### Scope and Sequence for *EntreCulturas 1*

| Unidad Preliminar Essential Questions: | How widely used is Spanish in the world, on the Internet, and in my community?  
How do I begin a conversation when meeting a Spanish speaker?  
What strategies will help me communicate in Spanish as I begin to learn the language? |
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<tbody>
<tr>
<td><strong>Tema de la unidad</strong></td>
<td><strong>Preguntas esenciales</strong></td>
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</table>
| **Unidad 1 Identidades** | - Who am I? How does what I do define who I am?  
- How am I similar to and different from young people in the Spanish-speaking world?  
- How do language and music shape identity? | - Interact to express your identity, ask for and give personal information and express preferences about activities.  
- Interpret images, video, audio, and print texts in Spanish to gain insights into identity.  
- Present basic information about yourself.  
- Investigate, explain and reflect on the role of language and music in shaping identity in Paraguay, in Texas and in your community. |
| **Unidad 2 La vida en la escuela** | - What places, people and activities define student life?  
- How is student life at my school similar to and/or different from student life at a school in Costa Rica?  
- How do schools reflect the values of their communities? | - Exchange information about your life at school, including people, places, calendars, schedules, and student activities.  
- Interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica.  
- Present information about your own life at school.  
- Investigate and reflect on how a country’s educational system mirrors cultural values and perspectives. |
| **Unidad 3 Mi familia es tu familia** | - Who makes up my family?  
- What places and activities bring us together as a family?  
- How is my family similar to and different from some families in the Spanish-speaking world? | - Exchange information about home life and family.  
- Interpret short texts about family structure and activities.  
- Prepare and present a collection of images and descriptions to share information about your home, your family and friends.  
- Explore traditions, languages, people and the geography of Spain and Colorado. |
| **Unidad 4 La comida es cultura** | - What are some iconic foods from the Spanish-speaking world?  
- How do food products and food practices shape our cultural identity?  
- How can exploring new foods lead me to intercultural experiences? | - Share preferences, opinions and habits about food choices and food purchases.  
- Interpret photographs, videos, ads, blogs and menus to understand food traditions.  
- Create and present a series of menu items based on your food preferences and food traditions from a Spanish-speaking country.  
- Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication. |
| **Unidad 5 La vida es un carnaval** | - What leisure activities help to define my community and me?  
- How do popular celebrations reflect history and culture?  
- How do leisure activities create bridges between cultures? | - Express preferences for leisure activities.  
- Make simple social plans.  
- Interpret print and audiovisual material about the Dominican Republic celebration of Carnaval.  
- Recognize the mutual influences between the Dominican Republic and the U.S., including sports and music. |
| **Unidad 6 El mundo en el que vivo** | - How do the culture, climate and the people around us affect how we live, work and play?  
- What makes a place unique?  
- How do my surroundings shape my identity? | - Share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in your community and in the Spanish-speaking world.  
- Interpret blogs, promotional materials, and reports on climate and weather to plan your day.  
- Create and present travel information for a Spanish-speaking audience promoting travel to some popular attractions in or near your community as a destination.  
- Identify some of the unique geographical features that have shaped and defined the culture of a community. |
### Scope and Sequence for EntreCulturas 1 (continued)

<table>
<thead>
<tr>
<th>Enfoque intercultural</th>
<th>Temas Globales AP®/Temas Troncales IB</th>
<th>Vocabulario en contexto: Así se dice</th>
<th>Gramática en contexto (V=video)</th>
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<tbody>
<tr>
<td><strong>Paraguay/Texas</strong></td>
<td>AP® Identities personales y públicas: La identidad nacional y la identidad étnica IB Relaciones sociales: Lengua e identidad cultural o personal</td>
<td>¿Quién soy? Mis actividades favoritas ¿Qué lenguas hablas? Palabras interrogativas Expresiones útiles</td>
<td>Ser (soy, eres, es) for identity (V) Me gusta/te gusta (V) Questions and answers (V) Singular forms: tener, hablar, ser</td>
</tr>
<tr>
<td><strong>Costa Rica/California</strong></td>
<td>AP® La vida contemporánea: La educación Las familias y las comunidades: Las comunidades educativas IB Relaciones sociales: El sistema educativo</td>
<td>School supplies School subjects Places in school School activities School personnel Uniform clothing and colors</td>
<td>Time Gender/Definite articles (V) Hay + indefinite articles, quantity words Subject pronouns Present pronouns Present tense (-ar verbs) (V)</td>
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<tr>
<td><strong>España/Colorado</strong></td>
<td>AP® Las familias y las comunidades: La estructura de la familia IB Relaciones sociales: Relaciones en la familia</td>
<td>Family members, descriptions, activities Gathering places Where families live in relation to each other Expressions for frequency</td>
<td>Present tense of IR and ESTAR Present tense -er, -ir verbs Irregular verbs dar, hacer, salir, ver (V) Adjective agreement (V) Expressions for obligations (tener que/deber + infinitive) (V)</td>
</tr>
<tr>
<td><strong>México/Carolina del Norte</strong></td>
<td>AP® Las familias y las comunidades: Las tradiciones y los valores IB Costumbres y tradiciones: Gastronomía</td>
<td>Foods and meals: fruits vegetables, dairy, meat/fish, cold/hot beverages, desserts Eating preferences Requesting foods Prices and food purchases Describing foods: color, taste, etc.</td>
<td>Estar + rico, delicioso, picante, caliente, frío, etc. (V) Expressions with tener (sed, hambre, ganas de, etc.) Stem-changing verbs: (ie): (V) The verbs gustar and encantar (me, te, le, etc.)</td>
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<tr>
<td><strong>República Dominicana/Nueva York</strong></td>
<td>AP® La vida contemporánea: El entretenimiento y el ocio IB Ocio: Interacción social a través del ocio</td>
<td>Leisure activities Social spaces in the community Musical genres and instruments Emotions and reactions</td>
<td>Future with ir + a + infinitive Affirmative and negative expressions Use of preterit (yo form) to talk about weekend activities</td>
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<tr>
<td><strong>Colombia/Florida</strong></td>
<td>AP® Los desafíos mundiales: Los temas del medio ambiente IB Cuestiones globales: El medio ambiente</td>
<td>Weather/climate Clothing Activities Transportation Tener calor, frío, ganas de Expressions for accepting and declining invitations Me gustaría... Geographical terms</td>
<td>Expressions with estar, hacer, and tener (V) Present progressive (V) Combining verbs (querer + inf., tener que + inf., etc.)</td>
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