

(Global Can-Do Benchmarks: <http://bit.ly/languagecando>) Students will be able to . . .

- Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized (IC)
- Present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions (PS)
- Write lists and memorized phrases on familiar topics (PW)
- Recognize some familiar words and phrases when spoken (IL)
- Recognize some letters or characters; understand some learned or memorized words and phrases when reading them (IR)

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Pacing	Program	Unit Title	Essential Questions	Global/Cultural Contexts	Topics
MP1	Realidades 1, Para empezar	Español, ¿por qué no? <i>(Spanish, why not?)</i>	<ul style="list-style-type: none"> • Who am I in a global world? • Why learn Spanish? • What basic personal information is important to share? 	<ul style="list-style-type: none"> • Spanish-speaking World • Communities • Personal & Public Identities 	<ul style="list-style-type: none"> • Alphabet • Numbers • Numbers • Time • Date • Social Register • Geography / Climate
	Realidades 1, Ch. 1A ¿Qué te gusta hacer? ----- Realidades 1, Ch. 1B ¿Y tú, cómo eres?	¡Somos Así! <i>(That's the way we are!)</i>	<ul style="list-style-type: none"> • How do I talk about myself? • How do I get to know others? 	<ul style="list-style-type: none"> • Spain and the Caribbean • Self-identity • Friendships • Modern Life 	<ul style="list-style-type: none"> • Leisure activities • Likes & Dislikes • Adjectives to describe people
MP2	Realidades 1, Ch. 2A Tu día en la escuela ----- Realidades 1, Ch. 2B Tu sala de clase	¡Mi escuela, mis clases! <i>(My school, my classes!)</i>	<ul style="list-style-type: none"> • How is my school the same or different from schools in other countries? • What is the purpose of education? 	<ul style="list-style-type: none"> • Mexico & Central America • School life 	<ul style="list-style-type: none"> • Classes • School schedules • Extra-curricular activities
	Realidades 1, Ch. 3A ¿Desayuno o almuerzo? ----- Realidades 1, Ch. 3B Para mantener la salud	¡Buen Provecho! <i>(Enjoy your meal!)</i>	<ul style="list-style-type: none"> • What role does food play in life? • How do foods compare across cultures? 	<ul style="list-style-type: none"> • South America • Health • Well-being 	<ul style="list-style-type: none"> • Foods & Beverages • Markets • Festivals
MP3	Realidades 1, Ch. 4A ¿Adónde vas? ----- Realidades 1, Ch. 4B ¿Quieres ir conmigo?	¡Ven conmigo! <i>(Come with me!)</i>	<ul style="list-style-type: none"> • What is the importance of leisure activities? • What is the relationship between leisure activities & health? 	<ul style="list-style-type: none"> • United States 	<ul style="list-style-type: none"> • Hobbies • Leisure Activities • Self-Identity
	Realidades 1, Ch. 5A Una fiesta de cumpleaños ----- Realidades 1, Ch. 5B ¡Vamos a un restaurante!	¡Festejemos entre familia! <i>(Celebrations among family)</i>	<ul style="list-style-type: none"> • How do celebrations and eating out vary among cultures? • What is family? • How do family relationships differ within communities and between cultures? 	<ul style="list-style-type: none"> • Spain and New Mexico • Dining out 	<ul style="list-style-type: none"> • Families & Family Celebrations • Restaurant Etiquette • Regional foods • Adjectives describing people and things
MP4	Realidades 1, Ch. 6A En mi dormitorio Realidades 1, Ch. 6B ¿Cómo es tu casa?	¡Mi casa es tu casa! <i>(Make yourself at home!)</i>	<ul style="list-style-type: none"> • Why is personal space important? • Why do we care for communal space? 	<ul style="list-style-type: none"> • Cuba • Family life • Housing 	<ul style="list-style-type: none"> • Bedroom items • Adjectives to describe things • Rooms in a house • Household chores

THREE MODES OF COMMUNICATION

Interpersonal	Interpretive	Presentational
Active negotiation of meaning among individuals	Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	Creation of messages
Participants observe and monitor one another to see how their meanings and intentions are being communicated.	One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer.	One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
Adjustments and clarifications are made accordingly.	Interpretation differs from comprehension and translation in that interpretation implies the ability to read, listen or view “between the lines,” including understanding from within the cultural mindset or perspective.	To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture.
Speaking & listening (<i>conversation</i>); reading & writing (<i>text messages or via social media</i>).	Reading (<i>websites, stories, articles, schedules</i>), listening (<i>speeches, messages, songs</i>), or viewing (<i>video clips</i>) of authentic materials.	Writing (<i>messages, articles, reports</i>), speaking (<i>telling a story, giving a speech, describing a poster</i>), or visually representing (<i>Video, PowerPoint, Website or Mobile App</i>).

FUNCTIONS, CONTEXTS & CONTENT, AND TEXT TYPE

Domain	Examples	What it describes	
• Functions	<ul style="list-style-type: none"> • Initiate, maintain, and end a conversation • Ask formulaic questions • Create with language 	<ul style="list-style-type: none"> • Narrate and describe • Make inferences 	• Functions are the global tasks that the learner can perform in the language.
• Contexts and Content	<ul style="list-style-type: none"> • Oneself • General interest 	<ul style="list-style-type: none"> • One’s immediate environment • Work-related 	<ul style="list-style-type: none"> • Contexts are situations within which the learner can function • Content is the topics with which the learner understands & discusses.
• Text Type	<ul style="list-style-type: none"> • Words • Phrases • Sentences • Questions 	<ul style="list-style-type: none"> • Strings of sentences • Connected sentences • Paragraphs 	• Text type , controlled by the learner, is that which the learner is able to understand and produce in order to perform the functions of the level.

LANGUAGE CONTROL, VOCABULARY, COMMUNICATION STRATEGIES, AND CULTURAL AWARENESS

Domain	What it answers	What it describes
• Language Control	• How accurate is the learner’s language?	• The level of control the learner has over certain language features or strategies to produce or understand the language.
• Vocabulary	• How extensive & accessible is the learner’s vocab?	• It describes the parameters of vocabulary used to produce or understand the language .
• Communication Strategies	• How does the learner maintain communication & make meaning?	• Describes the strategies used to negotiate meaning, to understand text & messages , and to express oneself .
• Cultural Awareness	• How is the learner’s cultural knowledge reflected in language use?	• Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting.