

# Voces® Spanish Intermediate Digital Courseware

## Chapter 1 Alignment and Pacing Guide

Voces® Spanish Intermediate Digital Courseware is an award-winning, highly effective Spanish program for intermediate-level learners. Voces® Spanish Intermediate is designed to cover two years of instruction at the intermediate level and is aligned to ACTFL’s World-Readiness Standards for Learning Languages. Below, you will find an overview of the standards that are reached in Chapter 1, as well as a detailed pacing guide taking you through four weeks of instruction covering everything in Chapter 1. If you have any questions, call 1-877-832-4311 or email [help@vocesetextbooks.com](mailto:help@vocesetextbooks.com).

<b>Chapter 1: <i>Las amistades</i></b>		
<b>Standard</b>	<b>Section/Type</b>	<b>Title/Location</b>
<b>1. Communication</b>		
1.1 Interpersonal	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
1.2 Interpretive	<i>Materiales auténticos</i> (Listening)	<i>La vuelta al cole de Domi</i> <i>Los estudiantes de una escuela en Panamá</i> <i>Los colores de las flores</i> <i>La escuela en España</i>
	<i>Materiales auténticos</i> (Reading)	<i>Tipos de amistad</i>
	Masteries	Listening A Listening B Listening C
1.3 Presentational	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 3: El novio perfecto/La novia perfecta</i> <i>Actividad 14: El presente progresivo</i>
<b>2. Culture</b>		
2.1 Practices to Perspectives	Interviews	Michelle
	Culture	Mexico at a Glance <i>Nota cultural: la mentirita</i> <i>Nota cultural: el Día de los Muertos</i> <i>¿Qué piensas?</i> Holy Days in Mexico
	Videos	<i>Las posadas: Christmas in Mexico</i>
2.2 Products to Perspectives	Panoramas	<i>El zócalo de Veracruz</i> <i>La playa de Barro</i>
	Videos	Traditions of Oaxaca, Mexico

<b>3. Connections</b>		
3.2 Diverse Perspectives	Culture	<i>¿Qué piensas?</i> Tanning Booths Won't Be a Big Business in Mexico
	Videos	Stereotypes of Mexico (in Spanish)
<b>4. Comparisons</b>		
4.1 Language	Adjective Agreement	
	<i>Ser and estar</i>	
	<i>Palabra divertida</i>	
	Videos	Quack! <i>Ser</i> Quack! <i>Estar</i>
	Presentations	Adjective Agreement <i>Ser and estar</i>
4.2 Culture	Interviews	Arturo Nicole
<b>5. Communities</b>		
5.1 School and Global Communities	<i>En la comunidad</i>	
5.2 Lifelong Learning	Can-Do Goals Can-Do Checklist	

### **Spanish Intermediate, Chapter 1 Pacing Guide**

<b>Chapter 1: <i>Las amistades</i></b>		<b>Day 1/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>				
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)			"I Can" Goal:	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)				
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)				
Connections: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2)				
Comparisons:				
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)			Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>	
1. Introduction to Chapter	a. Introduce Can-Do Goals and theme of chapter: <i>Las</i>	5.2	Can-Do Goals	

	<i>amistades</i> . (5 min.)		
2. Culture of Mexico and stereotypes	<p>a. Tell students that they are about to meet a lot of different people from Mexico in this chapter. Ask students what they already know about Mexico and the people from Mexico. (5 min.)</p> <p>b. Discuss the idea of stereotypes and whether their ideas about Mexico and its people reflect stereotypes. (10 min.) Categorize their ideas as stereotypes or not. (5 min.)</p> <p>c. Show Stereotypes of Mexico video. (1 min.)</p> <p>d. Have students write down five Spanish words they heard during the video. Share those words with the class to ensure a level of understanding. (4 min.)</p> <p>e. Preview the comprehension questions with the class. Replay the video, and then have students answer the questions. (10 min.)</p> <p>f. Discuss both positive and negative aspects of stereotypes and how they may be helpful or harmful. (10 min.)</p>	1.2, 2.1, 2.2, 3.2	Video: Stereotypes of Mexico (in Spanish)
3. Wrap-Up/Reflection	a. Have students complete an exit slip about how breaking down stereotypes or not labeling others may help in forming new relationships. (5 min.)		

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 2/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)		“I Can” Goal: I can ask and answer questions about the appearances of my family members.	
Cultures:			
Connections:			
Comparisons:			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. <i>Vocabulario</i>	a. Share some of the ideas represented in the exit slips about how breaking down stereotypes helps in forming relationships. (5 min.) b. Challenge students to keep an open mind when labeling others. Then, present adjectives to describe people. Ask yes/no questions with the vocabulary, using students as examples. Check for understanding by sometimes asking with the opposite adjective, forcing students to pay attention and try and correct the teacher. Ask either/or questions ( <i>¿Es ella organizada o desorganizada?</i> ) and check for understanding. Repeat as necessary using new vocabulary words and recycling often. Depending on your class, you may want to use images of famous people or stuffed animals for	1.1	Lesson: <i>Vocabulario</i>

	<p>some adjectives. (20 min.)</p> <p>c. Have students create their own yes/no and either/or questions, and practice with a partner. (5 min.)</p> <p>d. Ask questions like <i>¿Quién es atractivo?</i> and <i>¿Quién es feo?</i> using famous people for answers. (5 min.)</p> <p>e. Play concentration or practice pronunciation individually or with a partner. (10 min.)</p> <p>f. Assign <i>Actividades</i> #1 and #5 (opposites). (5 min.)</p>		<p>Games: Concentration A, Concentration B</p> <p><i>Actividad 1: Buenas cualidades</i></p> <p><i>Actividad 5: El vocabulario</i></p>
3. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: <i>Las amistades</i>		Day 3/20	Time: 55 min.	Intermediate Low-Mid
<b>STANDARDS</b>				
<p>Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)</p>			<p>“I Can” Goal:</p> <p>I can ask and answer questions about the appearance of my family members.</p>	
Cultures:				
Connections:				
Comparisons:				
<p>Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)</p>			Can-Do Checklist	
Topic:	Activity:	Standard:	Location:	
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals	
2. Vocabulary	a. Review adjectives with the Flashcard Exercise. b. Check for understanding	1.1	Lesson: <i>Vocabulario</i> Game: Flashcard Exercise	

	by asking a few yes/no, either/or, and <i>¿Quién es?</i> questions about their family members. (10 min.)		
3. Adjective Agreement	<p>a. Present adjective agreement. (10 min.)</p> <p>b. Listen to dialogues and have students practice with a partner. In pairs, have them write a similar dialogue about each other's family. (15 min.)</p> <p>c. Assign <i>Actividades</i> #6, #7, and #8. (15 min.)</p>	1.3	<p>Lesson: Adjective Agreement</p> <p>Presentation: Adjective Agreement</p> <p><i>Actividad 6: Los adjetivos</i></p> <p><i>Actividad 7: El plural</i></p> <p><i>Actividad 8: El singular</i></p>
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: <i>Las amistades</i>		Day 4/20	Time: 55 min.	Intermediate Low-Mid
<b>STANDARDS</b>				
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)			“I Can” Goal: I can ask and answer questions about the appearance of my family members.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)				
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)				
Connections:				
Comparisons:				
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)			Can-Do Checklist	
Topic:	Activity:	Standard:	Location:	
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals	
2. Vocabulary	a. Review adjectives by taking the Digital Flashcard Challenge. (5 min.)		Game: Digital Flashcard Challenge	

	<p>b. Ask students a variety of questions describing their family. For example: <i>¿Es tu abuela cariñosa?</i> <i>¿Quién es más perezoso, tu mamá o tu papá?</i> <i>¿Cómo son tus hermanos?</i> (10 min.)</p> <p>c. Have students complete <i>¡Vamos a charlar!</i> Interpersonal #1. (10 min.)</p>	1.1	
		1.1	<i>¡Vamos a charlar!</i> Interpersonal #1
3. Culture of Mexico	<p>a. Tell students they are about to meet some hard-working families in Mexico who will share their traditions. Show the video. (10 min.)</p> <p>b. Complete the comprehension activity. (5 min.)</p> <p>c. Discuss the relationship between the products, practices, and perspectives shown in the video. (10 min.)</p>	2.1, 2.2	Video: Traditions of Oaxaca, Mexico
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: <i>Las amistades</i>	Day 5/20	Time: 55 min.	Intermediate Low-Mid
<b>STANDARDS</b>			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)		“I Can” Goal: I can describe and identify items in a classroom.	
Cultures:			
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	

<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. Adjective Agreement	a. Review adjective agreement using classroom objects, asking questions like: <i>¿De qué color es la puerta? ¿De qué color es la pizarra? ¿Es el libro interesante o aburrido? ¿Cómo es la clase de Español? ¿Cómo son los alumnos?</i> (5 min.) b. Have students take quiz on adjective agreement. (15 min.)	1.1	Lesson: Adjective Agreement  Quiz 1
3. <i>Ser</i> and <i>estar</i>	a. Present the difference between <i>ser</i> and <i>estar</i> . (10 min.) b. Describe a few classroom objects in detail, including size, color, condition, and location, and have the class guess what you are describing. (5 min.) c. Assign <i>Actividades</i> #9 and #10. (15 min.)	4.1  1.1	Lesson: <i>Ser</i> and <i>estar</i>  <i>Actividad 9: Ser</i> <i>Actividad 10: Estar</i>
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 6/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)		“I Can” Goal: I can describe and identify items in a classroom.	
Cultures:			
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)			
Communities: Learners set goals and reflect on their		Can-Do Checklist	

progress in using languages for enjoyment, enrichment, and advancement. (5.2)			
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. <i>Ser</i> and <i>estar</i>	<p>a. Review the difference between <i>ser</i> and <i>estar</i> by asking <i>¿Cómo es?</i> and <i>¿Dónde está?</i> questions about the classroom. (5 min.)</p> <p>b. Show the Quack! <i>Ser</i> video, and assign the comprehension questions. (20 min.)</p> <p>c. Have students prepare for the <i>¡Vamos a charlar!</i> by practicing writing out a description of classroom items. Answer any questions. (10 min.)</p> <p>d. Complete <i>¡Vamos a charlar!</i> Interpersonal #2. (10 min.)</p> <p>e. Assign workbook activity #11. (5 min.)</p>	<p>4.1, 1.1</p> <p>4.1</p> <p>1.1</p>	<p>Lesson: <i>Ser</i> and <i>estar</i></p> <p>Video: Quack! <i>Ser</i></p> <p><i>¡Vamos a charlar!</i> Interpersonal #2</p> <p><i>Actividad 11: Ser y estar</i></p>
3. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 7/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)	“I Can” Goal: I can understand an interview about the first day of school.		
Cultures:			
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)	Can-Do Checklist		

<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. <i>Materiales auténticos</i>	a. Watch video <i>La vuelta al cole de Domi</i> and complete comprehension activities. (10 min.)	1.2	<i>Materiales auténticos: La vuelta al cole de Domi</i>
3. <i>Ser and estar</i>	a. Review <i>ser</i> and <i>estar</i> by showing the Quack! <i>Estar</i> video. (20 min.) b. Assign <i>Actividades #2</i> and <i>#3</i> . (10 min.)	4.1	Video: Quack! <i>Estar</i>  <i>Actividad 2: ¿Cómo se ve?</i> <i>Actividad 3: El novio perfecto/La novia perfecta</i>
	c. Complete Mastery Grammar 1. (10 min.)	1.2	Mastery: Grammar 1
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>		<b>Day 8/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>				
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)			“I Can” Goal: I can describe the perfect boyfriend or girlfriend.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)				
Connections:				
Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)				
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)			Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>	
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals	



studied and their own. (4.1)			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. <i>Ser</i> and <i>estar</i> /Adjective Agreement	a. Assign <i>Actividad</i> #2. Peer edit, checking for correct usage of <i>ser</i> and <i>estar</i> . Answer any questions about <i>ser</i> and <i>estar</i> . (10 min.) b. Assign Quiz #2. (10 min.)	4.1	<i>Actividad 2: ¿Cómo se ve?</i>  Quiz #2
3. Presentational Speaking	a. Introduce <i>¡Vamos a charlar!</i> Presentational #1. (10 min.)	1.3	<i>¡Vamos a charlar!</i> Presentational #1
4. Culture of Mexico	a. Read <i>¿Qué piensas?</i> Tanning Booths Won't Be a Big Business in Mexico and answer the questions. (20 min.)	3.2	<i>¿Qué piensas?</i> Tanning Booths Won't Be a Big Business in Mexico
5. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: <i>Las amistades</i>	Day 10/20	Time: 55 min.	Intermediate Low-Mid
<b>STANDARDS</b>			
Communications:		"I Can" Goal: Personal I-Can Statement	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)			
Connections:			
Comparisons:			
Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	

Topic:	Activity:	Standard:	Location:
1. Goal Setting	a. Introduce Can-Do Goal. b. Introduce <i>En la comunidad</i> , and explore ways to achieve personal goals and reflect on progress. (15 min. or time as needed)	5.1, 5.2	Can-Do Goals <i>En la comunidad</i>
2. Culture of Mexico	a. Watch video about <i>las posadas</i> and assign comprehension questions. (40 min.)	2.1, 2.2	Video: <i>Las posadas: Christmas in Mexico</i>
3. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: <i>Las amistades</i>	Day 11/20	Time: 55 min.	Intermediate Low-Mid
<b>STANDARDS</b>			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		“I Can” Goal: I can understand a student describing their typical school day.	
Cultures:			
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. <i>Verbos regulares</i>	a. Present <i>verbos regulares -ar, -er, and -ir</i> . (15 min.)  b. Play <i>¡Busca mis barcos!</i> (10 min.) c. Ask students questions related to their school day. For example: <i>¿Qué</i>	4.1  1.1	Lesson: <i>Los verbos regulares -ar, -er, -ir</i>  <i>Actividad 4: ¡Busca mis barcos!</i>

	<i>estudias? ¿A qué hora comes el almuerzo? ¿Con quién aprendes matemáticas?, etc. (10 min.)</i>		
3. <i>Materiales auténticos</i>	a. Watch <i>La escuela en España</i> and answer the comprehension questions. (15 min.)	1.2	<i>Materiales auténticos: La escuela en España</i>
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: Las amistades</b>		<b>Day 12/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>				
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)			“I Can” Goal: I can understand a short film.	
Cultures:				
Connections:				
Comparisons:				
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)			Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>	
1. Goal Setting	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals	
2. <i>Verbos regulares</i>	a. Review <i>-ar, -er, and -ir</i> verbs by asking students questions about their school. For example: <i>¿Llevan uniformes ustedes?</i> <i>¿Usan computadoras?</i> <i>¿Qué escriben en la clase de Inglés?</i> <i>¿Quién les ayuda con la tarea?</i> (10 min.) b. Show one of the Quack! videos on <i>-ar, -er, and -ir</i> verbs and complete comprehension activities.	1.1	Lesson: <i>Los verbos regulares -ar, -er, -ir</i>  Videos: Quack! <i>-AR</i> Verbs, Quack! <i>-ER</i> Verbs, Quack! <i>-IR</i> Verbs	

	(20 min.) c. Assign <i>Actividades</i> #12 and #13. (10 min.)		<i>Actividad 12: -AR verbs</i> <i>Actividad 13: -ER/-IR verbs</i>
3. <i>Materiales auténticos</i>	a. Before showing the film <i>Los colores de las flores</i> , review strategies for watching authentic materials. Watch film. (5 min.) b. Assign comprehension questions. (5 min.)	1.2	<i>Materiales auténticos: Los colores de las flores</i>
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>		<b>Day 13/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>				
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)			“I Can” Goal: Personal I-Can Statement	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)				
Connections:				
Comparisons:				
Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)			Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>	
1. Goal Setting	a. Review Personal Can-Do Goals. (3 min.) b. Explore ways to achieve personal goal and reflect on progress. (time as needed)	5.1, 5.2	Can-Do Checklist	
2. <i>Verbos regulares</i>	a. Review <i>-ar</i> , <i>-er</i> , and <i>-ir</i> verbs by asking students about activities they do with their friends. For example: <i>¿Qué tipo de</i>	1.1	Lesson: <i>Los verbos regulares -ar, -er, -ir</i>	

	<p><i>música escuchan? ¿Asisten a conciertos? ¿Dónde comen comida chatarra? (5 min.)</i></p> <p>b. Have students write their own questions and practice with a partner. (5 min.)</p>		
3. Assessment	a. Assign Quiz #3 on <i>-ar</i> , <i>-er</i> , and <i>-ir</i> verbs. (15 min.)		Quiz #3
4. Interviews	<p>a. Before listening to Michelle's interview, review vocabulary. (10 min.)</p> <p>b. Listen to the interview and have students answer comprehension questions and do the <i>conexión</i> activity. (15 min.)</p>	1.2, 2.1	Interview: Michelle
5. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 14/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		“I Can” Goal: Personal I-Can Statement	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)			
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)			
Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>

1. Goal Setting	a. Review progress on personal I-Can Statement. (5 min.)	5.1, 5.2	Can-Do Checklist
2. Culture of Mexico	a. Make a Know/Want to Learn/Learn (KWL) chart about Mexican holidays. (5 min.) b. Watch video <i>¿Qué piensas? Holy Days in Mexico</i> . Read article and answer comprehension questions. (15 min.)	2.1, 2.2	<i>¿Qué piensas? Holy Days in Mexico</i>
3. Interviews	a. Before watching Arturo's video, identify vocabulary and review definitions. (10 min.) b. Watch Arturo's video and answer comprehension activities. (5 min.) c. Complete cultural comparison with holidays. (10 min.)	1.2, 4.2	Interview: Arturo
4. Wrap-Up/Reflection	a. Complete KWL chart with information learned in class and review progress on personal I-Can Statement. (5 min.)	5.1, 5.2	Can-Do Checklist

Chapter 1: <i>Las amistades</i>	Day 15/20	Time: 55 min.	Intermediate Low-Mid
<b>STANDARDS</b>			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		“I Can” Goal: Personal I-Can Statement	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)			
Connections:			
Comparisons: Learners use the language to			

investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)			
Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Goal Setting	a. Review progress on personal I-Can Statement. (5 min.)	5.1, 5.2	Can-Do Checklist
2. Culture of Mexico	a. Review cultural information about Mexican holidays by asking questions like <i>¿Cuándo es el Día de la Independencia de México? ¿Cómo celebran los días festivos religiosos?</i> (5 min.) b. Read <i>Nota cultural</i> . Complete comprehension activities. (10 min.) c. Create a cultural triangle explaining the products, practices, and perspectives on <i>el Día de los Muertos</i> . (15 min.)	1.1  2.1, 2.2	<i>Nota cultural: el Día de los Muertos</i>
3. Interviews	a. Watch Nicole's video and answer the comprehension questions. (10 min.) b. Complete <i>Conexión</i> activity. (15 min.)	1.2, 4.2	Interview: Nicole
4. Wrap-Up/Reflection	a. Review progress on the Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 16/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is		"I Can" Goal: I can describe what people are doing right now.	

heard, read, or viewed on a variety of topics. (1.2)			
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)			
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Introduction to Chapter	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. Present Progressive	a. Introduce Present Progressive. (10 min.)	4.1	Lesson: Present Progressive
	b. Play a game of charades where the class guesses what others are doing using the present progressive. (10 min.)	1.1	
3. Panorama	a. View Panorama <i>El zócalo de Veracruz</i> and answer the questions. (15 min.)	1.1, 2.2	Panorama: <i>El zócalo de Veracruz</i>
4. Mastery	a. Assign Mastery Listening A and Listening B. (15 min.)	1.2	Masteries: Listening A, Listening B
5. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 17/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>			
<p>Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)</p>		<p>“I Can” Goal: I can describe what people are doing right now.</p>	

Cultures:			
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Introduction to Chapter	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. Present Progressive	a. Review Present Progressive by showing Quack! Present Progressive and answer comprehension questions. (20 min.)	4.1	Video: Quack! Present Progressive
	b. Check for comprehension by asking students questions using the present progressive. For example: <i>¿Qué está haciendo tu mejor amigo ahora?</i> <i>¿Qué están haciendo tus padres?</i> <i>¿Qué estamos haciendo nosotros?</i> , etc. (10 min.)	1.1	
	c. Assign <i>Actividad #14</i> . (5 min.)	1.3	
3. Mastery	a. Watch the video and answer questions. (10 min.) b. Have students imagine they are at the <i>Gran Desfile</i> in Mexico City and describe what is happening during the parade. (5 min.)	1.2	Mastery: Listening C
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 18/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
--	------------------	----------------------	-----------------------------

STANDARDS			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		“I Can” Goal: I can understand students talking about themselves. I can have a simple conversation about myself and my friends.	
Cultures:			
Connections:			
Comparisons:			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Introduction to Chapter	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. <i>Materiales auténticos</i>	a. Predict what types of questions you might ask other students as you get to know them. Practice questions with a partner. (15 min.)	1.1	<i>Materiales auténticos: Los estudiantes de una escuela en Panamá</i>
	b. Watch the video and answer comprehension questions. (15 min.)	1.2	
3. <i>Preguntas personales</i>	a. Review strategies for navigating authentic materials. Listen to the <i>Preguntas personales</i> and record answers. (20 min.)	1.1	<i>¡Vamos a charlar!: Preguntas personales</i>
4. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: <i>Las amistades</i>	Day 19/20	Time: 55 min.	Intermediate Low-Mid
STANDARDS			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)		“I Can” Goal: I can understand a text about friendship.	
Cultures:			

Connections:			
Comparisons:			
Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Introduction to Chapter	a. Introduce Can-Do Goals. (3 min.)	5.2	Can-Do Goals
2. <i>Materiales auténticos</i>	a. Review strategies for navigating authentic texts. b. Read infographic and answer comprehension questions. (15 min.)	1.2	<i>Materiales auténticos: Tipos de amistad</i>
3. <i>En la comunidad</i>	a. Share progress and results of <i>En la comunidad</i> activity. (15 min.)	5.1, 1.3	<i>En la comunidad</i>
4. Review	a. Review for chapter test. (20 min. or as needed)		
5. Wrap-Up/Reflection	a. Self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

<b>Chapter 1: <i>Las amistades</i></b>	<b>Day 20/20</b>	<b>Time: 55 min.</b>	<b>Intermediate Low-Mid</b>
<b>STANDARDS</b>			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)		“I Can” Goal:	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1) Learners use the language to investigate, explain, and reflect on the relationship between the products and			

perspectives of the cultures studied. (2.2)			
Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2)			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1) Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)			
Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
<b>Topic:</b>	<b>Activity:</b>	<b>Standard:</b>	<b>Location:</b>
1. Assessment	a. Students take Chapter 1 test.		Go to Teacher's Panel →Click on Media Resources → Click on Additional Resources →Download Chapter 1 Test & Answer Key →Print
2. Reflection	a. Reflect on Chapter Goals. b. Complete reflection on Can-Do Checklist.	5.2	Can-Do Checklist