



Spanish 1 ADV/ GL
Year at a Glance (YAG)
2022-2023



First Semester

1st Nine Weeks – 40 days
 (August 15th – October 12th)
 (September 5th – Labor day – No School)
 (October 10th – Staff Development)

<p>TEKS</p> <p>Interpersonal Communication: <i>Speaking and writing.</i> ChPE - 1.A, 1.E Ch1A - 1.A, 1.B, 1.E, 3.A, 3.B Ch1B - 1.A, 1.B</p> <p>Interpretive Communication: <i>reading and listening.</i> ChPE - 2.B Ch1A - 2.A, 2.B, 2.C Ch1B - 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> ChPE - 3.A, 3.B Ch1A - 3.A, 3.B Ch1B - 3.A, 3.B</p>	<p>Para Empezar</p> <p>Communication Can Do Statement</p> <ul style="list-style-type: none"> ● En la escuela: <ul style="list-style-type: none"> ○ Greet people at different times ○ Introduce yourself to others ○ Respond to classroom directions ○ Begin using numbers ○ Tell time ○ Identify parts of the body ● En la clase: <ul style="list-style-type: none"> ○ Talk about things in the classroom ○ Ask questions about new words and phrases ○ Use the Spanish alphabet to spell words ○ Talk about things related to the calendar ● El tiempo: <ul style="list-style-type: none"> ○ Describe weather conditions ○ Identify the seasons ○ Compare weather in the Northern and Southern Hemispheres <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Learn about the Aztec calendar 	<p>Resources</p> <p>Texas Autentico</p> <p>Vocabulary: En la escuela</p> <ul style="list-style-type: none"> ● greetings ● introductions ● asking someone's name ● asking how someone is ● numbers ● time ● body parts <p>En la classe:</p> <ul style="list-style-type: none"> ● classroom ● - dates ● - days & months ● - asking for help <p>El tiempo:</p> <ul style="list-style-type: none"> ● weather ● seasons
	<p>Capítulo 1A - ¿Qué te gusta hacer?</p> <p>Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen and read about activities people like and don't like to do. ● Talk and write about what you and others like and don't like to do. ● Describe your favorite activities and ask others about theirs. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Identify cultural practices in an authentic video about an after-school music program. ● Describe dances and music from the Spanish-speaking world and compare them to dances you know. ● Compare favorite activities of Spanish-speaking teens to those teens in the United State. 	<p>Resources for Ch.1 A & B</p> <ul style="list-style-type: none"> ● Texas Autentico ● Lectura ● La cultura en vivo ● Presentación oral ● Perspectivas del mundo hispano ● Presentación escrita ● On-line resources ● Teacher created resources <p>Ch.1A</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Activities ● Expressing likes and dislikes <p>Grammar: (application assignments)</p> <ul style="list-style-type: none"> ● Infinitives ● Negatives <p>Culture:</p> <ul style="list-style-type: none"> ● Hispanic Heritage Month



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	<p>Capítulo 1B - Y tú, ¿Cómo eres? Communication Can Do Statement</p> <ul style="list-style-type: none"> Listen to and read descriptions of others. Talk and write about your personality traits. Describe your personality to others. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> Identify cultural practices in an authentic video about personality traits. Compare cultural perspectives on friendship. 	<ul style="list-style-type: none"> 16 de Septiembre “El Grito de Dolores” <p>Ch.1 Vocabulary:</p> <ul style="list-style-type: none"> Personality traits <p>Grammar: (application assignments)</p> <ul style="list-style-type: none"> adjectives definite articles indefinite articles word order adjective placement <p>Culture:</p> <ul style="list-style-type: none"> Hispanic Heritage Month
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First Semester

2nd Nine Weeks – 43 days
 (October 13th – December 16th)
 (November 21nd – 25th – Thanksgiving Break)
 (December 19th – December 30st – Holiday Break)

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch2A - 1.A, 1.B, 1.E Ch2B - 1.A, 1.B Ch4A - 1.A, 1.B, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch2A - 2.A, 2.B, 2.C Ch2B - 2.B, 2.C Ch4A - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch2A - 3.A, 3.B Ch2B - 3.A, 3.B Ch4A - 3.A, 3.B</p>	<p>Capítulo 2A - Tu día en la escuela Communication Can Do Statement</p> <ul style="list-style-type: none"> Listen and read descriptions of school subjects and schedules. Talk and write about classes, school activities, and likes and dislikes. Exchange information while explaining what classes and activities you and friends have in common. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> Identify cultural practices in an authentic audio about school subjects. Compare your school day with those of students in Spanish-speaking countries. Compare sports and attitudes towards sports in the Spanish-speaking world and the United States. <p>Capítulo 2B - Tu sala de clases Communication Can Do Statement</p> <ul style="list-style-type: none"> Listen and read conversations and notes about school. Talk and write about classes, classrooms, and where things are located. Exchange information while describing someone's location. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> Identify cultural practices viewed in an authentic video about school work. Compare perspectives towards school and uniforms in the Spanish-speaking world and the United States. 	<p>Resources for Ch.2 A & B, Ch4A</p> <ul style="list-style-type: none"> Texas Autentico Lectura La cultura en vivo Presentación oral Perspectivas del mundo hispano Presentación escrita On-line resources Teacher created resources <p>Ch. 2A Vocabulary (<i>Pre-assessment</i>)</p> <ul style="list-style-type: none"> The school day <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> subject pronouns AR, ER, IR Present tense <p>Culture:</p> <ul style="list-style-type: none"> Día de los Muertos <p>Ch.2B Vocabulary</p> <ul style="list-style-type: none"> The classroom items and furniture Computers Expressions of location <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> Ser/estar Plurals of nouns Plurals of articles
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	<p>Capítulo 4A - ¿A dónde vas? Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen and read about leisure activities and schedules. ● Talk and write about places to go and activities to do during free time. ● Exchange information about weekend plans. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Identify cultural practices in an authentic video about community. ● Understand the meaning and role of children’s rhymes from the Spanish-speaking world. ● Compare leisure activities in the Spanish-speaking world and the United States. 	<p>Chapter 4A (Pre-assessment) Vocabulary</p> <ul style="list-style-type: none"> ● places to go when you are not in school <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> ● the verb ir ● asking questions <p>Culture:</p> <ul style="list-style-type: none"> ● traditional latino holidays
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Second Semester

<p>3rd Nine Weeks – 45 days (January 3rd – March 10th) <i>(January 16th – MLK – No School)</i> <i>(February 20st - Staff Development)</i> <i>(January 25th - Early Release)</i> <i>(March 13th – 17th – Spring Break)</i></p>

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch3A - 1.A, 1.B, 1.E, 1.F Ch3B - 1.A, 1.B, 1.C Ch5A - 1.A, 1.B</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch3A - 2.A, 2.B, 2.C Ch3B - 2.A, 2.B, 2.C Ch5A - 2.A, 2.B</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch3A - 3.A, 3.B Ch3B - 3.A, 3.B Ch5A - 3.B</p>	<p>Capítulo 3A - ¿Desayuno o almuerzo? Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen to and read descriptions of meals and menus. ● Talk and write about foods you and others like and dislike. ● Exchange information about food preferences. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Identify cultural practices viewed in an authentic video about food. ● Analyze the exchange of negative foods between the Americans and Europe. <hr/> <p>Capítulo 3B - Para mantener la salud Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen and read descriptions of healthy and unhealthy lifestyles. ● Talk and write about food, health, and exercise choices. ● Exchange information while expressing your opinions about food choices and health. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Read an authentic text about healthy foods and identify cultural practices. ● Understand cultural perspectives on medicines and health care. ● Compare traditional foods, markets, and festivals in the Spanish-speaking world with those in the United States. 	<p>Resources for Ch.3A/B, Ch.5 A</p> <ul style="list-style-type: none"> ● Texas Autentico ● Lectura ● La cultura en vivo ● Presentación oral ● Perspectivas del mundo hispano ● Presentación escrita ● On-line resources ● Teacher created resources <p>Ch.3A (Pre-assessment) Vocabulary</p> <ul style="list-style-type: none"> ● Foods and beverages for breakfast and lunch ● Expressions of frequency <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> ● stem changing verbs (e-ie, o-ue, e-i, u-ue) <p>Ch.4B ¿Quieres ir conmigo? Vocabulary</p> <ul style="list-style-type: none"> ● Food groups ● Healthy foods ● Activities to maintain good health ● Ways to describe food <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> ● Plurals of adjectives ● The verb ser <p>Novel <i>Frida Kahlo</i></p>
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	<p>Capítulo 5A - Una fiesta de cumpleaños Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to and read descriptions about family members and family relationships. • Talk and write about family, friends, and celebrations. • Exchange information while describing your family. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural perspectives in an authentic video about family. • Understand cultural perspectives on family celebrations in the Spanish-speaking world. • Learn to make papel picado and explain how this craft is used in celebrations. 	<p>Chapter 5A Una fiesta de cumpleaños <i>(Pre-assessment)</i> Vocabulary</p> <ul style="list-style-type: none"> • Families • Parties and celebrations <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • The verb tener • Possessive adjectives
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<p>Second Semester</p> <p>4th Nine Weeks – 45 days (March 21th – May 24th) <i>(April 7th – Battle of Flowers – No School)</i> <i>(April 28th – Good Friday – No School)</i> <i>(May 24th – Last Day of School - Early release)</i></p>

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch5B - 1.A, 1.B, 1.E, 1.F Ch6A - 1.A, 1.B, 1.E Ch6B - 1.A, 1.B, 1.C, 1.D</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch5B - 2.B, 2.C Ch6A - 2.A, 2.B, 2.C Ch6B - 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch5B - 3.A Ch6A - 3.A, 3.B Ch6B - 3.A, 3.B</p>	<p>Capítulo 5B - ¡Vamos a un restaurante! Communication Can Do Statement</p> <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>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural products in an authentic video about restaurants. • Understand cultural perspectives on meals and mealtimes in the Spanish-speaking world. • Explain aspects of the Hispanic history and culture of Santa Fe, New Mexico. <hr/> <p>Capítulo 6A & B - La casa Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to conversations about bedrooms, chores and read housing ads. • Talk and write about your bedroom. • Talk about household chores and write a description of a house or apartment. • Exchange information while giving advice. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about household chores. • Explain how houses in the Spanish-speaking world compare to those in the United States. 	<p>Resources for Ch.3A/B, Ch.5 A</p> <ul style="list-style-type: none"> • Texas Autentico • Lectura • La cultura en vivo • Presentación oral • Perspectivas del mundo hispano • Presentación escrita • On-line resources • Teacher created resources <p>Ch.6B Vocabulary</p> <ul style="list-style-type: none"> • Bedroom items • Electronic equipment • Rooms in a house <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • Making comparisons • The Superlative • Stem-changing verbs (poder and dormir) <p>Ch.6A/B Vocabulary</p> <ul style="list-style-type: none"> • Rooms in a house • Household Chores • How to tell someone to do something <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • Affirmative “tú” commands
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	<p>Capítulo 6B - La casa Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to conversations about bedrooms, chores and read housing ads. • Talk and write about your bedroom. • Talk about household chores and write a description of a house or apartment. • Exchange information while giving advice. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about household chores. • Explain how houses in the Spanish-speaking world compare to those in the United States. 	<ul style="list-style-type: none"> • The Present progressive tense
<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch.7A - 1.A, 1.B, 1.E Ch.7B - 1.A, 1.B, 1.C, 1.D</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch.7A - 2.A, 2.B, 2.C Ch.7B - 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch.7A 3.A, 3.B Ch.7B - 3.A, 3.B</p>	<p>Capítulo 7A - ¿Cuánto cuesta? Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to conversations and read about clothes and shopping. • Talk and write about shopping plans and gifts. • Exchange information while purchasing an item of clothing. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about shopping. • Understand the role of <i>molos</i> in the Kuna culture. • Compare the significance of crafts and clothing in Panama and the United States. <hr/> <p>Capítulo 7B - ¿Qué regaló? Communication Can Do Statement</p> <ul style="list-style-type: none"> • Listen to and read descriptions of gifts and gift stores. • Talk and write about items you've bought and their price. • Exchange information while comparing gifts and prices. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> • Identify cultural practices in an authentic video about shopping and stores. • Compare cultural perspectives about shopping malls in Chile and the United States. • Explain the roles of markets and specialty stores in Spanish-speaking countries. 	<p>Resources for Ch.3A/B, Ch.5 A</p> <ul style="list-style-type: none"> • Texas Autentico • Lectura • La cultura en vivo • Presentación oral • Perspectivas del mundo hispano • Presentación escrita • On-line resources • Teacher created resources <p>Ch.7A Vocabulary</p> <ul style="list-style-type: none"> • Shopping for clothes • Plans, desires, preferences <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • Stem-changing verbs: pensar, querer, preferir • Demonstrative adjectives <p>Ch.7B Vocabulary</p> <ul style="list-style-type: none"> • Stores • Shopping for gifts & accessories • Things done in the past <p>Grammar (application assignments)</p> <ul style="list-style-type: none"> • Preterite: -AR verbs • Preterite of verbs ending with -car and -gar • Direct Object Pronouns