Nuestra historia brings together the magic of storytelling with realworld tasks in order to cultivate both students' communicative ability and intercultural understanding

Overview of Nuestra historia 2

Each unit in *Nuestra historia 2* is based on a different **AP® subtheme** and focuses on **two Spanish-speaking countries**. These two "drivers" of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 2 include:

- **Stories:** Each *historieta* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
 - Total Physical Response (TPR®)
 - Personalized Questions and Answers (PQAs)
 - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- Alternative Versions: These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpresonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in the *historietas* and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Historias largas* increase interactions with the structures presented in the *historietas*. The *historias largas* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- Chapter Story: *Zoe y Zack: Una aventura increíble* is a chapter story that students read as they progress through the curriculum. There are one or two chapters in each unit.
- **Profe Loco CI Videos:** These videos focus on the target structures in the unit, and provide highly engaging, often hilarious, and always compelling interactions with a unit's target structures. Profe Loco's videos in level 2 are stories and cover many different genres, from romance to horror to drama.
- Authentic Culture: Cultural content is woven throughout each unit and includes:
 - Artículos that highlight global issues in a scaffolded series of comprehensible texts.
 - Notas culturales that offer compelling cultural insights on each unit's target countries.
 - *Entrevistas* that present the perspectives and experiences of native speakers from around the Spanish-speaking world.
 - *El mundo en fotos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
 - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
 - Cultural videos, which depict key cultural elements mentioned along their journey through the unit.

- Interactive Can-Do Statements: Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both student and teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit. There are also optional Can-Do Pre-Assessments in each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very "real" experience that draws on students' interpretive, interpretive, and presentational skills.

As you can see, *Nuestra historia* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

Sample Pacing for Unidad 1

Below, you will find one option for pacing the material in *Unidad 1* in *Nuestra historia 2*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students – about a story, a culture, or their personal lives – and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing Comprehensible Input, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Nuestra historia* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email <u>info@vocesdigital.com</u>.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements, and/or conducting a *Nuestra clase, nuestra historia* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log in to *Nuestra historia* and play games. Learn more about the Voces Game Center <u>here</u>.

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your "flow."

If you every feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are "getting" it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit

using the Voces Editor, or incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year reading a class novel, like *Bajo el agua*, as a class!

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials – for instance, the *Historia larga* which recycles already learned material. It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or ear buds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students' devices should come equipped with a microphone so that students can record their voices.

	1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week				
	Week 1				
		Monday			
Min	Section	Details	Device		
-		Introduce the Can-Do at the beginning of class. Write it on the			
		board, project it, or display it on the day's agenda.			
		I can talk about family, food, and places in other countries.			
20	Los Estados	Present each slideshow of pictures. Use the scripts provided to	Project for		
	Unidos y	ask students questions about the pictures and countries.	class.		
	España	Tip! Use the Voces Editor and add your own pictures from			
	Descubre Los	your travels to these countries or from around the internet.			
	Estados Unidos				
	y España				
10	Los Estados	Once students have been introduced to both countries, have	Assign		
	Unidos y	them complete the survey. When everyone has taken the	beforehand.		
	España	survey, project the survey results for all to see and discuss them	Students log		
	Descubre Los	as a class.	in and go to		
	Estados Unidos	Tip! Choose a student and ask: What country did you choose?	page.		
	y España	Why would you prefer to visit that country?			
		You can ask in Spanish, but if you want to assess them on what			
		they understood from your presentation, then asking them in			
		English and accepting answers in English is fine, especially for			
		Novice-level students.			
10	Los Estados	Explore Spanish-speaking communities in the United States	Project for		
	Unidos y	more by looking at the pictures and map. Ask students	class.		
	España	questions about the photographs, read the captions, or just look			
	Visitemos los	and comment on the pictures.			
	Estados Unidos	Tip! Double click any image to make it full screen.			
10	Los Estados	Explore Spanish culture more by looking at the pictures and	Project for		
	Unidos y	map. Ask students questions about the photographs, read the	class.		

	España Visitemos España	captions, or just look and comment on the pictures. Tip! Double click any image to make it full screen.	
-	Los Estados Unidos y España En mi comunidad	Tell students that the class will be creating a bulletin board with items that are evidence of the Spanish-speaking community in your area. Everyone is responsible for bringing in one item. You will want to remind them of this as the unit progresses, bring in items that you have, and then revisit this project before the end of the unit.	Project for class.
-	Can-Do Pre- Assessment	Optional: Have students pre-assess before completing tasks within the unit. Their responses provide baseline data on where they are in their use of language across the three modes of communication, as well as their interculturality. Students are then able to identify their own proficiency and are encouraged to begin their progress towards greater language and intercultural proficiency!	Assign beforehand. Students log in and go to the page.
-	Los Estados Unidos y España Descubre los Estados Unidos y España	Have students click on the Can-Do and self-assess.	
		Tuesday	1
10- 15	Historieta 1: La chica nueva Preguntas personales	Open class by conducting a student interview using the <i>Nuestra</i> clase, nuestra historia routine (which is on the <i>Preguntas</i> personales page, at the bottom). Choose one student – ideally, one of your better, more outgoing students for this first time – and "interview" them, asking some of the questions on the list. Tip! Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student. Some English responses are appropriate at this stage.	Project for class.
15	Historieta 1: La chica nueva Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 1: La</i> <i>chica nueva</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English, and give some synonyms or other contextualized meaning.	Project for class.
25	Historieta 1: La chica nueva Preguntas personales	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out – there are tips for you throughout. Tip! For each <i>historieta</i> , you can choose to do either the PQAs or the class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the	Project for class.

		students respond best to.	
-	Exit Ticket	Have students complete the Boleto de salida - Persona	Print out
		especial, which you can find in the Resource Library under	Exit Ticket
		Additional Resources.	beforehand.
	-	Wednesday	
10-	Historieta 1: La	Begin class continuing with the Nuestra clase, nuestra historia	Project for
15	chica nueva	routine. Choose a different student from the day before. Don't	class.
	Preguntas	worry about asking them all the questions. Gauge the student's	
	personales	willingness and ability, and check the class's comprehension by	
		circling the responses and asking either/or questions. Some	
		English responses are appropriate at this stage.	
		Tip! Set a timer. Start with 5 minutes. See how it goes. If the	
		student you are interviewing is having a good time and the	
		other students are engaged and listening, then keep going past 5	
		minutes. If the students seem less engaged and less interested,	
		then move on.	
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.	
		I can read a story about a new friend.	
5	Historieta 1: La	Project the <i>Vocabulario importante</i> and reestablish meaning.	Project for
5	chica nueva	Tip! You could use some of the questions from the PQAs from	class.
	Vocabulario	the day before, reviewing what you asked and reestablishing the	ciuss.
	importante	meaning of the structures.	
10	Historieta 1: La	Project the first story, <i>La chica nueva</i> . Make sure the structures	Project for
	chica nueva	and their definitions are visible for students to see. Then, read	class.
	La chica nueva	the story out loud, stopping after every sentence or two and	
		asking simple comprehension questions (such as yes/no,	
		true/false, and either/or), ensuring that students are following	
10	TT 1 T	along.	
10	Historieta 1: La chica nueva	When you are done reading the story, play the native speaker	Project for
	La chica nueva	audio of the story. Follow up with some additional comprehension questions (even	class.
	La chica hueva	repeated questions from when you were reading the story, but	
		now direct them to your quieter kids).	
15	Historieta 1: La	Have students pair up or work individually and complete	Assign
	chica nueva	Actividades 1 and 2. If time allows, review the activities as a	beforehand.
	Actividad 1:	class.	Students log
	¿Quién es?		in and go to
	Actividad 2:		pages.
	Falso a cierto		
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have	Print out
		students complete the <i>Boleto de salida - Persona especial</i> ,	Exit Ticket
		which you can find in the Resource Library under Additional	beforehand.
		Resources. Thursday	
10-	Historieta 1: La	Begin class continuing with the <i>Nuestra clase</i> , <i>nuestra historia</i>	Project for
15	chica nueva	routine. Choose a different student from the day before. Don't	class.
10	Preguntas	worry about asking them all the questions. Gauge the student's	
	personales	willingness and ability and check the class's comprehension by	
	· · · · · · · · · · · · · · · · · · ·	circling the responses and asking either/or questions. English	

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		responses are appropriate at this stage.	
		Tip! Set a timer. Start with 5 minutes. See how it goes. If the	
		student you are interviewing is having a good time and the	
		other students are engaged and listening, then keep going past 5	
		minutes. If the students seem less engaged and less interested, then move on.	
10	Historieta 1: La	Review Actividades 1 and 2 in class and, in so doing, remind	Project for
	chica nueva	students about the story and reestablish the meaning of the	class.
	Actividad 1:	structures.	Students log
	¿Quién es?		in and go to
	Actividad 2:		pages.
	Falso a cierto		
10	Historieta 1: La	Have students do Actividad 3. If time allows, review the	Assign the
	chica nueva	answers to Actividad 3 as a class.	page
	Actividad 3:		beforehand.
	Contesta las		Students log
	preguntas		in and go to
10	TT	Destant des allements and the state of the s	page.
10	Historieta 1: La	Project the alternative version on the board and play the native	Project for
	chica nueva	speaker audio or read it out loud. Follow up with yes/no and	class.
	Versión	true/false comprehension questions.	
	alternativa: La chica nueva		
10	Historieta 1: La	Have students complete Actividad 4.	Assign the
10	chica nueva	nave students complete Activitation 4.	page
	Actividad 4:		beforehand.
	Completa la		Students log
	frase (versión		in and go to
	alternativa)		page.
-	Historieta 1: La	For students who finish early, print out a blank comic strip from	Hand out the
	chica nueva	Additional Resources and have them illustrate and caption the	blank comic
		story.	strips
-	Exit Ticket	Have students complete the Boleto de salida - Persona	Print out
		especial, which you can find in the Resource Library under	Exit Ticket
		Additional Resources.	beforehand.
		Friday Tip! You could call Friday <i>"Voces video viernes"</i> !	
		Introduce the Can-Dos at the beginning of class. Write them on	
		the board, project them, or display them on the day's agenda.	
		I can understand a video about a crush.	
		I can retell a story about a crush.	
10	Profe Loco	Play the video. Pause as you go, asking simple yes/no and	Project for
	Anita	either/or comprehension questions as you go.	class.
30	Profe Loco	Have students pair up or work individually and complete	Assign the
	Actividad 1:	Actividades 1 and 2. Spend some time reviewing Actividad 1	page
	¿Quién es?	and sharing responses for Actividad 2 before moving on to	beforehand.
	Actividad 2: La	Actividad 3.	Students log
	historia vs. la		in and go to
	vida real		pages.

10	Profe Loco Actividad 3: Cuéntame la historia	Have students work independently on <i>Actividad 3</i> .	Assign the page beforehand. Students log in and go to page.
-	Profe Loco Anita	Have students click on the Can-Dos and self-assess.	

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	Week 2				
	Monday				
10-	Historieta 2: El	Begin class continuing with the Nuestra clase, nuestra historia	Project for		
15	primer viaje a	routine, but choose a different student from before to interview.	class.		
	Nueva York				
	Preguntas				
	personales				
15	Historieta 2: El	Introduce the Vocabulario importante for Historieta 2: El	Project for		
	primer viaje a	primer viaje a Nueva York. You may want to create a gesture or	class.		
	Nueva York	action for each phrase, or you can simply read the Spanish and			
	Vocabulario	English, and give some synonyms or other contextualized			
	importante	meaning.			
20	Historieta 2: El	Next, ask a story with your students using the story script.	Project for		
	primer viaje a	There are tips and recommendations for successfully asking a	class.		
	Nueva York	story on the page in <i>Nuestra historia</i> .			
	Story Script	Tip! For each <i>historieta</i> , you can choose to do either the PQAs			
		or class story. You could also do both! However, we have			
		found that teachers who enjoy talking to their students and			
		getting to know them do well with the PQAs. It's what they're			
		naturally doing anyhow! Teachers who like to perform in front			
		of the class, are often exaggerated and silly, and have a			
		penchant toward storytelling do well with the class stories,			
		because those fit their style. Of course, it is up to you! Best			
		would be to try both approaches and then continue with the one			
		approach that you feel most comfortable with and that the			
5	Historieta 2: El	students respond best to. As time allows (or as homework), have students retell the class			
5					
	primer viaje a Nueva York	story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell			
	Nueva Tork Nuestra historia	it in a new perspective or with a new ending. It's up to you.			
	Exit Ticket	Have students complete the <i>Boleto de salida - Persona</i>	Print out		
-	EXIT TICKET	<i>especial</i> , which you can find in the Resource Library under	Exit Ticket		
		Additional Resources.	beforehand.		
		Tuesday	berbienand.		
10-	Historieta 2: El	Begin class continuing with the <i>Nuestra clase</i> , <i>nuestra historia</i>	Project for		
15	primer viaje a	routine, but choose a different student from before to interview.	class.		
1.5	Nueva York	routine, out encode a anterent student from before to interview.	CIU00 .		
	Preguntas				
L		1			

	personales		
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a story about a trip to New York. I can tell a story about a trip to New York.	
5	Historieta 2: El primer viaje a Nueva York Vocabulario importante	Review the Vocabulario importante for Historieta 2.	Project for class.
15	Historieta 2: El primer viaje a Nueva York El primer viaje a Nueva York	First, play the native speaker audio for <i>El primer viaje a Nueva</i> <i>York</i> for students while projecting the page so students can see the structures and story. Next, read <i>El primer viaje a Nueva York</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	Historieta 2: El primer viaje a Nueva York Actividad 1: Ordena la historia Actividad 2: ¿Posible o imposible?	Have students pair up or work individually and complete <i>Actividades 1</i> and 2. Review the activities as a class.	Assign beforehand. Students log in and go to pages.
5	Historieta 2: El maestro furioso Actividad 3: Cuéntame la historia	Once everyone is done with <i>Actividades 1</i> and 2 and you reviewed their work as a class, have students work on <i>Actividad 3</i> on their own. This can be finished as homework, if need be.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
		Wednesday	L
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can order food in a Dominican restaurant.	
10	Historieta 2: El primer viaje a Nueva York Nota de gramática: ¿Qué está pasando?	Write examples of sentences in the present progressive on the board. Read each of the sentences out loud to your students and, as a class, discuss how you know each sentence indicates an action happening right now. Encourage students to find a pattern for the present progressive tense.	Project for class
15	Historieta 2: El primer viaje a Nueva York Nota de gramática:	 Have students pair up or work individually and complete the activity. Review their answers as a class. Tip! Add your own examples using the Voces editor. You can write example sentences based on what is actually happening in your classroom at the moment. 	Assign beforehand. Students log in and go to page.

	¿Qué está		
10 15	pasando?Historieta 2: Elprimer viaje aNueva YorkInterpersonalSpeaking: Unrestaurantedominicano enNueva YorkHistorieta 2: El	Spend a few minutes talking about what food you might find on the menu at a Dominican restaurant. Look at the photograph and read the menu options as a class. Have students log in and complete the Interpersonal Speaking	Project for class. Assign
	primer viaje a Nueva York Interpersonal Speaking: Un restaurante dominicano en Nueva York	task on their own. Tip! Use the transcript to read the questions out loud to your students and call on students to give their answers as a form of review.	beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
	-	Thursday	
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a story about a school trip.	
5	Historia larga 1: El viaje de escuela El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them.	Project for class.
20	Historia larga 1: El viaje de escuela El viaje de escuela	Option 1: You could have three students act out this story, with one being Marcos, another <i>Abuelo</i> , and a third Gabi. You can also assign other minor parts like Marcos' parents, the agent at the airport, and the teacher. See the notes under "Presenting the Story" on the page in <i>Nuestra historia</i> . You would be telling the story as the students act it out. Option 2: You could also play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no, true/false questions to make sure everyone understood the story.	Project for class.
25	Historia larga 1: El viaje de escuela Actividad 1: Completa la frase Actividad 2: ¿Probable o improbable?	Have students complete <i>Actividad 1</i> and 2 on their own. Since the structures in this story have been introduced in the preceding <i>historietas</i> , you can – if you feel your students are ready – have them work independently and treat their scores as quiz grades. Review as a class if time permits.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
		Friday	
		Tip! You could call Friday "Voces video viernes"!	

10	Historia larga 1: El viaje de escuela Interpretive Listening: Una celebración en Valencia	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand the main idea of a video about a cultural celebration. Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
20	Historia larga 1: El viaje de escuela Interpretive Listening: Una celebración en Valencia	Have students pair up or work individually and complete the Interpretive Listening task. Review the activity as a class.	Assign beforehand. Students log in and go to page.
20	¡Extra! ¡Extra! Panoramas Puerto Rico Day en Nueva York	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

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	Week 3				
		Monday			
10- 15	Historieta 2: El primer viaje a Nueva York Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.		
10	Historia larga 1: El viaje de escuela El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them. Review the events in the story by asking yes/no and true/false questions about the plot. You may also want to ask some questions from <i>Actividades 1</i> and 2 to review.	Project for class.		
10	Historia larga 1: El viaje de escuela Actividad 3: Preguntas para ti	Have students work on <i>Actividad 3</i> and then stop them and go over the activity out loud as a class.	Assign beforehand. Students log in and go to page.		
10	Historia larga 1: El viaje de escuela	Write examples using the present perfect on the board. Read them aloud and encourage students to find the pattern in the verb formation.	Project for class.		

	Nota de	Tip! Use examples of things you have done or not done and ask	
	gramática:	students to guess which ones they think are true.	
	Have you	students to guess which ones they think are true.	
	ever?		
10	Historia larga	Have students pair up or work individually and complete the	Assign
10	1: El viaje de	activity. Review the activity as a class.	beforehand.
	escuela	activity. Tevrew the activity as a class.	Students log
	Nota de		in and go to
	gramática:		pages.
	Have you		1.0
	ever?		
-	Exit Ticket	Have students complete the Boleto de salida - Persona	Print out
		especial, which you can find in the Resource Library under	Exit Ticket
		Additional Resources.	beforehand.
		Tuesday	
		Introduce the Can-Do at the beginning of class. Write it on the	
		board, project it, or display it on the day's agenda.	
		I can write a story about a school trip.	
		I can understand an infographic about Spain.	
10	Historia larga	Project the structures for all to see and review their meaning –	Project for
	1: El viaje de	whether that is done by using gestures or just projecting and	class.
	escuela	pointing to them. Review the events in the story by asking	
	El viaje de	yes/no and true/false questions about the plot.	
	escuela		
10	Historia larga	Have students work on <i>Actividad 4</i> and then stop them and go	Assign
	1: El viaje de	over the activity out loud as a class.	beforehand.
	escuela	Tip! You could also assign this activity as a quiz, having	Students log
	Actividad 4:	students complete it individually and without the option of	in and go to
	Cuéntame la historia	leaving the page.	page.
25	Historia larga	Have students go to the Interpretive Reading: <i>¡Ciudades de</i>	Project for
23	1: El viaje de	<i>España!</i> task and project it. Then, ask students a few questions	class and
	escuela	to prepare them for the authentic material, like $iQué sabes de$	assign
	Interpretive	las ciudades de España?	beforehand.
	Reading:	After establishing meaning of some of the key words from the	Students log
	¡Ciudades de	source, have students complete the Interpretive Reading task	in and go to
	España!	individually or with a partner.	pages.
5	Historia larga	Review the activity as a class.	Students log
	1: El viaje de	Tip! Take a vote on which of the cities your students would	in and go to
	escuela	most like to visit in Spain. It's the last question on the activity.	pages.
	Interpretive		
	Reading:		
	¡Ciudades de		
	España!		
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
		Wednesday	1
10-	Historieta 3: El	Begin class continuing with the Nuestra clase, nuestra historia	Project for
15	Parque del	routine, but choose a different student from before to interview.	class.
	Dominó		
	Preguntas		

	personales		
15	Historieta 3: El Parque del Dominó Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 3</i> – project it on the board and associate a gesture for each structure.	Project for class.
20	Historieta 3: El Parque del Dominó Preguntas personales	Next, do the PQA scripts with your students. Download the scripts and print them out – there are tips for you throughout.	Project for class.
5	Historieta 3: El Parque del Dominó El Parque del Dominó	In preparation for reading the story, show the <i>Investigación</i> <i>cultural</i> video on Maximo Gomex Park in Little Havana. Play a few seconds and pause and clarify meaning, asking simple questions about where this is, what they're doing, etc.	
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona</i> <i>especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
	-	Thursday	
10- 15	Historieta 3: El Parque del Dominó Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a story about a vacation.	
20	Historieta 3: El Parque del Dominó El Parque de Dominó	 Now, read the story with them. Read it multiple times First read it only without anything projected, pausing and asking simple questions along the way. Then read it with the text projected, again asking simple questions as you read. You may want to act out some of the story, having various students "play" the different characters. 	Project for class.
10	Historieta 3: El Parque del Dominó El Parque de Dominó	Have students log in and complete the high-frequency verbs activity with a classmate. Then go over it as a class.	Assign beforehand. Students log in and go to pages.
10	Historieta 3: El Parque del Dominó Actividad 1: Ordena la historia Actividad 2: ¿Probable o improbable?	Have students begin work on Actividad 1 and Actividad 2 on their own.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have	Print out

		students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Exit Ticket beforehand.
		Friday	
10- 15	Historieta 3: El Parque del Dominó Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10	Historieta 3: El Parque del Dominó Actividad 1: Ordena la historia Actividad 2: ¿Probable o improbable?	Review the story by going over <i>Actividades 1</i> and 2 as a class and asking some other comprehension questions as time allows.	Project for class and assign beforehand. Students log in and go to pages.
10	Historieta 3: El Parque del Dominó Actividad 3: Contesta las preguntas	Have students complete <i>Actividad 3</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to pages.
5	Historieta 3: El Parque del Dominó Versión alternativa: El Parque del Dominó Actividad	Review the structures for the <i>Versión alternativa: El Parque del Dominó</i> . Use gestures and use the structures in questions you ask your students.	Project for class.
15	Historieta 3: El Parque del Dominó Versión alternativa: El Parque del Dominó Actividad	Play the audio for the <i>Versión alternativa: El Parque del Dominó</i> . At the end, ask a few comprehension questions.	Project for class.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona</i> <i>especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 4

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Wee	X
Week 4	

		Monday	
		Introduce the Can-Do at the beginning of class. Write it on the	
		board, project it, or display it on the day's agenda.	
		I can write a letter about my favorite park.	
15	Historieta 3: El	Re-read the story with them. You may want to:	Project for
	Parque del	- Read it only without anything projected, pausing and	class.
	Dominó	asking simple questions along the way.	ciuss.
	Versión	 Read it with the text projected, again asking simple 	
	alternativa: El	questions as you read.	
	Parque del	 You may want to act out some of the story, having 	
	Dominó	various students "play" the different characters.	
20	Historieta 3: El	Have students pair up or work individually and complete	Assign
20		Actividad 4 and Actividad 5. Review the activities as a class.	beforehand.
	Parque del	Activitada 4 and Activitada 5. Review the activities as a class.	
	Dominó		Students log
	Actividad 4:		in and go to
	¿Quién es?		pages.
	(versión		
	alternativa)		
	Actividad 5:		
	Preguntas para		
	ti (versión		
	alternativa)		
15	Historieta 3: El	Have students complete the Presentational Writing task on their	Assign
	Parque del	own.	beforehand.
	Dominó		Students log
	Presentational		in and go to
	Writing: Mi		pages.
	parque favorito		
	purque juror uo		
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
		Tuesday	
10-	Historieta 4: El	Begin class continuing with the Nuestra clase, nuestra historia	Project for
15	mejor	routine, but choose a different student from before to interview.	class.
	restaurante de		
	San Antonio		
	Preguntas		
	personales		
10-	Historieta 4: El	Introduce the <i>Vocabulario importante</i> for <i>Historieta 4</i> – project	Project for
15	mejor	it on the board and associate a gesture for each structure.	class.
	restaurante de		
	San Antonio		
	Vocabulario		
	importante		
20	Historieta 4: El	Next, do the PQA scripts with your students. Download the	Project for
20			class.
	mejor	scripts and print them out – there are tips for you throughout.	Class.
	restaurante de		
	San Antonio		
	Preguntas		
10	personales		
10	Historieta 4: El	If time allows, play the first few paragraphs of the story. Or you	Project for

20	Historieta 4: El	Talk with students about the story – remind them of key	Assign
		day's agenda. I can tell a story about a family's restaurant. I can give some information about myself when applying for a job.	
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the	
	1	Thursday	I
-	Exit licket	students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Exit Ticket beforehand.
	Actividad 1: ¿Cierto o falso? Actividad 2: Lógico o ilógico Exit Ticket	headphones. If they don't have headphones, then do this activity as a class. Have students click on the Can-Do and self-assess, and/or have	Print out
15	Historieta 4: El mejor restaurante de San Antonio	Have students work individually or in pairs on <i>Actividad 1</i> and <i>Actividad 2</i> . Tip! <i>Actividad 1</i> includes audio, so students will need headphones. If they don't have headphones, then do this	Project for class.
	restaurante de San Antonio El mejor restaurante de San Antonio	out the story.	
25	Historieta 4: El mejor	 board, project it, or display it on the day's agenda. I can understand a story about a family's restaurant. Read the story in full, pausing and asking questions along the way. You may want to enlist the help of some "actors" to act 	Project for class.
	San Antonio Preguntas personales	Introduce the Can-Do at the beginning of class. Write it on the	
10- 15	Historieta 4: El mejor restaurante de	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10		Wednesday	
		Additional Resources.	beforehand.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona</i> <i>especial</i> , which you can find in the Resource Library under	Print out Exit Ticket
	restaurante de San Antonio		
	El mejor	story.	
	mejor restaurante de San Antonio	could read them out loud. Pause every few sentences and ask simple comprehension questions. You could even incorporate some additional PQAs throughout based on the details from the	class.

	mejor restaurante de San Antonio Actividad 3: Cuéntame la historia	characters and events. Then, have students re-tell the story on their own.	beforehand. Students log in and go to page.
15	Historieta 4: El mejor restaurante de San Antonio Nota de gramática: The Best	Have students complete the <i>Nota de gramática</i> afterwards. This can be done independently. In the transition between this task and the next, ask some students what they wrote down – ask what the best restaurant is, what the best city to vacation in is, and so on.	Assign beforehand. Students log in and go to page.
15	Historieta 4: El mejor restaurante de San Antonio Presentational Speaking: Trab ajo en un restaurante mexicano local	Lastly, have students do the Presentational Speaking task.	Assign beforehand. Students log in and go to page
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
		Friday	
		Tip! You could call Friday "Voces video viernes"!	
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can understand some of what someone says about a trip to Machu Picchu. I can identify some common practices in Spain and compare them to my own.	
15	¡Extra! ¡Extra! Entrevistas Luis	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
15	¡Extra! ¡Extra! Entrevistas Luis	Have students work on the activities independently. Tip! Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
10	¡Extra! ¡Extra! El mundo en fotos La playa	Read the description together while projecting the photo. Talk about it – use the transcript (which students can't see) for ideas on questions to ask. Model what they'll do on their own.	Project for class.
10	¡Extra! ¡Extra! El mundo en fotos	Have students do the speaking activity.	Assign beforehand. Students log in and go to

	La playa		pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

	1	l Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week		
	Week 5			
		Monday		
	Historia larga 2: Aventura en Valencia	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can understand a story about a festival in Spain.		
50	Historia larga 2: Aventura en Valencia Actividad 1: ;Posible o imposible? Actividad 2: Completa la frase Actividad 3: Habla con Julia	 Have students log in and work independently on the <i>Historia</i> larga 2 section. You could treat this very formally, assigning Actividades 1-3 and limiting the number of submissions and even making it so students can't leave the page once they begin. This would be treated like a quiz grade. Tip! If students finish early, have them illustrate and caption the story on the 4 Panel Comic Pages (which you would have to print out ahead of time). 	Assign beforehand. Students log in and go to pages.	
-	Exit Ticket	Have students click on the Can-Do and self-assess.		
		Tuesday		
	Historia larga 2: Aventura en Valencia	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can write a story about a festival in Spain.		
20	Historia larga 2: Aventura en Valencia Actividad 4: Un final alternativo	Read the story to students or play the audio, pausing and answering questions throughout. You may want to combine this with reviewing the activities from the day before. The idea here is to check their comprehension and give them a chance to hear the story again before completing <i>Actividad 4</i> .	Project for class.	
10	Historia larga 2: Aventura en Valencia Actividad 4: Un final alternativo	Have students complete Actividad 4.	Assign beforehand. Students log in and go to page.	
20	¡Extra! ¡Extra! Panoramas Pescador en Puerto Pesquero, San Sebastián, España	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.	
-	Exit Ticket	Have students click on the Can-Do and self-assess.		
	·	Wednesday	·	
		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda.		
1		I can read an article about a Twitter controversy.		

Brillante pero indocumentada assig befo 15 <i>jExtral jExtral</i> Have students partner up and read version 2 together and complete the second activity together. Proj class 10 <i>jExtral jExtral</i> Have students read the last version on their own and work on the last set of questions. Proj class 20 <i>jExtral jExtral</i> Have students read the last version on their own and work on the last set of questions. Proj class 20 <i>jExtral jExtral</i> Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class 21 <i>iExtral jExtral</i> Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class 22 <i>iExtral jExtral</i> Finally, review student answers to the last question set and open up discussion about the article in general with the class. class 23 <i>iExtral jExtral</i> Finally, review student answers to the last question set and open up discussion about the polograph and reading the description and story. Ask a few comprehension questions in preparation for the interpersonal activity. Proj class 15 <i>jExtral jExtral</i> Ele mundo en fotos Discuss in more depth by asking the questions on the page out loud to students for discussion. Proj class 20 <i>jExtral jExtral</i>		Artículos		class and		
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15 <i>jExtra! jExtra!</i> <i>Articulos</i> Brillante pero indocumentada Have students partner up and read version 2 together and complete the second activity together. Proj class stud in ar page 10 <i>jExtra! jExtra!</i> Articulos Brillante pero indocumentada Have students read the last version on their own and work on the last set of questions. Proj class stud in ar page 20 <i>jExtra! jExtra!</i> Articulos Brillante pero indocumentada Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class stud in ar page 20 <i>jExtra! jExtra!</i> Articulos Brillante pero indocumentada Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class stud 20 <i>jExtra! jExtra!</i> <i>JExtra! jExtra!</i> Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class 10 <i>jExtra! jExtra!</i> <i>JExtra! jExtra!</i> Finally, review students click on the Can-Do and self-assess. Proj 15 <i>jExtra! jExtra!</i> <i>JExtra! jExtra!</i> Spend a few minutes talking about the photograph and reading the description and story. Ask a few comprehension questions in preparation for the interpersonal speaking task individually. Proj 15 <i>jExtra</i>		-		beforehand.		
15 <i>iExtra! iExtra!</i> <i>Articulos</i> <i>Brillante pero</i> <i>indocumentada</i> Have students partner up and read version 2 together and complete the second activity together. Proj class stud in ar page 10 <i>iExtra! iExtra!</i> <i>Articulos</i> <i>Brillante pero</i> <i>indocumentada</i> Have students read the last version on their own and work on the last set of questions. Proj class stud in ar page 20 <i>iExtra! iExtra!</i> <i>indocumentada</i> Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class. 20 <i>iExtra! iExtra!</i> <i>indocumentada</i> Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class. 21 <i>Extra! iExtra!</i> <i>introduce the Can-Do and self-assess.</i> Thursday 22 <i>Introduce the Can-Do and the bioard, project it for the class, or display it on the day's agenda.</i> <i>I can identify some aspects of national identity.</i> Introduce the Can-Do and self-asses. 215 <i>iExtra! iExtra! El mundo en fotos</i> <i>Los galanes</i> Spend a few minutes talking about the photograph and reading the description and story. Ask a few comprehension questions in preparation for the interpersonal activity. Proj class 220 <i>iExtra! iExtra! Notas culturales</i> <i>Los galanes</i> Read the culture note to the class. Pause and ask questions. Tip! Depending on your students' proficiency, you could have students answer the questions individually or discuss the questions as a c		maocamentaaa				
15 <i>jExtra! jExtra!</i> <i>Artículos</i> Brillante pero indocumentada Have students partner up and read version 2 together and complete the second activity together. Proj class stud 10 <i>jExtra! jExtra!</i> <i>Artículos</i> Brillante pero indocumentada Have students read the last version on their own and work on the last set of questions. Proj class 20 <i>jExtra! jExtra!</i> <i>Artículos</i> Brillante pero indocumentada Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class 20 <i>jExtra! jExtra!</i> <i>Artículos</i> Brillante pero indocumentada Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj class 20 <i>jExtra! jExtra!</i> <i>Artículos</i> Brillante pero indocumentada Introduce the Can-Do and self-asses. Proj 15 <i>jExtra! jExtra!</i> <i>Extra! jExtra!</i> <i>El mundo en</i> <i>fotos</i> <i>Los galanes</i> Introduce the can-Do at the beginning of class. Write it on the board, project if for the class, or display it on the day's agenda. 1 can identify some aspects of national identify. Proj 15 <i>jExtra! jExtra!</i> <i>El mundo en</i> <i>fotos</i> <i>Los galanes</i> Send a few minutes talking about the photograph and reading the description and story. Ask a few comprehension questions. in ar page Proj 20 <i>jExtra</i>				students log		
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15 <i>jExtral</i> ; <i>jExtr</i>				in and go to		
Artículos complete the second activity together. class Brillante pero indocumentada complete the second activity together. class 10 <i>jExtral</i> ; <i>jExtral</i> ; Artículos Have students read the last version on their own and work on the last set of questions. Proj. class 20 <i>jExtral</i> ; <i>jExtral</i> ; Artículos Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj. class 3 Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj. class 4 Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj. class 5 <i>jExtral</i> ; <i>jExtral</i> ; <i>jExtral</i> ; <i>jExtral</i> ; <i>jDepending</i> on your students' proficiency, you could have students answer the questions in itelays and ask questions. Proj. class 10 <i>jExtral</i> ; <i>jExtral</i> ; <i>jExtral</i> ; <i>jExtral</i> ; <i>jDepending</i> on your students' proficiency, you could have students an s class. Alternatively, you could discuss the questions as a class. Alternatively, you could discuss the questions as	15	· Easter al · Easter al	House students northern and need suming 2 to eather and			
Brillante pero indocumentada Studin ar page 10 <i>jExtral jExtral</i> Artículos Have students read the last version on their own and work on the last set of questions. Brillante pero indocumentada Proj. 20 <i>jExtral jExtral</i> Artículos Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj. 20 <i>jExtral jExtral</i> Artículos Finally, review student answers to the last question set and open up discussion about the article in general with the class. Proj. 21 Exit Ticket Have students click on the Can-Do and self-assess. Proj. 22 Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can identify some aspects of national identity. Proj. 215 <i>jExtral jExtral</i> Ist mundo en fotos Spend a few minutes talking about the photograph and reading the description and story. Ask a few comprehension questions in preparation for the interpersonal speaking task individually. Have students 220 <i>jExtral jExtral</i> <i>El mundo en fotos</i> Read the culture note to the class. Pause and ask questions. Discuss in more depth by asking the questions on the page out lou to students for discussion. Proj. 220 <i>jExtral jExtral</i> Notas culturales Unidos: Un debate abierto Read the culture note to the class. Pause and ask questions. Discuss in more depth by as		•		Project for		
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Tip! You could call Friday "Voces video viernes"!	-	Exit Ticket	Have students click on the Can-Do and self-assess.			
			•			
			Introduce the Can-Dos at the beginning of class. Write them on			
the board, project them for the class, or display them on the			the board, project them for the class, or display them on the			

		day's agenda. I can understand some of what someone says about the weather where they live and what they do for fun. I can understand some of what someone says about a trip they took. I can give information about myself and where I live.	
15	¡Extra! ¡Extra! Entrevistas Pablo	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
10	;Extra! ;Extra! Entrevistas Pablo	Have students work on the activities independently. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
10	¡Extra! ¡Extra! Entrevistas Alessia	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
10	;Extra! ;Extra! Entrevistas Alessia	Have students work on the activities independently. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
5	¡Extra! ¡Extra! Entrevistas ¿Y tú? ;Quién eres?	Have students do the speaking activity, modeling their presentation on the two interview presentations they just watched.	Project for class and hand out paper.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

Week 6

	1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
	Week 6			
		Monday		
		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can identify the similarities between festivals.		
15	¡Extra! ¡Extra! Artículos La procesión de las Ánimas	Have students read versions 1 and 2 and complete the activities for both individually.	Assign beforehand. Students log in and go to page.	
10	¡Extra! ¡Extra! Artículos La procesión de las Ánimas	Read the final version as a class, asking a few questions that will help them prepare for the final activity set.	Project for class. Have students log in and go to page.	
10	¡Extra! ¡Extra!	Have students complete the final activity. Review as time	Assign	

	Artículos La procesión de las Ánimas	allows.	beforehand. Students log in and go to
			page.
15	¡Extra! ¡Extra!	Read the culture note to the class. Pause and ask questions.	Project for
	Notas culturales	Discuss in more depth by asking the questions on the page out	class. Have
	Los Castellers	loud to students for discussion. You could compare and	students log
		contrast this celebration with La procesión de las Ánimas and	in and go to
		others students have learned about in this unit.	page.
	Exit Ticket	Have students click on the Can-Do and self-assess.	
		Tuesday	
		Introduce the Can-Do at the beginning of class. Write it on the	
		board, project it for the class, or display it on the day's agenda.	
		I can read about a popular celebration.	
15	¡Extra! ¡Extra!	Have students read versions 1 and 2 and complete the activities	Project for
	Artículos	for both individually.	class and
	Cinco de Mayo		assign
			beforehand.
			Have
			students log
			in and go to
			page.
10	¡Extra! ¡Extra!	Read the final version as a class, asking a few questions that	Project for
	Artículos	will help them prepare for the finally activity set.	class and
	Cinco de Mayo		assign
			beforehand.
			Have
			students log
			in and go to
			page.
10	<i>¡Extra! ¡Extra!</i>	Have students complete the final activity. Review as time	
	Artículos	allows.	
	Cinco de Mayo		
15	Los Estados	Have students review the items on the class bulletin board.	Reference
	Unidos y	What has been added? Are there flyers for festivals in your area	the bulletin
	España	that celebrate any of the celebrations you learned about in the	board in
	En mi	unit? What else can students do in your area to encounter the	class.
	comunidad	Spanish language?	
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
		Wednesday	
		Final Unit Assessment – Option 1	
		prefer to assign the IPA as the final unit assessment, see Option 2	2 below.
5	Zoe y Zack:	Introduce the Can-Dos at the beginning of class. Write them	
	Una aventura	on the board, project them, or display them on the day's	
	increíble	agenda.	
	Capítulo uno:	I can read a chapter of a novel about travel.	
	¿El mejor	I can write a journal entry.	
	viaje?	Tip! Remind students that today will be a formal unit	

		assessment and they will be working independently.	
45	Zoe y Zack:	Assign the Zoe y Zack: Una aventura increíble, all parts. Set	Assign
	Una aventura	the assignment so that students can't submit more than one	beforehand.
	increíble	time and can't leave the page once they begin.	Have students
	Capítulo uno:	time and can't leave the page once they begin.	log in and go to
	¿El mejor		page.
	viaje?		page.
	Actividad 1:		
	¿Quién es?		
	Actividad 2:		
	Mala memoria		
	Actividad 3: La		
	perspectiva de		
	Zack		
	Actividad 4: El		
	diario de Zack		
	Exit Ticket	Have students click on the Can-Dos and self-assess.	
-	Exit Ticket	Thursday	
		Final Unit Assessment – Option 1	
	Please note: If you	prefer to assign the IPA as the final unit assessment, see Optic	on 2 below.
15	Zoe y Zack:	Read Zoe y Zack: Una aventura increíble - Capítulo uno:	Project for
	Una aventura	<i>El mejor viaje?</i> as a class or by playing the audio. Go over	class. Have
	increíble	Actividades 1-4 and review correct answers. More generally,	students log in
	Capítulo uno:	discuss Zack's perspective. Ask students to share their	and go to pages.
	¿El mejor	journal entries with others.	
	viaje?		
	Actividad 1:		
	¿Quién es?		
	Actividad 2:		
	Mala memoria		
	Actividad 3: La		
	perspectiva de		
	Zack		
	Actividad 4: El		
	diario de Zack		
5	End-of-Unit	Introduce the Can-Dos at the beginning of class. Write them	
	Review and	on the board, project them, or display them on the day's	
	Assessment	agenda.	
	¡Mi historia	I can write an original story.	
	original!	I can tell an original story.	
	Cuéntanos una	Tip! Remind students that this writing/speaking assignment	
	historia	is also a formal assessment and they will be working	
	original	independently.	
30	End-of-Unit	Have students create their own story using the target	Assign
	Review and	structures. You may wish to assign either writing or telling	beforehand.
	Assessment	their original story, or both.	Have students
	<i>¡Mi historia</i>	the orginal story, or count	log in and go to
	original!		page(s).
	Cuéntanos una		P-0-(0).
	historia		
	msionu		

	original		
-	Ŭ	When students finish creating their original story, have them	
		illustrate their story using the 4 Panel Comic Page (which	
		you would need to print off beforehand) or play games in the	
		Voces Game Center.	
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
		Wednesday	
		Final Unit Assessment – Option 2	
Pleas	se note: If you prefe	er to assign Zoe y Zack: Una aventura incredible and the End-of	-Unit Assessment
	T 1	as the final unit assessment, see Option 1 above.	
5	Integrated	Introduce the Can-Dos at the beginning of class. Write them	Project for
	Performance	on the board, project them, or display them on the day's	class.
	Assessment	agenda.	
	Can-Do Self-	I can understand the main idea of a radio	
	Assessment	announcement.	
5	Integrated	I can understand an article about sports and culture.	Project for
3	Integrated Performance	Read the context and look at the pictures as a class. Tip! Remind students that this assignment is a formal	class.
	Assessment	assessment and they will be working independently.	class.
	Context	assessment and they will be working independently.	
40	Integrated	Assign the tasks ahead of time. Set the assignments so that	Assign
-U	Performance	students can only submit one time and can't leave the page	beforehand.
	Assessment	once they begin.	Have students
	Interpretive		log in and go to
	Listening		pages.
	Interpretive		F-0
	Reading		
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
		Thursday	
-		Final Unit Assessment – Option 2	
Pleas	se note: If you prefe	er to assign <i>Zoe y Zack: Una aventura incredible</i> and the End-of as the final unit assessment, see Option 1 above.	-Unit Assessment
5	Integrated	Introduce the Can-Dos at the beginning of class. Write them	Project for
	Performance	on the board, project them, or display them on the day's	class.
	Assessment	agenda.	
	Can-Do Self-	I can have a conversation about biographical	
	Assessment	information, hobbies, and culture.	
		I can write about a cultural event.	
		I can explain how a certain practice is important to a cultural identity.	
45	Integrated	Assign the tasks ahead of time. Set the assignment so that	Assign
	Performance	students can only record or submit one time and can't leave	beforehand.
	Assessment	the page once they begin.	Have students
	Interpersonal		log in and go to
	Speaking		pages.
	Presentational		
	Writing		
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
		Friday	
		End of unit wrap-up day!	

we have provided sug	ggestions for what you can do on this final day of the unit. Feel the choose from these options or do something different!	free to pick and
Unidad 1: La aventura empieza Can-Do Checklist	Have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Students will self-reflect on their learning and create personal goals for their future learning.	Assign beforehand. Have students log in and go to page.
Los Estados Unidos y España En mi comunidad	 Have students look over their class bulletin board with evidence of community events where Spanish is spoken where they live, including pictures of signs, brochures, menus, and flyers. I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. Tip! Have students complete the Can-Do, imagining what they will be able to do now that they have completed one unit of <i>Nuestra historia</i>. 	Project for clas and assign beforehand.
End-of-Unit Review and Assessment <i>¡Mi historia</i> <i>original!</i>	Have students share the original stories they wrote.	
<i>Día de Muertos</i> Reader	If the timing is right (and <i>Día de Muertos</i> is approaching), then read <i>Las mariposas vienen de visita</i> with your students.	
Voces Game Center	You could also have students play games against each other or as a class!	

Here's a list of Unit 1 Can-Dos, if you choose to follow our pacing guide and use the Option 1 for the final assessment.

Unit 1 Can-Dos

Interpretive Reading

I can read a story about a new friend.

I can read a story about a trip to New York.

I can read a story about a vacation.

I can read a story about a school trip.

I can understand an infographic about Spain.

I can read an article about a Twitter controversy.

I can read about a popular celebration.

I can read a chapter of a novel about travel.

Interpretive Listening

I can understand a story about a family's restaurant.

I can understand the main idea of a video about a cultural celebration.

I can understand some of what someone says about a trip to Machu Picchu.

I can understand a story about a festival in Spain.

I can understand some of what someone says about the weather where they live and what they do for fun. I can understand some of what someone says about a trip they took.

Interpersonal Speaking

I can order food in a Dominican restaurant. I can identify some common practices in Spain and compare them to my own. I can identify some aspects of national identity.

Presentational Speaking

I can tell a story about a family's restaurant. I can give some information about myself when applying for a job. I can give information about myself and where I live. I can tell an original story.

Presentational Writing

I can tell a story about a trip to New York. I can write a story about a school trip. I can write a letter about my favorite park. I can write a story about a festival in Spain. I can write a journal entry. I can write an original story.

Intercultural Competencies

I can talk about family, food, and places in other countries.

I can identify the similarities between festivals.

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can understand an article about sports and culture.

Interpretive Listening

I can understand the main idea of a radio announcement.

Interpersonal Speaking

I can have a conversation about biographical information, hobbies, and culture.

Presentational Writing

I can write about a cultural event.

Intercultural Competencies

I can explain how a certain practice is important to a cultural identity.