes/dislikes)</p> <p>*Describe one’s and others personalities, health and general well-being.</p> <p>*Converse about sports (likes/dislikes)</p> <p>*Describe and converse about food & clothing (restaurants and shopping center conversational dialogues).</p> <p>*Talk and write about in detail about vacations taken.</p> <p>*Culture: various cities in the Spanish-speaking world.</p>	<p>*Vocabulary: friends, students, and relatives; home, school; personality & health; sports; shopping for food and clothing; summer & winter activities.</p> <p>*Present tense verbs: ser, tener, ir, dar, estar, saber, conocer, etc.</p> <p>*Preterite tense of regular verbs & “ir” and “ser”</p> <p>*Nouns, articles, and adjectives.</p> <p>*Possessive adjectives, comparatives & superlatives, direct & indirect object pronouns.</p> <p>Verbs: aburrir, interesar, gustar</p>	<p>*Vocabulary quizzes</p> <p>*Overall Review Test</p> <p>*Mini-essay: describing oneself, having to go to the doctor, and describe what illness they have.</p> <p>*Mini-essay: describe and express likes/dislikes food, clothing, and sports.</p> <p>*Mini-essay: Describe a vacation taken (possibly summer vacations) using the preterite (past tense).</p>	<p>*Packets and handouts derived from Asi Se Dice 1 and 2.</p> <p>*Rubrics & examples of essays</p> <p>*Study guides for test</p> <p>*Vocabulary lists/handouts</p> <p>*Guided notes</p> <p>*Personal handouts for warm-ups & notes.</p>

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More Review Trips, traveling, parts of the body and daily routines 3-5 weeks	1.1.N.SL.a 1.1.N.SL.b 1.1.N.SL.c 1.1.N.SL.d 1.1.N.SL.e 1.1.N.SL.f 1.1.N.SL.h 1.1.N.SL.j 1.1.M.SL.i 1.1.N.RW.b 1.1.M.RW.d 1.1.M.RE.e 1.1.N.RW.j 1.2.M.L.a 1.2.M.L.b 1.2.N.R.a 1.2.M.R.a 1.3.M.S.c 1.3.M.W.a 1.3.M.W.b 2.1.M.F.a 2.1.N.F.c 2.2.N.C.a 3.1.N.a 4.1.N.a 4.1.N.d 4.2.M.a 5.2.N.a 5.2.N.b 5.2.N.c	*Packing for a trip, getting to the airport, at the airport, on board an airplane. *Airports in Spanish-speaking countries. *Parts of the body; daily routine. *Backpacking, camping; traveling. *Backpacking/camping and cities in the Spanish-speaking world. *Verbs: “g” in the “yo” form. *Present progressive. *Reflexive verbs *Commands with “favor de”	*Discuss and explain the process of packing for, traveling through an airline in a Spanish-speaking country. *Be able to successfully speak with a ticket agent. *Be able to know how to purchase a ticket of any type of transportation. *Discuss being on an airplane; procedures. *Identify and explain backpacking & camping the Spanish-speaking world. *Discuss one’s daily routine. *Compare & Contrast: traveling, backpacking & camping in the Spanish-speaking world and America.	*Packing for a trip, getting to the airport, at the airport, on board an airplane. *Airports in Spanish-speaking countries. *Parts of the body; daily routine. *Backpacking, camping; traveling. *Backpacking/camping and cities in the Spanish-speaking world. *Verbs: “g” in the “yo” form. *Present progressive. *Reflexive verbs *Commands with “favor de”	*Vocabulary quizzes *Overall Review Test *Mini-essay: describe the process of a trip (traveling, what one needs to do in order to be prepared); using the appropriate vocabulary and grammar. *Mini-essay: Describe one’s and one’s family members’ daily routines in detail using Reflexive verbs. *Recipe: Translate a recipe from English to Spanish; utilizing the grammatical form of Commands.	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubrics & examples of essays *Study guides for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 1 Train Travel 3-5 weeks	1.1.A.SL.a 1.1.M.SL.b 1.1.M.SL.h 1.1.M.RW.g 1.1.M.RW.h 1.2.M.L.a 1.2.M.R.b 1.3.M.W.b 2.1.M.F.d 2.2.M.G.a 3.1.M.a 3.2.M.a 4.2.M.a 5.1.M.a	*Train Travel vocabulary *Train trips to/in Spain, Peru, and Mexico *Culture: El AVE, train stations in various Hispanic cities; various places to travel to in the Spanish-speaking world. *Preterite (past tense) of irregular verbs *Verb: Decir (present and Preterite tense) *Prepositional pronouns	*Students will be able to use the vocabulary related to train travel within a conversational context. *Discuss train trips in Spain, Peru, and Mexico. *Compare & Contrast: train travel and its popularity in America with Spain and Latin America. *Discuss and write about various places to travel to in the Spanish-speaking world.	*Train Travel vocabulary *Cultural/Regional jargon/expression used in specific Spanish-speaking cities. *Preterite (past tense) of irregular verbs *Verb: Decir (present and Preterite tense) *Prepositional pronouns	*Vocabulary Quiz *Unit Test *Research Project: "Plan" a trip that uses train transportation in a Spanish-speaking country. → Use the past tense when describing what occurred on the trip.	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of research project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 2 Restaurants & Foods 3-5 weeks	1.1.M.SL.a 1.1.M.SL.g 1.1.M.SL.h 1.1.M.SL.i 1.1.M.RW.g 1.1.M.RW.j 1.2.M.L.a 1.2.M.L.b 1.2.M.R.b 1.3.M.W.a 2.1.M.H.e 2.1.M.F.c 2.1.M.F.d 2.2.M.F.a 2.2.M.F.b 3.1.M.a 3.2.M.a 4.1.M.a 4.1.M.b 4.2.M.a 5.2.N.a 5.2.M.a 5.2.A.a 5.2.M.b 5.2.N.b	*Restaurant and types of food vocabulary (utensils) *Culture: restaurants in Spain & Latin America. *Culture: Traditional dishes from Spain & Latin America *Stem-changing verbs in the present tense and preterite (past) tense. *Adjectives & nationality *The passive voice with "se" (impersonal se)	*Be able to successfully order and pay for a meal at a Spanish-speaking restaurant. *Identify more traditional foods. *Identify eating utensils and dishes. *Discuss restaurants and their dishes in Spain & Latin America. *Compare & Contrast: restaurant protocol and traditional foods in American and in Spain and Latin America.	*Restaurant and types of food vocabulary (utensils) *Stem-changing verbs in the present tense and preterite (past) tense. *Adjectives & nationality *The passive voice with "se" (impersonal se)	*Vocabulary Quiz *Unit Test *Project: Traditional Menu (from a Spanish-speaking country). *Project: Sign for a restaurant and/or store (use the impersonal se).	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubrics & examples of projects *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 3 (Chapter 5) Various Festivals & Traditional carnival costumes 3-5 weeks	1.1.M.SL.a 1.1.M.SL.g 1.1.M.SL.h 1.1.M.SL.i 1.1.M.RW.g 1.1.M.RW.j 1.2.M.L.a 1.2.M.L.b 1.2.M.R.b 1.3.M.W.a 2.1.M.H.e 2.1.M.F.c 2.1.M.F.d 2.2.M.F.a 2.2.M.F.b 3.1.M.a 3.2.M.a 4.1.M.a 4.1.M.b 4.2.M.a 5.2.N.a 5.2.M.a 5.2.A.a 5.2.M.b 5.2.N.b	*Patron saints of specific Hispanic cities; Papel picado; Piñatas in Hispanic Celebrations. *Sagrada Familia in Barcelona, Spain. *El Dia de Independencia in Puebla, Mexico. *El Dia de San Juan; Dia de los Muertos; La Navidad & Hanuka. *New Year's Eve in Madrid, Spain; Parades in Mexico. *Various other Hispanic holidays and festivals. *Regular & Irregular forms of the imperfect tense (verbs).	*Students will be able to identify and discuss several Hispanic holidays and traditions. *Students will be able to compare and contrast holidays, festivals, and traditions of the U.S. with a few Spanish-speaking countries (both in written and verbal form). *Students will be able to use the imperfect tense correctly to describe festivals that habitually occurred in the past (both in the U.S. and in Spanish-speaking countries).	*Specific vocabulary associated with Hispanic holidays, festivals, and traditions. *Compare and Contrast vocabulary. *Regular and irregular forms of the imperfect tense (verbs).	*Vocabulary Quiz *Unit Test *Project: Mini presentation: Students choose a specific country and holiday to research and do a PowerPoint or some other type of class presentation on that country's holiday/festival. (CITATION OF SOURCES)	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 4 (Ch. 6) Technol ogy 3-5 weeks	1.1.M.SL.a 1.1.M.SL.g 1.1.M.SL.h 1.1.M.SL.i 1.1.M.RW.g 1.1.M.RW.j 1.2.M.L.a 1.2.M.L.b 1.2.M.R.b 1.3.M.W.a 2.1.M.H.e 2.1.M.F.c 2.1.M.F.d 2.2.M.F.a 2.2.M.F.b 3.1.M.a 3.2.M.a 4.1.M.a 4.1.M.b 4.2.M.a 5.2.N.a 5.2.M.a 5.2.A.a 5.2.M.b 5.2.N.b	*Computers, email, cameras, and MP3s *Making and receiving phone calls. *Technology in Hispanic countries. *Various Hispanic cities and their technology; Public telephones in Spanish-speaking countries. *The preterite and imperfect tenses of verbs.	*Students will be able to discuss computers, internet, and email (and their uses) in the Spanish-speaking world. *Students will be able to discuss and understand how to use digital cameras and MP3s in Spanish-speaking countries. *Student will be able to make and receive phone calls. *Students will compare and contrast technology and its uses in the U.S. with that of Spanish-speaking countries (both in written and verbal form). *Describe past and present uses of technology with preterite and imperfect verbs tenses.	*Technological vocabulary and knowledge of how to use specific types of technology in the target language. *Preterite and imperfect tenses of verbs.	*Vocabulary Quiz *Unit Test *Essay: Compare and Contrast: Technology uses both past and present in both the U.S. and a specific Spanish-speaking country. → RESEARCH PAPER WITH SOURCES/CITATIONS	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 5 (Ch. 7) Travel; Hotels, Hostels, Accommodations. 3-5 weeks	1.1.M.SL.a 1.1.M.SL.g 1.1.M.SL.h 1.1.M.SL.i 1.1.M.RW.g 1.1.M.RW.j 1.2.M.L.a 1.2.M.L.b 1.2.M.R.b 1.3.M.W.a 2.1.M.H.e 2.1.M.F.c 2.1.M.F.d 2.2.M.F.a 2.2.M.F.b 3.1.M.a 3.2.M.a 4.1.M.a 4.1.M.b 4.2.M.a 5.2.N.a 5.2.M.a 5.2.A.a 5.2.M.b 5.2.N.b	*Checking into hotels and hostels in Spanish-speaking countries. *Various places to visit and their accommodations and attractions. *Present perfect tense *Double object pronouns	*Students will know how and be able to check into a hotel or hostel in a Spanish-speaking country. *Students will be able to request certain things they may need while staying at a hostel or hotel. *Students will be able to compare and contrast hotels and hostels in the U.S. and in Spanish-speaking countries. *Students will be able to use the present perfect tense when describing actions they have already finished. *Students will use Direct Object Pronouns when requesting certain things while staying in Hotels/Hostels, etc.	*Hotel and Hostel jargon and vocabulary. *Regional jargon and vocabulary (in regards to staying in hotels, hostels, etc.) *Present perfect tense (another way to talk in the past). *Double object pronouns.	*Vocabulary Quiz *Unit Test *Project: Skit: Staying at a hotel/hostel; the dialogue exchange and actions that would occur when making reservations, checking in, requesting, etc.	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 6 (Ch. 8) City/ Country Life; Transpo rtation; farm animals (2-3 Weeks)	1.1.A.SL.f 1.1.M.SL.j 1.1.M.RW.c 1.1.M..RW.f 1.1.M.RW.j 1.2.M.R.c 2.1.M.H.c 2.1.M.H.e 2.1.M.F.b 2.2.M.F.a 2.2.M.E.b 4.2.M.a 5.2.N.a 5.2.M.b	*Cultural urban and rural centers in the Spanish-Speaking world. *Hispanic influence in Miami, FL. *Transportation; city & rural cities vocabulary. *Future Tense of verbs. *Object pronouns with infinitives and gerunds (-ing).	*Students will be able to describe life in the city and in the country in Spanish speaking countries. *Identify city and rural city centers. *Compare and Contrast between rural and urban cities in Spanish-speaking countries and between the United States. *Students will be able to use the future tense of verbs in written and verbal forms. *Students will also be able to understand and use object pronouns with infinitives and gerunds.	*City Life *Rural Life *Transportation *Farm animals *Future form of verbs (grammar) *Object pronouns with infinitives and gerunds (grammar)	*Vocabulary Quiz *Unit Test *Short-essay: Compare and contrast rural and city life. *Mini-debate: Which is better? City or Rural Life (using vocabulary and grammatical forms)	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of essay; rules for debate. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes

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Unit 7 (Ch. 9) Driving; Cars; Gas Stations (2-4 Weeks)	1.1.A.SL.a 1.1.M.SL.j 1.1.M.RW.j 1.2.M.L.a 1.2.M.R.a 1.2.M.R.b 1.3.M.S.a 2.1.M.F.c 2.2.M.F.a 2.2.M.E.b 3.1.M.a 4.1.N.d 4.2.M.a 5.2.N.a 5.2.M.b	*Being informed about driving on the highway and city in Spanish-speaking countries. *Cars and gas stations in Spanish-speaking countries. *Various places to drive; Traffic Signs; Traffic in the Spanish-speaking world. *Informal Affirmative Commands *The conditional tense	*Students will be able to discuss cars and driving in the target language (TL). *Students will be able to understand, use and give directions in the TL using informal affirmative commands. *Students will be able to discuss the Pan American Highway in the TL. * Students will be able to use the conditional tense to describe hypothetical situations (if they were in a Spanish-speaking country).	*Driving on the highway and in the city. *Cars *Gas stations *Directions *Informal Affirmative Commands *The conditional	*Vocabulary Quiz *Unit Test *Project: Skit: students will utilize the vocabulary and grammatical forms of this unit and present their original skit to the class.	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 8 (Ch. 10) Kitchen; Cooking (2-4 Weeks)	1.1.A.SL.a 1.1.M.SL.j 1.1.M.RW.j 1.2.M.L.a 1.2.M.R.a 1.2.M.R.b 1.3.M.S.a 1.3.M.W.a 2.1.M.F.c 2.2.M.F.a 2.2.M.E.b 3.1.M.a 4.1.N.d 4.2.M.a 5.2.N.a 5.2.M.b	*Kitchen and cooking vocabulary. *Various foods and recipes in the TL. *Discuss the Metric System and Good nutrition. *The subjunctive verb form. *Formal commands *Negative informal commands	*Students will be able to talk about foods and food preparation in the TL. *Students will be able to write down, give direction and discuss recipes in the TL. *Students will use the subjunctive verb forms, formal commands, negative informal commands while utilizing kitchen and cooking vocabulary. *Students will be able to identify the metric system and points of good nutrition.	*Kitchen and cooking vocabulary *Metric System *Good nutrition vocabulary *Subjunctive; formal commands; negative informal commands [grammar]	*Vocabulary Quiz *Unit Test *Presentation: Write a recipe in the TL using vocabulary and grammar. Present recipe to class as a type of "How To" oral presentation.	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 9 (Ch. 11) Body Parts; Exercise Emergency Room (3-4 Weeks)	1.1.A.SL.a 1.1.M.SL.j 1.1.M.RW.j 1.2.A.L.a 1.2.M.L.a 1.2.M.R.a 1.2.M.R.b 1.3.M.S.a 2.1.M.F.c 2.2.M.F.a 2.2.M.E.b 3.1.M.a 4.1.N.d 4.2.M.a 5.2.N.a 5.2.M.b	*Parts of the body *Exercise and physical activity *Minor medical problems *The emergency room *Emergency rooms in the Spanish-speaking world. *Physical activity and good health. *Doctors Without Borders *Grammar: subjunctive with impersonal expressions; stem-changing verbs. *Grammar: Comparing similar items.	*Students will be able to identify more body parts (then previously mastered). *Students will be able to discuss exercising and physical fitness. *If an accident were to occur, students will be able to describe the accident and any injuring them or other participants may have in the Emergency Room (in the TL). *Learn and use more forms of the Spanish subjunctive. *Students will learn how to compare similar items in the TL.	*Body Parts *Exercise and physical activity *Minor medical problems. *The emergency room. *Grammar: subjunctive and comparisons.	*Vocabulary Quiz *Unit Test *Situation Project: Give students situations where they would need to write/verbally explain how they would respond to the given situation in the TL with unit vocabulary and grammar.	*Packets and handouts derived from Asi Se Dice 1 and 2. *Rubric & example of project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.