

SPANISH LEVEL 1: Auténtico, Book 1

| Unit/ Tema | Chapter Name | Communication Objectives | Grammar Objectives | Culture Topics | Timeline |
|---------------|-----------------|--|---|--|-------------------------------|
| Para Empezar | En la escuela | <ul style="list-style-type: none"> Greet people at different times of day Introduce yourself to others Respond to classroom directions Tell time (<i>Menos</i> also) Identify body parts <p>Vocabulary: greetings; introductions; leave-takings; numbers; time; body parts</p> | <ul style="list-style-type: none"> <i>Tú</i> and <i>Usted</i> | <ul style="list-style-type: none"> How Spanish speakers greet each other | 1.5 weeks September 10- 19 |
| | En la clase | <ul style="list-style-type: none"> Talk about objects in the classroom that you have Ask questions about new words and phrases Use the Spanish alphabet to spell words Talk about things related to the calendar <p>Vocabulary: classroom; date; asking for help</p> | <ul style="list-style-type: none"> Gender of nouns Singular definite articles Punctuation and accent marks | <ul style="list-style-type: none"> <i>Los Mayas</i> <i>Los sanfermines</i> Learn about the Aztec calendar | 1.5 weeks September 20-28 |
| | El tiempo | <ul style="list-style-type: none"> Describe how the weather is Identify the seasons <p>Vocabulary: weather and seasons</p> | | <ul style="list-style-type: none"> Weather in Northern and Southern Hemispheres | 1 week October 1-5 |

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| <p style="text-align: center;">Tema 1: Mis amigos y yo</p> | <p>Capítulo 1A: ¿Qué te gusta hacer?</p> | <ul style="list-style-type: none"> Express activities you and others like and don't like to do <p>Vocabulary: activities; expressing likes and dislikes</p> | <ul style="list-style-type: none"> Infinitives Cognates Making negative statements Expressing agreement and disagreement | <ul style="list-style-type: none"> Describe dances and music from Spanish speaking countries <i>Pablo Picasso</i> Outdoor cafés and <i>La Playa Mayor</i> The <i>Güiro</i> and rhythm instruments <i>Jaime Antonio González Colson</i> | <p>2 weeks October 9-23</p> |
| <p style="text-align: center;">Tema 1: Mis amigos y yo</p> | <p>Capítulo 1B: Y tú, ¿cómo eres?</p> | <ul style="list-style-type: none"> Describe your personality Express likes and dislikes <p>Vocabulary: Personality traits; expressing likes and dislikes</p> | <ul style="list-style-type: none"> Adjectives Definite and indefinite articles Word order Cognates that begin with es + consonant | <ul style="list-style-type: none"> <i>Frida Kahlo</i> <i>Simón Bolívar</i> | <p>2.5 weeks October 24 November 9</p> |
| <p style="text-align: center;">Tema 2: La escuela</p> | <p>Capítulo 2A: Tu día en la escuela</p> | <ul style="list-style-type: none"> Describe classes, school, activities and likes and dislikes <p>Vocabulary: School subjects and schedules; school supplies; class descriptions</p> | <p>Subject pronouns</p> <ul style="list-style-type: none"> The present tense of -AR verbs | <p><i>Xavier Cortada</i></p> <ul style="list-style-type: none"> Schools in Spanish speaking countries (schedule) Romans in Spain Latin influence on Spanish <i>El recreo</i> The Mayan numbering system Costa Rica 24-hour clock Soccer fan chants | <p>2.5 weeks November 13- December 3</p> |
| <p style="text-align: center;">Tema 2: La escuela</p> | <p>Capítulo 2B: Tu sala de clases</p> | <ul style="list-style-type: none"> Talk about classes, classrooms and where things are located Classroom items and furniture <p>Vocabulary: Classroom items and furniture; computers; words to describe location</p> | <ul style="list-style-type: none"> The verb <i>estar</i> Plural of nouns and adjectives | <ul style="list-style-type: none"> <i>Sor Juana Inés de la Cruz</i> School uniforms Currency Exchange rates P.E. class in Spanish Speaking countries | <p>2.5 weeks December 4- 21</p> |

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| Tema 3: La comida | Capítulo 3A: ¿Desayuno o almuerzo? | <ul style="list-style-type: none"> • Talk about what foods you and others like and dislike • Exchange information about food preferences <p>Vocabulary: Foods and beverages for breakfast and lunch; expressions of frequency</p> | <ul style="list-style-type: none"> • Present tense –ER and -IR verbs • Me gusta(n), me encanta(n) | <ul style="list-style-type: none"> • Meals in Spanish speaking countries • History of some foods native to the Americas and Europe • <i>Bartolomé Murillo</i> | 2.5 weeks January 2- 18 |
| Tema 3: La comida | Capítulo 3B: Para mantener la salud | <ul style="list-style-type: none"> • Talk and write about food, health and exercise choices • Exchange information while expressing your opinions about food choices and health <p>Vocabulary: Food groups; healthy activities; ways to describe foods</p> | <ul style="list-style-type: none"> • Plural of adjectives • The verb <i>ser</i> | <ul style="list-style-type: none"> • <i>Diego Rivera</i> • <i>El mate</i> • <i>La Tomatina</i> • Open air markets in Spanish speaking countries • Soccer and the World Cup • Herbal remedies | 2 weeks January 22- February 1 (All middle schools) January 28- February 8 (All high schools) |
| Tema 4: Los pasatiempos | Capítulo 4A: ¿Adónde vas? | <ul style="list-style-type: none"> • Talk and write about places to go and activities to do during free time • Exchange information about weekend plans <p>Vocabulary: Leisure activities; places in the community</p> | <ul style="list-style-type: none"> • The verb <i>ir</i> • Interrogative words | <ul style="list-style-type: none"> • <i>Francisco de Goya</i> • <i>Pedro Lázaro</i> • <i>La plaza</i> • Popularity of sports clubs and gyms • Old San Juan • Andean Music • Chants and songs • Leisure activities in Spanish speaking countries | 2.5 weeks February 4- 27 (M.S.) February 11- March 6 (H.S.) |
| Tema 4: Los pasatiempos | Capítulo 4B: ¿Quieres ir conmigo? | <ul style="list-style-type: none"> • Extend, accept and decline invitations • Discuss and write an invitation and an activity plan • Exchange information while responding to an invitation • Tell what time something happens • Talk about leisure activities and describe how someone feels <p>Vocabulary: Ir + a + infinitive; the verb <i>jugar</i></p> | <ul style="list-style-type: none"> • <i>Ir + a+ infinitive</i> • The verb <i>jugar</i> | <ul style="list-style-type: none"> • The Paralympics • <i>Fiestas</i> • <i>La noche de los Rábanos</i> • <i>Sergio Garcia and Paola Espinosa</i> • <i>Rebecca Lobo</i> | 2.5 weeks February 28- March 19 (M.S.) March 7- 26 (H.S.) |

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| Tema 5: Fiesta en familia | Capítulo 5A: Una fiesta de cumpleaños | <ul style="list-style-type: none"> • Talk and write about family, friends and celebrations • Exchange information while describing your family • Describe activities at parties <p>Vocabulary: Family members and pets; telling ages; party decorations and celebration activities</p> | <ul style="list-style-type: none"> • The verb <i>tener</i> • Possessive adjectives | <ul style="list-style-type: none"> • <i>Carmen Lomas Garza</i> • <i>Papel Picado</i> • Spanish Royal Family • <i>Francisco de Goya</i> • <i>Diego Rivera</i> • The importance of family • <i>Quinceañera</i> • Last names in Spanish speaking countries | 2.5 weeks March 20- April 12 (M.S.) March 27- April 12 (H.S.) |
| Tema 5: Fiesta en familia | Capítulo 5B: ¡Vamos a un restaurante! | <ul style="list-style-type: none"> • Listen to, read and write information about restaurant meals and service • Write about plans for a celebration • Exchange information while describing physical features of family members <p>Vocabulary: Describing people and things; food and table settings; eating out; expressing needs</p> | <ul style="list-style-type: none"> • The verb <i>venir</i> • The verbs <i>ser</i> and <i>estar</i> • Adjectives ending in <i>-ísimo</i> | <ul style="list-style-type: none"> • Family celebrations • Family mealtimes • Extended families • Greeting a server's attention • <i>Arroz con leche</i> • <i>Menú del día</i> • <i>Santa Fe</i> | 3 weeks April 22- May 10 |
| Tema 6: La casa | Capítulo 6A: En mi dormitorio | <ul style="list-style-type: none"> • Listen to and read descriptions of bedrooms and colors • Talk and write about your room • Indicate location of items in bedroom <p>Vocabulary: Bedroom items; electronic equipment; colors; describing, comparing and contrasting</p> | <ul style="list-style-type: none"> • Comparisons and superlatives • Stem-changing verbs: <i>poder</i> and <i>dormir</i> | <ul style="list-style-type: none"> • <i>Salvador Dalí</i> • Latin Grammy Awards • Flags from Spanish speaking countries • <i>La siesta</i> • <i>Las luminarias</i> | 3 weeks May 13- 31 |
| | Capítulo 6B: ¿Cómo es tu casa? | <ul style="list-style-type: none"> • Listen to conversations about chores and read housing ads • Talk about household chores and write a description of house or apartment • Exchange information while giving advice <p>Vocabulary: Houses and apartments; rooms; household chores</p> | <ul style="list-style-type: none"> • Affirmative <i>tú</i> commands • The present progressive tense | <ul style="list-style-type: none"> • <i>La arpillera</i> • <i>El patio español</i> | 2.5 weeks June 3-17 |

SPANISH LEVEL 2: Auténtico, Book 2

| Unit/ Tema | Chapter Name | Communication Objective | Grammar Objective | Culture Objective | Timeline |
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| Para Empezar | ¿Cómo eres? | <ul style="list-style-type: none"> Talk about what you and other people like Tell where you and other people are from <p>Vocabulary: Descriptive adjectives of nationality</p> | <ul style="list-style-type: none"> Adjectives Adjective agreement The present tense of the verb <i>ser</i> | <ul style="list-style-type: none"> Describe the first day of class in Spanish -speaking countries Read and write about Enrique Iglesias and his songs Read and write about Hispanic population in the United States Nationalities | 2 weeks September 10 th - 21 th |
| | ¿Qué haces? | <ul style="list-style-type: none"> Talk about things you and other people do Talk about how often you do certain things <p>Vocabulary: common verbs; question words; seasons; adverbs of time</p> | <ul style="list-style-type: none"> Common Verbs Present tense of regular verbs Adverbs of time Question Words | <ul style="list-style-type: none"> Latin Grammy Awards Ceremony | 2 weeks September 24 th - October 5 th |
| Tema 1: Tu día escolar | Capítulo 1A ¿Qué haces en la escuela? | <ul style="list-style-type: none"> Listen and read about classes and classroom rules Talk and write about classroom activities and schoolwork Exchange information about what you do in class Compare school rules and customs in the Spanish-speaking world and the U.S. <p>Vocabulary: school activities and rules; classroom objects</p> | <ul style="list-style-type: none"> The verb <i>tener</i> Verbs with the irregular <i>yo</i> forms Stem-changing verbs Affirmative and negative words | <ul style="list-style-type: none"> Diego Rivera José Martí Las notas ¿Más estrictos? Revistas para jóvenes Un nuevo escudo de armas | 3 weeks October 9 th –26 th |
| Tema 1: Tu día escolar | Capítulo 1B ¿Qué haces después de las clases? | <ul style="list-style-type: none"> Listen and read about students' after school activities Exchange information about what you do after school Exchange information about what you do in class | <ul style="list-style-type: none"> Making comparisons <i>Saber</i> and <i>conocer</i> <i>Hace</i> + time expressions The verb <i>ir</i> | <ul style="list-style-type: none"> Antonio Berni Las actividades extracurriculares Los deportes más populares Alberto Pancorbo Celia Cruz ¡A bailar! | 3 weeks October 29 th - November 20 th |

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| | | <p>Vocabulary: common verbs; question words; seasons; adverbs of time</p> | | <ul style="list-style-type: none"> • El ballet | |
| <p>Tema 2: Un evento especial</p> | <p>Capítulo 2A ¿Cómo te preparas?</p> | <ul style="list-style-type: none"> • Listen and read about daily routines • Talk and write about your daily routine and getting ready for a special event • Exchange information about your typical morning routine • Identify cultural practices viewed in a culturally authentic video about a specific Panamanian celebration • Understand why <i>ponchos</i> are worn in the Andes • Compare parties and special events in the Spanish-speaking world with those in the U.S <p>Vocabulary: daily routines; clothing</p> | <ul style="list-style-type: none"> • Reflexive Verbs • <i>Ser</i> and <i>estar</i> • Possessive adjectives | <ul style="list-style-type: none"> • El ballet • Diego Rivera • La ropa de fiesta • La familia y los eventos especiales • Los grandes teatros • Cómo hacer un pancho | <p>3 weeks November 21st - December 18th</p> |
| <p>Tema 2: Un evento especial</p> | <p>Capítulo 2B: ¿Qué ropa compraste?</p> | <ul style="list-style-type: none"> • Listen and read about clothing people bought • Talk and write about shopping trips • Exchange information about when and where you bought what you are wearing • Identify cultural practices viewed in culturally authentic video about how to take care of your clothes • Understand <i>la parranda</i> in Spanish-speaking countries • compare shopping in Spain and the United States <p>Vocabulary: Shopping/fashion shopping; clothing</p> | <ul style="list-style-type: none"> • Preterite of regular verbs • Demonstrative adjectives • Using Adjectives as nouns | <ul style="list-style-type: none"> • Infanta Margarita • Diego Velázquez • ¡No sé que talla uso! • Narciso Rodríguez • La parranda | <p>3 weeks December 19th - January 18th</p> |
| <p>Tema 3: Tú y tu comunidad</p> | <p>Capítulo 3A:</p> | <ul style="list-style-type: none"> • Listen and read about where people went, what they did, and what they received as gifts | <ul style="list-style-type: none"> • Direct object pronouns: <i>lo, la, los, las</i> | <ul style="list-style-type: none"> • Buenos Aires • Julio Alpuy • El Palacio De Correos • Las farmacias | <p>4 weeks January 22nd - February 15th</p> |

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| | ¿Qué hiciste ayer? | <ul style="list-style-type: none"> • Talk and write about whether you fulfilled certain obligations and what you bought in the past • Identify cultural perspective a cultural authentic video about a supermarket • Understand the popularity of open-air markets in the Spanish-speaking world • Compare famous buildings and neighborhoods in Spanish-speaking countries with those in the U.S. <p>Vocabulary: places around town; errands</p> | <ul style="list-style-type: none"> • Preterite forms of <i>ir, ser, hacer, tener, estar, poder</i> 1st | <ul style="list-style-type: none"> • Los barrios • Los sellos, la tradición y la comunidad • Intercambio cultural • Los mercados al aire libre | |
| <p>Tema 3: Tú y tu comunidad</p> | <p>Cápítulo 3B: ¿Cómo se va...?</p> | <ul style="list-style-type: none"> • Listen and read about driving advice • Talk and write about giving directions and driving • Identify cultural perspectives in an authentic audio about using bicycles as a means of transportations. • Understand the importance of one's neighborhood in Spanish-speaking communities. • Compare driving requirements in the Spanish speaking world and the US. <p>Vocabulary: driving; asking for and giving directions; good driving habits</p> | <ul style="list-style-type: none"> • Direct object pronouns: <i>me, te, nos</i> • Irregular affirmative <i>tú</i> commands • Present progressive • Irregular forms | <ul style="list-style-type: none"> • Diego Rivera • La Plaza Mayor • El metro de la Ciudad de México • Permiso de manejar • La Carretera Panamericana • El barrio | <p>4 weeks February 15th - March 8th</p> |
| <p>Tema 4: Recuerdos del pasado</p> | <p>Cápítulo 4A: Cuando éramos niños</p> | <ul style="list-style-type: none"> • Listen and read about favorite childhood toys and elementary school experience | <ul style="list-style-type: none"> • The imperfect tense of regular verbs • Imperfect form of <i>ir, ser, and ver</i> | <ul style="list-style-type: none"> • Pablo Picasso • Las mascotas • Las guarderías • Juguetes mayas • Fransisco de Goya | <p>4 weeks March 7th - April 5th</p> |

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| | | <ul style="list-style-type: none"> • Talk and write about what you were like as a child and your experience in elementary school • Identify key details in an authentic text about family activities • Understand nursery rhymes, songs, and the roles of pets in Spanish-speaking countries <p>Vocabulary: toys; games; childhood activities</p> | <ul style="list-style-type: none"> • Indirect object pronouns | <ul style="list-style-type: none"> • Canciones infantiles | |
| <p>Tema 4: Recuerdos del pasado</p> | <p>Cápítulo 4B: Celebrando los días festivos</p> | <ul style="list-style-type: none"> • Listen and read about family traditions • Talk and write about how your family used to celebrate holidays and your best birthday • Exchange information about where, with whom, and how you used to celebrate holidays as a child • Understand how Hispanic families celebrate special days and holidays • Identify cultural practices in an authentic video about <i>carnaval</i> celebrations • Compare holidays and celebrations in Mexico and the U.S. <p>Vocabulary: describing family members and holiday celebrations</p> | <ul style="list-style-type: none"> • Preterite and imperfect • Describing a situation • Reciprocal actions | <ul style="list-style-type: none"> • <i>Antonio M. Ruiz</i> • <i>Euskadi</i> • <i>El Día de la Raza</i> • <i>El Día de los Muertos</i> • <i>La ceremonia del lazo</i> • <i>El carnaval</i> • <i>El seis de enero-Celebration of the Three Kings</i> | <p>4 weeks April 8th – May 3rd</p> |
| <p>Tema 5: En las noticias</p> | <p>Cápítulo 5A: Un acto heroico</p> | <ul style="list-style-type: none"> • Listen to and read about disasters and rescues • Talk and write about how things were during your day and about disaster movies • Exchange information about newsworthy events • Identify cultural practices viewed in a culturally authentic video about a | <ul style="list-style-type: none"> • Other uses of the preterite and imperfect • The preterite of the verbs <i>oir, leer, creer, and destruir</i> | <ul style="list-style-type: none"> • <i>Zulía Gotay de Anderson</i> • <i>Los bomberos chilenos</i> • <i>Los volcanes</i> • <i>En caso de terremoto</i> • <i>Las leyendas-the volcanoes</i> | <p>4 weeks May 20th – June 17th</p> |

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| | | <p>dog's act of heroism</p> <ul style="list-style-type: none"> • Understand volcano names and legends that are related to them • Compare natural disasters in the Spanish- speaking world with those in your community <p>Vocabulary: emergencies; crises; rescues; heroic acts</p> | | | |
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SPANISH LEVEL 3: Auténtico, Book 2

| Unit/Tema | Chapter Name | Communication Objectives | Grammar Objectives | Culture Topics | Timeline |
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| Tema 5B: En las noticias | Capítulo 5B Un accidente | <ul style="list-style-type: none"> Listen and read about accidents Talk and write about injuries and medical treatments Exchange information about how someone was injured <p>Vocabulary: Medical treatments; accidents; parts of the body</p> | <ul style="list-style-type: none"> Irregular preterites: <i>venir, poner, decir, and traer</i> Imperfect progressive and preterite | <ul style="list-style-type: none"> Identify key details in a culturally authentic video about donating blood Understand emergency medical services in Spanish-speaking countries Compare health services in Spain, Colombia, and your community | 4 Weeks Sept.10-Oct 5 |
| Tema 6: La televisión y el cine | Capítulo 6A ¿Viste el partido en la televisión | <ul style="list-style-type: none"> Listen to and read about TV shows and sporting events Talk and write about a TV show and your emotions Exchange information about your reaction to a TV program <p>Vocabulary: sporting events and contests; emotions</p> | <ul style="list-style-type: none"> Preterite of –ir stem-changing verbs Other reflexive verbs | <ul style="list-style-type: none"> Understand television programming on Spanish-language channels Compare the popularity of game shows in Spain and U.S. Identify cultural practices in an authentic video about a new sport | 4 weeks Oct 9-Nov 9 |

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| <p style="text-align: center;">Tema 6: La televisión y el cine</p> | <p>Capítulo 6B ¿Qué película has visto?</p> | <ul style="list-style-type: none"> • Listen and read about movie reviews • Talk and write about films. • Exchange information about a movie you saw recently. <p>Vocabulary: movies; making a movie</p> | <ul style="list-style-type: none"> • Verbs that use indirect object pronouns • The present perfect | <ul style="list-style-type: none"> • Identify cultural perspectives in an authentic video about going to the movies • Understand how movies can reflect the language and culture of the country where they are produced • Compare movies and movie classification systems in Spanish-speaking countries and the United States | <p>2 weeks Nov. 12-30</p> |
| <p style="text-align: center;">Tema 7: Buen provecho</p> | <p>Capítulo 7A ¿Cómo se hace la paella?</p> | <ul style="list-style-type: none"> • Listen to and read about cooking instructions and advice. • Talk and write about recipes and kitchen safety. • Exchange information about how to prepare certain dishes <p>Vocabulary: Foods and items in the kitchen; recipes and food preparation</p> | <ul style="list-style-type: none"> • Negative <i>tú</i> commands • The impersonal <i>se</i> | <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about Ecuadorian cacao • Understand how foods are incorporated into different cultures • Compare dishes and foods in Spanish-speaking countries with those found in the U.S. | <p>3 weeks Dec 3 -Dec 21</p> |
| <p style="text-align: center;">Tema 7: Buen provecho</p> | <p>Capítulo 7B ¿Te gusta comer al aire libre?</p> | <ul style="list-style-type: none"> • Listen and read about outdoor cooking and campground signs • Talk and write about cookouts and outdoor celebrations • Exchange information about cookout preparations <p>Vocabulary: camping and eating outdoors; foods</p> | <ul style="list-style-type: none"> • <i>Usted and ustedes</i> commands • Uses of <i>por</i> | <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about a recipe for pork ribs • Understand outdoor food markets in the Spanish-speaking world • Compare ways food is prepared in Spanish-speaking countries and in the U.S. | <p>3 weeks Jan 2-31</p> |

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| <p style="text-align: center;">Tema 8: Cómo ser un buen turista</p> | <p>Capítulo 8A Un viaje en avión</p> | <ul style="list-style-type: none"> • Listen to and read about travel recommendations • Talk and write about suggestions for safe and enjoyable trips • Exchange information about planning a trip <p>Vocabulary: travel plans; airports</p> | <ul style="list-style-type: none"> • The present subjunctive irregular verbs in the subjunctive | <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about <i>madrileños</i> leaving for vacation • Understand historical record-keeping • Compare airports and transportation in Spanish-speaking countries with those in the U.S. | <p style="text-align: center;">4 Weeks Feb 1-March 8</p> |
| <p style="text-align: center;">Tema 8: Cómo ser un buen turista</p> | <p>Capítulo 8B Quiero que disfrutes de tu viaje</p> | <ul style="list-style-type: none"> • Listen to and read about travel recommendations and vacation postcards • Talk and write about vacations and travel tips • Exchange information about ways to be a good tourist <p>Vocabulary: Sites of interest in a city; staying in a hotel; tourist activities and behaviors</p> | <ul style="list-style-type: none"> • <i>Present</i> subjunctive with impersonal expressions present subjunctive of stem-changing verbs | <ul style="list-style-type: none"> • Identify cultural perspectives in an authentic text about tourism in Old San Juan • Understand cultural practices related to travel in Spanish-speaking countries • Compare lodging options in Spanish-speaking countries | <p style="text-align: center;">4 weeks March 11-April 9</p> |
| <p style="text-align: center;">Tema 9: ¿Cómo será el futuro?</p> | <p>Capítulo 9A ¿Qué profesión tendrás?</p> | <ul style="list-style-type: none"> • Listen to and read about students' future plans • Talk and write about high school activities and career plans • Exchange information about what high school will be like for new students <p>Vocabulary: Professions; the future</p> | <ul style="list-style-type: none"> • The future tense: irregular verbs | <ul style="list-style-type: none"> • Identify key details in an authentic video about jobs in the future • Understand folk art from Spanish-speaking countries. | <p style="text-align: center;">3 weeks Apr. 10- May 8</p> |

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| <p>Tema 9: ¿Cómo será el futuro?</p> | <p>Capítulo 9B ¿Qué haremos para mejorar el mundo?</p> | <ul style="list-style-type: none"> • Listen and read about the environment and predictions about the future • Talk and write about your impact on the environment and recommendations to protect it • Exchange information about what you will do to improve the environment <p>Vocabulary: The planet earth, energy, the environment</p> | <ul style="list-style-type: none"> • The future tense: other irregular verbs • The present subjunctive with expressions of doubt | <ul style="list-style-type: none"> • Identify cultural perspectives in an authentic audio about building efficient housing. • Understand efforts to protect natural resources in the Spanish-speaking world. | <p>3 weeks May 13-31</p> |
| <p>Tema 10</p> | <p>Capítulo 10</p> | <p>Review for Checkpoint B exam</p> | <ul style="list-style-type: none"> • The Conditional tense of regular verb • The Conditional tense of irregular verbs | <ul style="list-style-type: none"> • Review for Checkpoint B exam | <p>2 weeks June 3-18</p> |

SPANISH LEVEL 4: Auténtico, Book 3

| Unit/ Tema | Chapter name | Communication Objectives | Grammar Objectives | Culture Topics | Timeline |
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| Para empezar | Capítulo Pare Empezar Tu vida diaria: Días especiales: | <ul style="list-style-type: none"> Talk about the activities of Spanish young people Talk about daily routines, pastimes, and chores Talk about TV programs, entertainment, special days Talk about Bariloche, Argentina <p>Vocabulary: daily activities; household chores; errands</p> | <ul style="list-style-type: none"> Present tense of regular and irregular verbs Present tense of stem changing verbs, reflexive verbs, verbs that conjugate like <i>gustar</i>, possessive adjectives | <ul style="list-style-type: none"> Daily activities of young people in Spain. Skiing in Bariloche, Argentina | 5 weeks Sept. 10- Oct. 12 |
| Tema 1 Días inolvidables | Capítulo 1 Días inolvidables | <ul style="list-style-type: none"> Talk about national parks, camping, and vacations Talk about competitive events Talk about geographic locations and weather events Talk about fine art Talk about a party and opinions Talk about childhood memories Talk about ancient pilgrimages and Aztec myths <p>Vocabulary: camping and weather; athletic events and competitions</p> | <ul style="list-style-type: none"> Preterite tense of verbs with i→y, e→i, and o→u Spelling changes, preterite tense of irregular verbs: <i>tener, andar, estar, poder, poner, saber, venir, decir and traer</i> Imperfect tense of regular verbs Imperfect tense of irregular verbs <i>ir, ser, ver</i> | <ul style="list-style-type: none"> National parks in Chile, Argentina, and Mexico, Different kinds of competitions Annual pilgrimage to the Cathedral of Santiago de Compostela in Spain, Legend of Iztacchuatl and Popocatépetl Two volcanoes in Mexico | 5 weeks Oct. 15-Nov. 20 |
| Tema 2 | Capítulo 2 ¿Cómo te expresas? | <ul style="list-style-type: none"> Talk about the style, features, tools, and media used in the creation of works of visual literary, and performing art | <ul style="list-style-type: none"> Preterite vs. imperfect; <i>estar</i> + past participle <i>ser</i> and <i>estar</i> | <ul style="list-style-type: none"> Artistic expressions and artists in the Spanish-speaking world | 5 weeks Nov. 26- Jan.18 |

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| | | <ul style="list-style-type: none"> • Talk about important artists and art museums • Talk about events in the past <p>Vocabulary: types of art and how to describe them; music, drama and dance performances</p> | <ul style="list-style-type: none"> • Verbs with different meanings in the preterite and imperfect | <ul style="list-style-type: none"> • The art of Mexican artists Diego Rivera and David Alfaro Siqueiros • Origins of <i>salsa</i> • Spanish <i>zarzuela</i> • The world of Francisco de Goya • Pablo Picasso and cubism | |
| Tema 3 | <p>Capítulo 3</p> <p>¿Qué haces para estar en forma?</p> | <ul style="list-style-type: none"> • Talk about menus, nutrition, and the preparation and quality of foods • Talk about physical and mental health, exercise, illnesses, and remedies • Talk about ancient Central American ball games • Talk about Spanish and Latin American teen magazines <p>Vocabulary: symptoms and remedies; health food, nutrition, and fitness</p> | <ul style="list-style-type: none"> • Affirmative and negative <i>tú</i> commands • Commands with <i>ud.</i> and <i>uds</i> • Subjunctive of regular and irregular, and stem changing verbs | <ul style="list-style-type: none"> • Art of Rufino Tamayo; medicinal plants in Latin America • Eating habits of young Spaniards • Physical education in Spain • Ancient sports in Mexico and Central America • Spanish and Latin American teen magazines • Habits related to food and fitness • Sports in ancient American civilizations | <p>5 weeks</p> <p>Jan. 28.- March 8</p> |
| Tema 4 | <p>Capítulo 4</p> <p>¿Cómo te llevas con los demás?</p> | <ul style="list-style-type: none"> • Talk about friendship, interpersonal relationships, personality traits, emotions, customary behavior, conflict resolution • Talk about known artists, musicians, and poets • Talk about soap operas and poetry readings <p>Vocabulary: personality traits and conflicts; friends and family relationships</p> | <ul style="list-style-type: none"> • Subjunctive mode with verbs of emotion • Uses of <i>por</i> and <i>para</i>; commands with <i>nosotros</i>; use of possessive pronouns | <ul style="list-style-type: none"> • Gathering of friends and family for a “quinceañera” • Love and friendship celebrations in the Spanish-speaking world • Depictions of family life in the art of Carmen Lomas Garza and Pablo Picasso • Love expressed through the arts in the Spanish-speaking world | <p>5 weeks</p> <p>March 11- April 12</p> |

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| <p style="text-align: center;">Tema 5</p> | <p>Capítulo 5 Trabajo y comunidad</p> | <ul style="list-style-type: none"> • Talk about work, job searches, and employment types • Talk about personality traits • Talk about community gardens • Talk about emergencies, volunteer community organizations, and community activism • Talk about songs with social content • Talk about the Spanish speaking community in the U.S. <p>Vocabulary: jobs and job skills; interviewing techniques; volunteer work</p> | <ul style="list-style-type: none"> • Demonstrative adjectives and pronouns • Present perfect; pluperfect • Present perfect subjunctive | <ul style="list-style-type: none"> • The importance of finding a job or profession • the meaning of work for young people in Latin America • Hispanic Heritage Foundation • Work as seen through the art of Diego Rivera • Hispanic contributions to American society | <p style="text-align: center;">5 weeks April 22- May 24</p> |
| <p style="text-align: center;">Tema 6</p> | <p>Capítulo 6 ¿Qué nos traerá el futuro?</p> | <ul style="list-style-type: none"> • Talk about careers and professions • Talk about virtual and physical communities • Talk about past, present, and future changes • Talk about lifestyles of Spanish youth • Talk about educational organizations <p>Vocabulary: careers and professions; plans for the future; impact of science and technology</p> | <ul style="list-style-type: none"> • Future • Future of probability • Future perfect • Uses of direct and indirect object pronouns | <ul style="list-style-type: none"> • Chilean surrealist painter Roberto Matta • Living arrangements of young people in Spain • Internships in Washington, D.C., for young Spanish speakers • International Baccalaureate program • Spanish and Latin American architects | <p style="text-align: center;">3 weeks May 28-June 14</p> |