

Teen Voices: Spanish!

Level 1 Scope and Sequence

Unit 1: Getting Started

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Meet the Characters			Meet the cast of characters featured in unit conversations
Lesson 2: Spanish-Speaking Places	Countries and places where Spanish is spoken	Notes: Spanish countries have grammatical gender Video: Singular Definite Articles	Overview of the Spanish language and where it is spoken Notes: Pronunciation across Spain and Latin America Note: Puerto Rico is a U.S. territory
Lesson 3: Cognates	Cognates	Notes: Tips on recognizing noun gender Note: “el” and “la” Video: Cognates	
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 3.1. Use geography skills to learn about the Spanish-speaking world.		
Ideas for the classroom	Students could... 1.1. Practice greeting others, introducing themselves. 1.2. Listen to various people introducing themselves and note their name and their country in a table. 1.3. Prepare a poster (or a PPT) introducing a country where the target language is spoken. 2.1. Learn about appropriate gestures when greeting someone. 2.2. Research the flags of each country where the target language is spoken, as well as some general information (capital, landmarks...). 3.2. Look at infographics showing the use of the target language and discuss its use, its reach, etc. 4.2. Compare some major cities where the target language is spoken with cities in their home country (layout, buildings, etc.). 5.1. Start a pen pal exchange with peers from the target culture. 5.2. Watch videos on how peers in the target culture live their daily life.		

Unit 2: Meeting Others

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Informal Introduction	Mini conversation including greetings and talking about where you are from	<p>Note: When to use “tú”</p> <p>Note: Adjective agreement “Americano/a”</p> <p>Note: “Soy” and “eres”</p> <p>Video: Dropping the Subject Pronoun</p>	<p>Notes: Inverted exclamation and question marks</p>
Lesson 2: Formal Adult Introduction	Mini conversation including talking about where you are from and asking about others	<p>Note: When to use “usted”</p> <p>Note: “Éste/a es...”</p> <p>Note: “Encantado/a”</p> <p>Video: Formal and Informal “You”</p>	<p>Note: Abbreviation and when to use “Sra.”</p>
Lesson 3: Informal Adult Introduction	Mini conversation including introducing yourself as a neighbor and talking about where your family is from	<p>Note: Possessive “tu”, “su”</p> <p>Note: “somos”, dropped pronoun “nosotros/as”</p> <p>Video: Formal Titles – Abbreviated (Part 1)</p>	<p>Note: When to use “Buenas tardes.”</p> <p>Note: Abbreviation “Sr.”</p>
Lesson 4: Conversation Between Friends 1	Mini conversation talking about nationality	<p>Note: “Son”, dropped pronoun “ustedes”, “ellos”, “ellas”</p> <p>Note: Adjective agreement “nuevo/a”</p>	<p>Note: Nationalities not capitalized</p>
Lesson 5: Conversation Between Friends 2	Mini conversation talking about having a friend in class	<p>Note: Adjective agreement “mismo/a”</p>	<p>Notes: Uses of “en”, “hasta”</p> <p>Note: Argentinians and Colombians say “¡Chao!”</p> <p>Note: Abbreviation “Srta.”</p>
	<p>Conversation: Course characters greet each other and say where they are from.</p>		

<p>Lesson 6: Cultural Reading: Presentaciones y encuentros en América Latina</p>	<p>Vocabulary to support cultural reading (e.g. “saludar”, “un beso”, “un abrazo”)</p>	<p>Note: “Se” means “each other” Note: “¿Cuándo?” vs. “cuando” Note: “Para” + infinitive verb</p>	<p>Meeting and greeting in Latin America</p>
<p>Alignment with ACTFL Standards</p>	<p>Students will...</p> <ol style="list-style-type: none"> 1.1. Practice various linguistic aspects. 1.2. Read a text and answer questions to show their understanding. 2.1. Learn about appropriate gestures when greeting someone. 2.1. Learn to adjust their greetings and address to the context. 3.1. Use their geography knowledge to discuss countries and nationalities. 		
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ol style="list-style-type: none"> 1.1. Practice greeting others, introducing themselves. 1.1. Answer simple questions about themselves (where they are from). 1.3. Create an avatar (name, nationality, where they are from...) and present it to the class. They could do the same with famous people from the target culture. 2.2. Research famous people from the target culture. 3.2. Investigate the accomplishments/creations of famous people from the target culture. 4.1. Compare the differences in formality with their own language. 4.2. Discuss how their culture expresses formality compared to the target culture. 5.1. Meet people from the target culture and introduce themselves. 5.2. Watch video excerpts from movies, TV shows, etc., where people greet others in a variety of contexts. 		

Unit 3: Important Numbers

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Numbers 0 - 20	Numbers 0-20		
Lesson 2: Age	Age	Note: “Mi amigo” vs. “mis amigos”	Note: “How many years do you have?” (use of “tener”) Note: “Ustedes” vs. “vosotros”
Lesson 3: Conjugation of “Ser”		Course note: Conjugation lists in this course include pronouns Note: Use pronouns to avoid ambiguity Video: Singular Subject Pronouns	Note: When to use “ser” Note: Using “ellos” and “ellas” to talk about groups of people
Lesson 4: Phone Numbers	Telephone number + “What is...”	Note: Plural agreement with possessive adjective “tu” à “tus” Video: Plural Subject Pronouns	Note: “Cuál” vs. “qué” Note: Phone card
Lesson 5: Higher Numbers	21, 22, and 30-100; thousand, million, and billion		
Lesson 6: My City	“Vivo en...” (road, state, city)	Note: “Grande” doesn’t change form for masculine/feminine Video: Adjective Positions	Note: States in Mexico
Lesson 7: My Address	“Vivo en...” (house, nearby)		Note: “La calle principal” Note: Giving your address in Spanish
	Conversation: Course characters give their phone numbers and addresses so they can meet up later.		

<p>Lesson 8: Cultural Reading: Seguir en contacto</p>	<p>Vocabulary to support cultural reading (e.g., “una llamada”, “el celular prepagado”, “seguir en contacto”)</p>	<p>Note: “Al” + infinitive Note: “De” + “el” = “del”</p>	<p>Communication in Latin America: phone cards, prepaid cell phones, and American cell phones. Note: Language names not capitalized</p>
<p>Alignment with ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Practice various linguistic aspects. 1.2. Read a text and answer questions to show their understanding. 2.1. Learn about the way a phone number is listed in the target culture. 3.1. Use their math skills to practice numbers. 		
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.1. Answer simple questions about themselves (where they live, how old they are, what their phone number is...). 1.3. Prepare and present posters about countries/regions where the target language is spoken, with an emphasis on numbers (population, area...). 2.2. Learn about the phone system in the target cultures. 3.2. Learn about the most commonly used apps in the target cultures (for communication). 4.1. Look at the most commonly used text abbreviations used in the target language. 4.2. Compare how to give phone numbers or addresses in the target culture with their own. 5.1. Exchange short messages with their pen pals. 5.2. Change their phone language to the target language and learn to navigate their phone. 		

Unit 4: Important Dates

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Months	Months of the year, dates	Note: “Es el” + a number + “de” + a month Video: Common Verbs	Note: Months aren’t capitalized
Lesson 2: Her Birthday Party	Birthday	Note: Describe what things are made of with “de” + noun Note: Plural agreement with possessive adjective “mi” à “mis”	Note: “Hay” = “there is/are” Note: “Quisiera...” vs. “Quiero...”
Lesson 3: Seasons and Holidays	Seasons and holidays		Note: “la Semana Santa” Note: Day of the Dead Note: Epiphany Day
Lesson 4: Special Occasions	Holiday greetings, phrases associated with celebrating	Note: Recognizing regular -AR verbs	Note: “La quinceañera”
	Conversation: Course characters attend a “quinceañera” celebration.		
Lesson 5: Cultural Reading: Fechas importantes y días de fiesta	Vocabulary to support cultural reading (e.g., “los desfiles”, “bailar”, “tener una fiesta”)	Note: Impersonal “se” Note: Conjugating “bailar”	Holidays and events celebrated in Latin America, like “la quinceañera”
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.2. Read a text and answer questions to show their understanding. 2.2. Learn about the way people in the target culture celebrate birthdays, holidays and special occasions.		

Ideas for the Classroom

Students could...

- 1.1. Express preferences.
- 1.3. Select a different holiday in any of the target cultures and explain how it is celebrated.
- 2.1. Learn about etiquette, practices for each celebration, and their origins.
- 3.1. Use their social studies/history knowledge to find out about the target country's national day and its meaning.
- 3.1. Use their math skills to convert temperatures from Fahrenheit to Celsius and vice versa.
- 3.1. Use their science skills to record temperatures in various Spanish-speaking countries, over the course of a week, a month or a year and discuss the differences in seasons.
- 3.2. Learn about the importance and meaning of activities and celebrations of the target culture.
- 4.1. Compare word order in dates, placement of descriptors, etc.
- 4.2. Compare how the target culture celebrates special occasions and holidays with their own culture.
- 5.1. Read recipes for typical dishes related to a celebration.
- 5.2. Watch videos explaining the origins of a holiday.

Unit 5: Every Day

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Days of the Week	Days of the week	Note: “Es el” + a number + “de” + a month Note: “Ayer fue...”	Note: Days aren’t capitalized
Lesson 2: My Classes	Subjects in school	Note: “Me gusta(n)...” Note: Adjective agreement masculine/feminine	Note: Math and science are plural in Spanish
Lesson 3: During the Week	Describe a school schedule and which classes you have on which days		
Lesson 4: The Weekend	Non-school activities, “No me gusta...”		
Lesson 5: Conjugation of -AR Verb “Necesitar”	Conjugate “necesitar”	Notes: Recognizing and conjugating regular -AR verbs Video: Verbs Ending in -AR	
	Conversation: Course characters talk about their school schedules and what classes they like and dislike.		
Lesson 6: Cultural Reading: Actividades semanales	Vocabulary to support the cultural reading (e.g., “el primer día”, “tras el fin de semana...”)	Note: “¿Cuántos/as?”	When the week starts in Spanish-speaking countries and a student’s schedule
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.2. Read a text about a typical school day in the target culture and answer questions to show their understanding. 2.1. Learn about the structure of a typical school day.		

Ideas for the Classroom

Students could...

- 1.1. Practice short conversations about their daily schedule during the week and during the weekend.
- 1.3. Present their typical school day through the use of a poster or presentation.
- 2.2. Learn about typical classes and activities in the target culture and understand their significance.
- 3.1. Research topics typically studied in classes like history/social studies or foreign language classes in the target cultures.
- 3.2. View school websites in the target culture to identify courses, schedules, and special projects.
- 4.1. Identify cognates in class names or activities and the patterns that connect them.
- 4.2. Learn about the school system in the target culture and compare it to their own culture.
- 5.1. Exchange information about their typical school day with their pen pal.
- 5.2. Research the various classes taught in the target culture through exploring a school's website.

Unit 6: At School

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: School Supplies	School supplies and locations in school (e.g., “la cafetería”, “el aula”)		Note: “El aula” but “las aulas”
Lesson 2: Possessive Adjectives	Possessive adjectives with school supplies	Notes: Possessive adjective agreement	
Lesson 3: Telling Time 1	Asking and telling the time, whole and half hours with “son las...” and “y media”, and times of day (e.g., “noche”, “mañana”)		Note: Use the 12-hour clock in informal situations Note: “por la mañana” vs. “de la mañana”
Lesson 4: Telling Time 2	Precise time with “y cuarto”/“y quince”, and “vente para las...”/“menos veinte”		Note: “Es la una.”
Lesson 5: Conjugation of “Estar”	Conjugate “estar”	Video: “Ser” vs. “Estar”	
Lesson 6: At School	Mini conversation about getting ready to leave for school	Note: “Llegaremos”	Note: “Estar” to talk about location
Lesson 7: Conjugation of -ER Verbs	Conjugate “comer”	Note: Recognize and conjugate a regular -ER verb	
Lesson 8: Conjugation of -IR Verbs	Conjugate “vivir”	Note: Recognize and conjugate a regular -IR verb	
	Conversation: Course characters hurry to get ready for school and make sure that their backpacks contain the school supplies they need for the day.		
Lesson 9: Cultural Reading: ¿Qué hora es?	Places around town, clocks and telling time, verbs “abrir” and “utilizar”		Use of 12- and 24-hour clocks in Spanish-speaking countries
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.2. Read a text about the official time and answer questions to show their understanding.		

Ideas for the Classroom

Students could...

- 1.1. Answer simple questions about their school life.
- 1.3. Present their typical school day with a poster or presentation.
- 2.1. Learn about typical school life in the target culture and how it reflects local values (for example, not having sports within the school means no school spirit, colors, sport events...).
- 2.2. Look at timetables and schedules from the target culture and observe how a time frame is organized.
- 3.1. Keep a log of their daily activities with the exact times.
- 3.2. View school websites in the target culture to identify courses, schedules, and special projects.
- 4.1. Identify cognates in class names or activities and the patterns that connect them.
- 4.2. Compare school life in the target culture with their own.
- 5.1. Compare their schedule with their pen pal's schedule.
- 5.2. Search through various websites to find different school schedules and compare them.

Unit 7: After School

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Entertainment	Movies, TV, and radio	<p>Note: “Quiero” + infinitive</p> <p>Note: “Voy a” + infinitive to talk about the future</p> <p>Note: Masculine nouns that end in “-ma”</p>	
Lesson 2: Social Media	Internet terms, chatting and instant messaging		
Lesson 3: Computers	Computer terms, sending email, downloading	Note: “Los CD”	
Lesson 4: After School	Mini conversation about computer trouble after school	Note: “¿Me lo/la prestas?”	<p>Note: Use “estar” to say something is broken</p> <p>Note: Two ways to express obligation: “Tengo que...” and “deber...”</p>
	Conversation: Course characters talk about computer problems and plan to hang out after school to do homework and share music.		
Lesson 5: Cultural Reading: Las redes sociales	Vocabulary to support cultural reading (e.g., “los jóvenes”, “pasar el tiempo”, “la tecnología”)		Social media platforms that Spanish-speaking teens use (like Tuenti, Taringa!, and Sonico)
Alignment with ACTFL Standards	<p>Students will...</p> <p>1.1. Practice various linguistic aspects.</p> <p>1.2. Read a text about the use of social media in the target culture and answer questions to show their understanding.</p> <p>2.2. Learn about some favorite/popular apps and technology in the target language.</p> <p>3.1. Use their technology skills to discover apps or software that are popular in the target culture.</p>		

Ideas for the Classroom

Students could...

- 1.1. Answer simple questions about their life outside of school.
- 1.3. Create a short vlog/podcast in the target language.
- 2.1. Learn about the target culture's views on social media and technology.
- 3.2. Look at infographics on the use of technology in the target culture and explain them.
- 4.1. Look at various technologies in the target culture and how they borrowed English words, if they have been translated and which ones are more commonly used.
- 4.2. Reflect on the importance of various technologies and social media in the target culture and compare with their own.
- 5.1. Create profiles for several social media sites in the target language.
- 5.2. Use various social media and applications in the target language.