

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

Unit	Lesson	Lesson Objectives
	Unit 20: Clothing: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. The students are given five mini-dialogues to learn with the help of mnemonics. Students are asked to set goals about how to use Spanish outside the classroom, and how to improve their Spanish by setting specific goals. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 20: Clothing: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended writing assignment in which they are asked to form sentences using the pairs of similar verbs they learned in this unit.
Unit 21\At Home		
	Unit 21: At Home: Vocabulary Activities	Students recognize and understand vocabulary related to household words through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is presented to the students in which they interpret written instructions about employment.
	Unit 21: At Home: Grammar Activities	They are then introduced to comparisons using words such as mas and menos . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 21: At Home: Culture Activities	Students read about a variety of topics related to Nicaragua. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Nicaraguan school system and Nicaraguan family customs. They also watch a video describing the weather and geography of Nicaragua and about the different kinds of people who live there. Short comprehension quizzes follow each culture activity.
	Unit 21: At Home: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 21: At Home: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about the rooms in their houses. They are also given an open-ended writing assignment in which they are asked to interpret Spanish sentences about comparisons.
Unit 22\The Body		
	Unit 22: The Body: Vocabulary Activities	Students recognize and understand vocabulary related to body through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 22: The Body: Grammar Activities	They are then introduced to adverbs, words ending in -mente . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Lesson Objectives
Unit 22:	The Body: Culture Activities	Students read about a variety of topics related to Nicaragua. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing the driving conditions in Nicaragua. Short comprehension quizzes follow each culture activity.
Unit 22:	The Body: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students experience a review of the verb gustar. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 22:	The Body: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended writing assignment in which they are asked to name all of the body parts on the head.
Semester 1 Midterm		
	Semester 1 Midterm Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous four units. In addition, there is an open-ended speaking assignment where students are asked to talk in 3-5 sentences about the clothing (quantities and colors) they need to buy to get ready for a new year at school. They are also given an open-ended writing assignment where they create a Spanish paragraph in which they describe their favorite room in their home. They explain why it is their favorite, and use 4-5 complete sentences to describe what is in the room to make it so special.
Unit 23\Reflexive Verbs		
Unit 23:	Reflexive Verbs: Vocabulary Activities	Students recognize and understand vocabulary related to reflexive verbs through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 23:	Reflexive Verbs: Grammar Activities	They are then introduced to reflexive verbs such as llamarse. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 23:	Reflexive Verbs: Culture Activities	Students read about a variety of topics related to Chile. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Chilean educational system, including higher education. They also watch a video describing the unique geography of Chile and the other parts of the world that Chile owns. Short comprehension quizzes follow each culture activity.
Unit 23:	Reflexive Verbs: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
Unit 23:	Reflexive Verbs: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, talking about their morning schedule using reflexive verbs.

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

Unit	Lesson	Lesson Objectives
	Unit 25: On Vacation: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are presented with an additional lesson on object pronouns. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 25: On Vacation: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to respond appropriately to the audio prompts that they hear, discussing what they would like to do on vacation and why. They are also given an open-ended writing assignment in which they are asked to synthesize three sentences using the personal a.
Unit 26\Telephone		
	Unit 26: Telephone: Vocabulary Activities	Students recognize and understand vocabulary related to the telephone through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 26: Telephone: Grammar Activities	They are then introduced to direct and indirect objects. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Unit 26: Telephone: Culture Activities	Students read about a variety of topics related to Chile. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. They also watch a video describing the national dance of Chile and its many variations. Short comprehension quizzes follow each culture activity.
	Unit 26: Telephone: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are given extra support with grammar learning about object pronouns. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.
	Unit 26: Telephone: Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given a writing assignment in which they are asked to interpret Spanish sentences with pronouns.
Unit 27\Semester 1 Final		
	Unit 27: Review: Stretch, Stories, and Explore Activities	Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English.
	Unit 27: Review: Semester 1 Final Assessments	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units. In addition, there is an open-ended speaking assignment where students are asked to describe what they are wearing. They are also given an open-ended writing assignment where they create a Spanish paragraph in which they describe an imaginary vacation in detail.

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

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

Unit	Lesson	Lesson Objectives
Unit 31: Sports: Assessments		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to describe what they would do during a day at the beach.		
Semester 2 Midterm		
Semester 2 Midterm Assessments		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous units. In addition, there is an open-ended speaking assignment where students pretend they are sick and go to the doctor. They use 4-5 complete sentences to explain their symptoms and what they would tell the doctor. They are also given an open-ended writing assignment where they imagine they are in a new city and are trying to find a bank. They write out a conversation between themselves and someone they stop to ask for directions. Each person must say at least 3 lines.		
Unit 32\Outdoor Activities		
Unit 32: Outdoor Activities: Vocabulary Activities		
Students recognize and understand vocabulary related to outdoor activities through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
Unit 32: Outdoor Activities: Grammar Activities		
They are then introduced to present progressive with direct and indirect pronouns. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
Unit 32: Outdoor Activities: Culture Activities		
Students read about a variety of topics related to Venezuela. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the tallest waterfall in the world and common attitudes in Venezuela. They also watch a video describing the origins of the name Venezuela. Short comprehension quizzes follow each culture activity.		
Unit 32: Outdoor Activities: Stretch, Stories, and Explore Activities		
Students are also introduced to the Sancho and Bolsa story where they can further hear, read, and listen to Spanish words within the context of the story told in English. Students are taught further comprehension using points, lines and shapes. Finally, students are given the challenge to use their newly acquired Spanish beyond the classroom environment.		
Unit 32: Outdoor Activities: Assessments		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended writing assignment in which they are asked to discuss preferences for outdoor activities.		
Unit 33\Travel		
Unit 33: Travel: Vocabulary Activities		
Students recognize and understand vocabulary related to travel through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is presented in which students interpret a train schedule.		
Unit 33: Travel: Grammar Activities		
They are then introduced to the Preterite - ar form. This concept is practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		

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

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