

Unit	Lesson	Lesson Objectives
Unit 1\Greetings		
	Unit 1: Greetings: Vocabulary Activities	Students recognize and understand vocabulary related to greetings through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the Spanish alphabet. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 1: Greetings: Grammar Activities	Students begin with a review of grammatical parts of speech. They are then introduced to subject pronouns including the cultural and linguistic differences between tú and usted. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 1: Greetings: Culture Activities	Students read about a variety of topics related to Mexico. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Mexican flag and the staple foods of the country. They also watch a video where Mexico city and its importance to Mexico are described. Short
	Unit 1: Greetings: Stretch, Stories, and Explore Activities	A fun song is presented to help students remember their greetings vocabulary. Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment. They are to use their greetings vocabulary to introduce themselves in Spanish to a Spanish-
	Unit 1: Greetings: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear. They are also given an open-ended writing assignment in which they must recreate a conversation between people who are meeting for the first time.
Unit 2\School		
	Unit 2: School: Vocabulary Activities	Students recognize and understand vocabulary related to school through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students also make use of a Realia activity where they are asked to look at a class schedule in Spanish to answer a specific comprehension question.
	Unit 2: School: Grammar Activities	Students learn and practice the following grammatical concepts: definite and indefinite articles, gender, gender and number agreement, and plural nouns. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 2: School: Culture Activities	Students read about a variety of topics related to Mexico. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about popular pastimes and transportation options of the country. They also watch a video that describes how the ancient Aztec city of Tenochtitlan was
	Unit 2: School: Stretch, Stories, and Explore Activities	Students complete additional activities where numbers are introduced. They continue to the next episode of Sancho and Bolsa where more vocabulary is introduced and learned within the context of the story .

Unit	Lesson	Lesson Objectives
Unit 2: School: Assessments		
<p>A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended writing assignment where students are asked to listen to a Spanish audio and write the word or phrase that they hear. They are also to provide the correct translation of each audio. Students are also asked to translate words and to provide the correct definite or indefinite article with each word. Students are further asked to pronounce a list of common Spanish words, making sure that they pronounce each word with the correct syllable stress.</p>		
Unit 3\Descriptions and Colors		
Unit 3: Descriptions and Colors: Vocabulary Activities		
<p>Students recognize and understand vocabulary related to descriptions and colors through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students also make use of a Realia activity where they are asked to look at a clothing retail website in Spanish to answer a specific comprehension question.</p>		
Unit 3: Descriptions and Colors: Grammar Activities		
<p>Students learn and practice the following grammatical concepts: adjectives and adjective agreement. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.</p>		
Unit 3: Descriptions and Colors: Culture Activities		
<p>Students read about a variety of topics related to Mexico. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the population of Mexico, including both the indigenous residents and immigrant populations. They also watch a video that describes the Mexican capital city: Mexico City, including its importance as a political, cultural, financial and entertainment center.</p>		
Unit 3: Descriptions and Colors: Stretch, Stories, and Explore Activities		
<p>Students continue to the next episode of Sancho and Bolsa where more vocabulary is introduced and learned within the context of the story .</p>		
Unit 3: Descriptions and Colors: Assessments		
<p>A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to read a Spanish sentence and supply the correct form of an adjective with an emphasis on correct pronunciation. Students are asked to describe five friends in writing, using both ser and estar to talk about physical characteristics and emotional states.</p>		
Unit 4\Countries and Nationalities		
Unit 4: Countries and Nationalities: Vocabulary Activities		
<p>Students recognize and understand vocabulary related to countries, nationalities, and the numbers 0-30 through activities such as matching, writing, speaking, reading, and pronunciation practices. Students also make use of a Realia activity where they are asked to look at a listing in Spanish for a Summer concert series and to answer a specific comprehension question related to nationality. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.</p>		
Unit 4: Countries and Nationalities: Grammar Activities		
<p>Students are then introduced both verbs for to be including the linguistic differences between ser and estar. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students also review grammatical concepts about description. countries and nationalities.</p>		

Unit	Lesson	Lesson Objectives
Unit 4:	Countries and Nationalities: Culture Activities	<p>Students read about a variety of topics related to Mexico. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about comparing their own culture with the culture of Mexico, drawing conclusions about what is similar and what is different from the United States. They also watch a video describing Mexican history, including Mexico's two revolutionary wars, Mexican Independence Day, and Pancho Villa. Short comprehension quizzes follow each culture activity.</p>
Unit 4:	Countries and Nationalities: Stretch, Stories, and Explore Activities	<p>A story about the Roman Alphabet is presented that allows students to practice their reading comprehension through context clues. Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English.</p>
Unit 4:	Countries and Nationalities: Assessments	<p>A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to count from 0-30 in Spanish. They are also given an open-ended writing assignment where the students are asked to analyze sentences and render them in Spanish using the correct form of ser or estar.</p>
Unit 5: Common -ar Verbs		
Unit 5:	Common -ar Verbs: Vocabulary Activities	<p>Students recognize and understand vocabulary related to common -ar verbs, and to adverbs of frequency, through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.</p>
Unit 5:	Common -ar Verbs: Grammar Activities	<p>Students are then introduced to common -ar verbs, such as cantar and comprar. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.</p>
Unit 5:	Common -ar Verbs: Culture Activities	<p>Students read about a variety of topics related to Spain. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about instruments commonly used in Mexican music and the official languages of Spain. They also watch a video describing the country of Spain, including its geography, history, and cultural significance, including its philosophers, universities and religious significance. Short comprehension quizzes follow each culture activity.</p>
Unit 5:	Common -ar Verbs: Stretch, Stories, and Explore Activities	<p>Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.</p>
Unit 5:	Common -ar Verbs: Assessments	<p>A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. There is a writing test that asks students to identify five things that they do every week using -ar verbs. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about five things they do every week using -ar verbs.</p>

Unit	Lesson	Lesson Objectives
Unit 6\Time		
	Unit 6: Time: Vocabulary Activities	Students recognize and understand vocabulary related to time through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to common -er verbs such as comer and hacer. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 6: Time: Grammar Activities	Students begin with a review of common -ar verbs. They are then introduced to the grammar of common -er verbs such as comer and hacer. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 6: Time: Culture Activities	Students read about a variety of topics related to Spain. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the longest river in Spain and Spanish table manners. They also watch a video about Spain, which talks about the famous literary work Don Quixote and its author Miguel Cervantes. Short comprehension quizzes follow each culture activity.
	Unit 6: Time: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment. They also read a story about a royal ball and are asked to read the story out loud as much as they can.
	Unit 6: Time: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear by producing times in Spanish in complete sentences. They are also given an open-ended writing assignment in which they create five complete sentences using -er verbs. .
Unit 7\Common -ir Verbs		
	Unit 7: Common -ir Verbs: Vocabulary Activities	Students recognize and understand vocabulary related to common -ir verbs such as ir and oír through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to coordinating conjunctions and prepositions. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 7: Common -ir Verbs: Grammar Activities	Students begin with a review of common -er verbs. They are then introduced to common -ir verbs such as ir and oír. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 7: Common -ir Verbs: Culture Activities	Students read about a variety of topics related to Spain. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the historical figure Francisco Franco and the influence of the Catholic Church in Spain. They also watch a video describing the explorer Christopher Columbus and the Spanish monarchs Ferdinand and Isabella. Short comprehension quizzes follow each culture activity.

Unit	Lesson	Lesson Objectives
Unit 7:	Common -ir Verbs: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. They are also introduced to a story in Spanish that they are asked to retell to practice their pronunciation. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 7:	Common -ir Verbs: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear using -ir verbs. They are also given an open-ended writing assignment to write five sentences using -ir verbs.
<b>Unit 8\Months and Seasons</b>		
Unit 8:	Months and Seasons: Vocabulary Activities	Students recognize and understand vocabulary related to months and seasons through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the the numbers 30-100 and question words. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is provided that shows students a schedule for dance classes and asks a vocabulary-related comprehension question.
Unit 8:	Months and Seasons: Grammar Activities	Students begin with a review of common -ir verbs. They are then introduced to forming dates and questions in Spanish. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 8:	Months and Seasons: Culture Activities	Students read about a variety of topics related to Spain. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing the age of Spanish prosperity after Columbus, including the defeat of the Spanish Armada. Short comprehension quizzes follow each culture activity.
Unit 8:	Months and Seasons: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are taught Spanish mnemonics to help them remember important words and phrases in Spanish. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 8:	Months and Seasons: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about each of the days of the week. They are also given an open-ended writing assignment where they create five questions using the question words they have learned in this unit.
<b>Unit 9\Midterm</b>		
Unit 9:	Review: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English.
Unit 9:	Review: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units. In addition, there is an open-ended speaking assignment where students are asked to summarize thier weekly routine, using correctly-conjugated verbs. They are also given an open-ended writing assignment where they role play interviewing a famous person, describing what quetions they would ask, and surmising what answers the person would give.

Unit	Lesson	Lesson Objectives
Unit 10\Hobbies		
	Unit 10: Hobbies: Vocabulary Activities	Students recognize and understand vocabulary related to hobbies through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 10: Hobbies: Grammar Activities	They are then introduced to the verb gustar, highlighting the difference between gustar and other verbs. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 10: Hobbies: Culture Activities	Students read about a variety of topics related to Guatemala. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about Guatemalan attitudes towards punctuality and the social significance of Guatemalan clothing such as the huipil. They also watch a video describing the Mayan cultural roots of Guatemala, including language, religion, architecture and heritage are described. Short comprehension quizzes follow each culture activity.
	Unit 10: Hobbies: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given an activity in which they process pictographs first into short phrases and then into longer sentences to help them start to think in Spanish. Students are also given an assignment to research a traditional recipe from a Spanish-speaking country and prepare it, and then to record themselves speaking the ingredients in Spanish. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 10: Hobbies: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, recording five things that they like to do using the verb gustar. There is also an open-ended writing assignment in which the students must respond to questions using gustar.
Unit 11\Food Part I		
	Unit 11: Food (Part I): Vocabulary Activities	Students recognize and understand vocabulary related to food through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the Spanish alphabet. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity asks students to interpret a Spanish menu and make a selection based on allergies.
	Unit 11: Food (Part I): Grammar Activities	Students are introduced to possessive adjectives including matching the correct possessive adjective with each kind of noun. They are also taught how to show possession using the word de. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 11: Food (Part I): Culture Activities	Students read about a variety of topics related to Guatemala. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Guatemalan flag and staple foods that are eaten with every meal. They also watch a video describing the Mayan's understanding of mathematics and astronomy, including their complex calendar. Short comprehension quizzes follow each culture activity.

Unit	Lesson	Lesson Objectives
Unit 11: Food (Part I): Stretch, Stories, and Explore Activities		
		Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given an activity in which they learn many common phrases that are essential for fluency. They are then asked to create sentences of their own using these common building blocks. Students are also given an assignment to report on making a traditional recipe from a Spanish-speaking country, expressing their opinion of the recipe. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 11: Food (Part I): Assessments		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, recording five sentences about possession. There is also an open-ended writing assignment in which the students must create a meal plan for an entire day in Spanish.
Unit 12\Food Part II		
Unit 12: Food (Part II): Vocabulary Activities		
		Students recognize and understand additional vocabulary related to food through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 12: Food (Part II): Grammar Activities		
		Students are introduced to demonstrative adjectives including este and ese. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 12: Food (Part II): Culture Activities		
		Students read about a variety of topics related to Guatemala. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the hand gestures and common leisure activities. They also watch a video describing the Native American struggle for civil rights, including the story of a Native American who was the youngest person to win the Nobel Peace Prize. Short comprehension quizzes follow each culture activity.
Unit 12: Food (Part II): Stretch, Stories, and Explore Activities		
		Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. They then are shown and read a table of useful phrases in Spanish. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 12: Food (Part II): Assessments		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about possession of objects at a dinner party. There is also an open-ended speaking assignment in which they respond to questions from a waiter at a restaurant.
Unit 13\Family		
Unit 13: Family: Vocabulary Activities		
		Students recognize and understand vocabulary related to family through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Lesson Objectives
Unit 13:	Family: Grammar Activities	They are then introduced to subject pronouns including . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 13:	Family: Culture Activities	Students read about a variety of topics related to Guatemala. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the hand gestures and common leisure activities. They also watch a video describing a famous Guatemalan market, including the kind of wares sold there and the types of tourist attractions there. Short comprehension quizzes follow each culture activity.
Unit 13:	Family: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given a chart of words in order to create their own short stories in Spanish. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 13:	Far A	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear. They are also given an open-ended writing assignment in which they compose a letter to another family member talking about what other family members want to do, have to do, and need this week.
Unit 14:	Places	
Unit 14:	Places: Vocabulary Activities	Students recognize and understand vocabulary related to places through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 14:	Places: Grammar Activities	They are then introduced to the construction ir + a + infinitives. They are also introduced to the verb acabar and its grammatical uses. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 14:	Places: Culture Activities	Students read about a variety of topics related to Honduras. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the capital city and the geography of Honduras. They also watch a video describing the former capital of Honduras and some of the history and cultural aspects of Honduran culture. Short comprehension quizzes follow each culture activity.
Unit 14:	Places: Family: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. The students read a story about two people at a royal ball and learn common Spanish phrases that help teach the students how Spanish works. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.



Unit	Lesson	Lesson Objectives
	Unit 14: Places: Family: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about who is going to a certain place and what they will be doing there, using voy a. They are also given an open-ended writing assignment in which they are asked to synthesize a schedule for every day of the week.
	Unit 15\Animals	
	Unit 15: Animals: Vocabulary Activities	Students recognize and understand vocabulary related to animals through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 15: Animals: Grammar Activities	They are then introduced to stem-changing verbs including dormir and volar . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 15: Animals: Culture Activities	Students read about a variety of topics related to Honduras. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about greeting and public transportation. They also watch a video describing piracy and the role it played in Honduran history. Short comprehension quizzes follow each culture activity.
	Unit 15: Animals: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are introduced to a Spanish language puzzle to help them spot the difference between proper and improper Spanish. Students are asked to research a famous Spanish-speaking historical figure, and research their contributions to society. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 15: Animals: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about animals they see at a zoo. They are also given an open-ended writing assignment in which they are asked to talk about what each family member is doing this week.
	Unit 16\Shopping	
	Unit 16: Shopping: Vocabulary Activities	Students recognize and understand vocabulary related to shopping through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students are presented with a realia activity asking them to interpret a sign in a store window.
	Unit 16: Shopping: Grammar Activities	They are then introduced to irregular present tense including the use of yo. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Lesson Objectives
Unit 16:	Shopping: Culture Activities	<p>Students read about a variety of topics related to Honduras. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about hand gestures and common leisure activities. They also watch a video describing the cultural group called mesquitos, including their appearance and their customs. Short comprehension quizzes follow each culture activity.</p>
Unit 16:	Shopping: Stretch, Stories, and Explore Activities	<p>Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students undergo an extensive review of important grammatical concepts. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.</p>
Unit 16:	Shopping: Assessments	<p>A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, creating sentences using irregular verbs. They are also given an open-ended writing assignment in which they are asked to create sentences using irregular present tense verbs.</p>
Unit 17\Weather		
Unit 17:	Weather: Vocabulary Activities	<p>Students recognize and understand vocabulary related to weather through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the Spanish alphabet. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students are also presented with a realia activity where they must interpret a website from an online dictionary.</p>
Unit 17:	Weather: Grammar Activities	<p>They are then introduced to hay and tener expressions including those talking about weather and age. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.</p>
Unit 17:	Weather: Culture Activities	<p>Students read about a variety of topics related to Honduras. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing traditional Honduran dances and desserts. Short comprehension quizzes follow each culture activity.</p>
Unit 17:	Weather: Stretch, Stories, and Explore Activities	<p>Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given a chart of word and directed to create their own narratives. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.</p>
Unit 17:	Weather: Assessments	<p>A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about the weather in different seasons. They are also given an open-ended writing assignment in which they are asked to communicate in a real-life situation by responding to a letter.</p>

Unit	Lesson	Lesson Objectives
Unit 18\Final		
	Unit 18: Review: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English.
	Unit 18: Review: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units. In addition, there is an open-ended speaking assignment where students are asked to describe their city using simple sentences. They are also given an open-ended writing assignment where they create and describe two hypothetical friends, including their personalities and names.
Unit 19\Profession		
	Unit 19: Professions: Vocabulary Activities	Students recognize and understand vocabulary related to greetings through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the Spanish alphabet. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 19: Professions: Grammar Activities	They are then introduced to ordinal numbers. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 19: Professions: Culture Activities	Students read about a variety of topics related to Nicaragua. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about transportation problems and the national instrument. They also watch a video describing the history of Nicaragua including geography, language, the capital city, and demographics. Short comprehension quizzes follow each culture activity.
	Unit 19: Professions: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are introduced to a variety of geographic points, lines, and figures. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment. Students are assigned to attend a Hispanic event in the community and write a report drawing comparisons with their own culture.
	Unit 19: Professions: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about what they want to do as a profession.
Unit 20\Clothing		
	Unit 20: Clothing: Vocabulary Activities	Students recognize and understand vocabulary related to clothing through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. The students participate in a realia activity that has them interpret an advertisement using the vocabulary they learned in this unit.

Unit	Lesson	Lesson Objectives
Unit 20:	Clothing: Grammar Activities	They are then introduced to similar verbs including explaining the grammatical differences between saber and conocer . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 20:	Clothing: Culture Activities	Students read about a variety of topics related to Nicaragua. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the hand gestures and common leisure activities. They also watch a video describing Nicaraguan cuisine and the living conditions of Nicaraguan households. Short comprehension quizzes follow each culture activity.
Unit 20:	Clothing: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. The students are given five mini-dialogues to learn with the help of mnemonics. Students are asked to set goals about how to use Spanish outside the classroom, and how to improve their Spanish by setting specific goals. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 20:	Clothing: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended writing assignment in which they are asked to form sentences using the pairs of similar verbs they learned in this unit.
<b>Unit 21\At Home</b>		
Unit 21:	At Home: Vocabulary Activities	Students recognize and understand vocabulary related to household words through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is presented to the students in which they interpret written instructions about employment.
Unit 21:	At Home: Grammar Activities	They are then introduced to comparisons using words such as mas and menos . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 21:	At Home: Culture Activities	Students read about a variety of topics related to Nicaragua. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Nicaraguan school system and Nicaraguan family customs. They also watch a video describing the weather and geography of Nicaragua and about the different kinds of people who live there. Short comprehension quizzes follow each culture activity.
Unit 21:	At Home: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 21:	At Home: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about the rooms in their houses. They are also given an open-ended writing assignment in which they are asked to interpret Spanish sentences about comparisons.

Unit	Lesson	Lesson Objectives
Unit 22\The Body		
	Unit 22: The Body: Vocabulary Activities	Students recognize and understand vocabulary related to body through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 22: The Body: Grammar Activities	They are then introduced to adverbs, words ending in -mente . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 22: The Body: Culture Activities	Students read about a variety of topics related to Nicaragua. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing the driving conditions in Nicaragua. Short comprehension quizzes follow each culture activity.
	Unit 22: The Body: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students experience a review of the verb gustar. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 22: The Body: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended writing assignment in which they are asked to name all of the body parts on the head.
Unit 23\Reflexive Verbs		
	Unit 23: Reflexive Verbs: Vocabulary Activities	Students recognize and understand vocabulary related to reflexive verbs through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 23: Reflexive Verbs: Grammar Activities	They are then introduced to reflexive verbs such as llamarse. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 23: Reflexive Verbs: Culture Activities	Students read about a variety of topics related to Chile. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Chilean educational system, including higher education. They also watch a video describing the unique geography of Chile and the other parts of the world that Chile owns. Short comprehension quizzes follow each culture activity.
	Unit 23: Reflexive Verbs: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 23: Reflexive Verbs: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about their morning schedule using reflexive verbs.

Unit	Lesson	Lesson Objectives
Unit 24\Cognates		
	Unit 24: Cognates: Vocabulary Activities	Students recognize and understand vocabulary related to cognates through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are taught the numbers 0 - 1,000,000. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 24: Cognates: Grammar Activities	They are then introduced to negative and positive words such as si and no . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 24: Cognates: Culture Activities	Students read about a variety of topics related to Chile. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Chilean artists and demographics. They also watch a video describing Chilean cuisine and food exports. Short comprehension quizzes follow each culture activity.
	Unit 24: Cognates: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given the chance to further expand their knowledge of the Spanish alphabet. Students are assigned an explore activity in which they must express their opinions on traditional clothing and draw connections between the target culture and their own. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 24: Cognates: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about pronouncing Spanish-English cognates correctly. They are also given an open-ended writing assignment in which they are asked to form sentences using negative and positive words.
Unit 25\On Vacation		
	Unit 25: On Vacation: Vocabulary Activities	Students recognize and understand vocabulary related vacations through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 25: On Vacation: Grammar Activities	They are then introduced to the grammatical and social rules concerning the personal a. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 25: On Vacation: Culture Activities	Students read about a variety of topics related to Chile. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about Chilean sports and social roles and expectations. They also watch a video describing Easter Island and the famous statues for which it is known. Short comprehension quizzes follow each culture activity.

Unit	Lesson	Lesson Objectives
<b>Unit 25: On Vacation: Stretch, Stories, and Explore Activities</b>		
Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are presented with an additional lesson on object pronouns. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.		
<b>Unit 25: On Vacation: Assessments</b>		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, discussing what they would like to do on vacation and why. They are also given an open-ended writing assignment in which they are asked to synthesize three sentences using the personal a.		
<b>Unit 26\Telephone</b>		
<b>Unit 26: Telephone: Vocabulary Activities</b>		
Students recognize and understand vocabulary related to the telephone through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
<b>Unit 26: Telephone: Grammar Activities</b>		
They are then introduced to direct and indirect objects. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
<b>Unit 26: Telephone: Culture Activities</b>		
Students read about a variety of topics related to Chile. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing the national dance of Chile and its many variations. Short comprehension quizzes follow each culture activity.		
<b>Unit 26: Telephone: Stretch, Stories, and Explore Activities</b>		
Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given extra support with grammar learning about object pronouns. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.		
<b>Unit 26: Telephone: Assessments</b>		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given a writing assignment in which they are asked to interpret Spanish sentences with pronouns.		
<b>Unit 27\Midterm</b>		
<b>Unit 27: Review: Stretch, Stories, and Explore Activities</b>		
Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English.		
<b>Unit 27: Review: Assessments</b>		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units. In addition, there is an open-ended speaking assignment where students are asked to describe what they are wearing. They are also given an open-ended writing assignment where they create a Spanish paragraph in which they describe an imaginary vacation in detail.		

Unit	Lesson	Lesson Objectives
Unit 28\Directions		
	Unit 28: Directions: Vocabulary Activities	Students recognize and understand vocabulary related to direction through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 28: Directions: Grammar Activities	They are then introduced to affirmative tu commands such as haz and di . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 28: Directions: Culture Activities	Students read about a variety of topics related to Paraguay. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the flag and Paraguay's teas. They also watch a video describing Paraguay's geography and culture . Short comprehension quizzes follow each culture activity.
	Unit 28: Directions: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given an exercise that helps them learn to communicate with limited means. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 28: Directions: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended writing assignment in which they are asked to role play as a babysitter giving affirmative commands to another person.
Unit 29\Transportation		
	Unit 29: Transportation: Vocabulary Activities	Students recognize and understand vocabulary related to transportation through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 29: Transportation: Grammar Activities	They are then introduced to negative tu commands such as hables and comas . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 29: Transportation: Culture Activities	Students read about a variety of topics related to Paraguay. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the housing situation and the geography of Paraguay. They also watch a video describing the history of Paraguay, including the War of the Triple Alliance. Short comprehension quizzes follow each culture activity.
	Unit 29: Transportation: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given a chance to read and retell a story in Spanish. Students are asked to research and report in Spanish on a topic of personal interest using outside sources such as newspapers and websites. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.



Unit	Lesson	Lesson Objectives
	Unit 29: Transportation: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is a speaking assignment where students are asked to correctly interpret negative command sentences.
	Unit 30\Medical Words	
	Unit 30: Medical Words: Vocabulary Activities	Students recognize and understand vocabulary related to medical words through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students are presented a realia activity in which they must interpret an advertisement in the yellow pages.
	Unit 30: Medical Words: Grammar Activities	They are then introduced to correct pronoun placement. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 30: Medical Words: Culture Activities	Students read about a variety of topics related to Paraguay. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about hand gestures and common leisure activities. They also watch a video describing the traditional dances of Paraguay. Short comprehension quizzes follow each culture activity.
	Unit 30: Medical Words: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 30: Medical Words: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts, explaining to a doctor symptoms of an illness. They are also given an open-ended writing assignment in which they are asked to respond to questions at a doctor's office.
	Unit 31\Sports	
	Unit 31: Sports: Vocabulary Activities	Students recognize and understand vocabulary related to sports through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 31: Sports: Grammar Activities	They are then introduced to the present progressive form. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 31: Sports: Culture Activities	Students read about a variety of topics related to Paraguay. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing the economy in Paraguay and the country's exports. Short comprehension quizzes follow each culture activity.
	Unit 31: Sports: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.

Unit	Lesson	Lesson Objectives
	Unit 31: Sports: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to describe what they would do during a day at the beach.
Unit 32\Outdoor Activities		
	Unit 32: Outdoor Activities: Vocabulary Activities	Students recognize and understand vocabulary related to outdoor activities through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 32: Outdoor Activities: Grammar Activities	They are then introduced to present progressive with direct and indirect pronouns. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 32: Outdoor Activities: Culture Activities	Students read about a variety of topics related to Venezuela. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the tallest waterfall in the world and common attitudes in Venezuela. They also watch a video describing the origins of the name Venezuela. Short comprehension quizzes follow each culture activity.
	Unit 32: Outdoor Activities: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are taught further comprehension using points, lines and shapes. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 32: Outdoor Activities: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended writing assignment in which they are asked to discuss preferences for outdoor activities.
Unit 33\Travel		
	Unit 33: Travel: Vocabulary Activities	Students recognize and understand vocabulary related to travel through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is presented in which students interpret a train schedule.
	Unit 33: Travel: Grammar Activities	They are then introduced to the Preterite - ar form. This concept is practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 33: Travel: Culture Activities	Students read about a variety of topics related to Venezuela. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the housing situation and greetings in Venezuela. They also watch a video describing the famous historical figure Simon Bolivar. Short comprehension quizzes follow each culture activity.

Unit	Lesson	Lesson Objectives
Unit 33: Travel: Stretch, Stories, and Explore Activities		
Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given an additional story to retell in order to improve their comprehension and speaking skills. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.		
Unit 33: Travel: Assessments		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to describe what they did this week using the preterite tense.		
Unit 34\Computers Part I		
Unit 34: Computers (Part I): Vocabulary Activities		
Students recognize and understand vocabulary related to computers through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is presented in which the students must interpret a shopping list.		
Unit 34: Computers (Part I): Grammar Activities		
They are then introduced to the Preterite - er form. This concept is practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
Unit 34: Computers (Part I): Culture Activities		
Students read about a variety of topics related to Venezuela. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about manners and popular sports in Venezuela. They also watch a video describing popular foods in Venezuela. Short comprehension quizzes follow each culture activity.		
Unit 34: Computers (Part I): Stretch, Stories, and Explore Activities		
Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students listen to a short lecture, focusing on comprehension. Students are also assigned to report on the life-long learning goals they set at the beginning of course, including the progress they have made and their future plans to applying the language. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.		
Unit 34: Computers (Part I): Assessments		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to discuss their knowledge of computers and what they do not yet know about them. They are also given an open-ended writing assignment in which they are asked to discuss what the outside activities of their friends using the preterite form.		
Unit 35\Computers Part II		
Unit 35: Computers (Part II): Vocabulary Activities		
Students recognize and understand vocabulary related to computers through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
Unit 35: Computers (Part II): Grammar Activities		
They are then introduced to the Preterite - ir form. This concept is practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		

Unit	Lesson	Lesson Objectives
Unit 35:	Computers (Part II): Culture Activities	Students read about a variety of topics related to Venezuela. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing Margarita Island, a popular vacation spot in Venezuela. Short comprehension quizzes follow each culture activity.
Unit 35:	Computers (Part II): Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students listen to a short lecture, focusing on comprehension. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 35:	Computers (Part II): Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to reflect on what they have learned in the Spanish course and draw conclusions about how Spanish will assist them in their life outside the classroom in the community.
<b>Unit 36\Final</b>		
Unit 36:	Review: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English.
Unit 36:	Review: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units. In addition, there is an open-ended speaking assignment where students are asked to express feelings by describing a happy experience in their lives. They are also given an open-ended writing assignment where they create a list of commands they would give to a personal assistant. .