

<b><i>Unit Number/Title</i></b>	<b><i>Target Structures</i></b>	<b><i>Target Culture</i></b>	<b><i>ACTFL Standards</i></b>
<b>Unit 1: Dice (<i>The Comprehensible Classroom</i>)</b>	Este es Dice un muchacho/una muchacha Hay le gusta Greetings	Appropriate greetings	<b>Novice Low</b> - I can use a small number of repetitive words and phrases for common objects and actions
<b>Unit 1A: Super 7 Verbs (<i>Mis clases locas</i>)</b>	es / soy tiene / tengo va / voy le gusta / me gusta hay está / estoy quiere	Mi cultura	- I can use some simple words to provide basic information - I can be understood only with great effort
<b>Unit 2: El encierro de toros (<i>The Comprehensible Classroom</i>)</b>	camina corre ve lleva	The Running of the Bulls	- I can understand some isolated words and phrases
<b>Unit 3: ¡Cierra la puerta! (<i>The Comprehensible Classroom</i>)</b>	nunca cierra abre la puerta son las telling date Weather numbers	none	- My language production is limited to what we have learned in class
<b>Unit 4: La Universidad (<i>The Comprehensible Classroom</i>)</b>	toma habla quiere ser quiero ser professions	Universities in Spanish-speaking countries	
<b>Unit 4A: Un poquito</b>	un poquito quiero ser	Song: Un poquito (Vives, Torres)	

	tampoco tuyo		
<b>Unit 5: Las novias de mi hermano (<i>The Comprehensible Classroom</i>)</b>	está enojado va a tiene tengo voy a emotions	La corrida de toros Un torero	<b>Novice Mid</b> - I can use a limited number of words and phrases for common objects and actions, but it is repetitive
<b>Unit 5A: La corrida de toros (<i>expansion</i>)</b>	está enojado va a tiene	The debate about bullfighting	- I can use words, phrases, and occasional simple sentences to provide basic information
<b>Unit 5B: Grammar Focus</b>	Subject pronouns De + posesión	Felipe, Rey de España	- I can be understood with difficulty by someone accustomed to a language-learner
<b>Unit 6: ¡Siéntate! (<i>The Comprehensible Classroom</i>)</b>	se sienta se levanta le grita	none	- I can understand some simple questions and statements, but I need frequent repetition
<b>Unit 6A: La Criatura (<i>The Comprehensible Classroom</i>)</b>	Nosotros form verbs	none	- My language production is limited to what we have practiced in class
<b>Unit 7: Los Castells de Tarragona (<i>The Comprehensible Classroom</i>)</b>	siempre le ayuda simpático tienes que no puede	Los Castells de Tarragona	
<b>Unit 7A: Mi Bolivia (<i>The Comprehensible Classroom</i>)</b>	possessive adjectives	Bolivia	
<b>Unit 8: La comida latina (<i>The Comprehensible Classroom</i>)</b>	busca encuentra	Food in Latin American countries Latin American influences on	

	sabe / sabes come	American culture	
<b>Unit 8A: Grammar Focus</b>	-AR verbs	none	
<b>Unit 9: El Cucuy (<i>The Comprehensible Classroom</i>)</b>	tiene miedo de mira hacia	El Cucuy	
<b>Unit 9A: El Silbón de Venezuela (<i>The Comprehensible Classroom</i>)</b>	Grammar Focus: Ir in the present tense	Legend of El Silbón	
<b>Unit 9B: Programación de televisión</b>	Days of the week mira	Spanish TV programming	
<b>Unit 9C: ¿Qué hora es?</b>	Time	none	
<b>Unit 10: El lobo hambriento (<i>The Comprehensible Classroom</i>)</b>	tiene hambre está triste llora el lobo come	none	<b>Novice High</b>
<b>Unit 10A: Las lágrimas del cocodrilo</b>	tiene hambre está triste llora el lobo come	Origin of the expression: “Lágrimas del cocodrilo”	- I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.
<b>10B: La rana de boca grande OR 10C: Gazpacho</b>	come vive	Animales de la selva amazónica OR Food in Spain	- I can use phrases and short, simple sentences to provide basic information.
<b>10D: Rafael Nadal</b>	-ER/-IR verbs in the present tense	Rafael Nadal	- I am beginning to combine words and phrases to create original sentences.
<b>Unit 11: Los deportes de países hispanohablantes (<i>The</i></b>	eres juega (a)	Sports in Spanish-speaking countries	- I can be understood by someone accustomed to a

<b>Comprehensible Classroom)</b>	quiere jugar		language-learner
<b>11A: Fútbol en España</b>	juega (a)	none	- I can understand simple questions and statements, with occasional repetition
<b>Unit 12: El cortejo (The Comprehensible Classroom)</b>	agarra la mano no conoce a nadie sale de	Dating customs in México	- I am beginning to form my own ideas + statements
<b>Unit 12A: Es una broma (movie talk)</b>	toma roba es una broma	none	- I can add my own ideas, perspectives, and style into what I do.
<b>12B: El gato cleptómano</b>	Grammar Focus: direct object pronouns	none	
<b>12C: Los 6 grados de la separación</b>	Grammar Focus: Saber v. Conocer	none	
<b>Unit 13: El chico del apartamento 512 (The Comprehensible Classroom)</b>	quieres salir conmigo el hombre piensa que una mujer bonita	Los piropos	***Standards are not unit based but performance/proficiency based. Students will advance through the levels at their own pace.
<b>OTHER</b>	***The following units are related to holidays, events, or music and not timeline specific.		
<b>Holidays:</b>	El día de los muertos La Navidad El Día de Amor y Amistad La Semana Santa Cinco de Mayo		
<b>Señor Wooly:</b>	¿Puedo Ir al Baño? No lo tengo ¿Adónde vas? (with unit 5)		

<b>Mi Vida Loca</b>	Web series to aid with mini grammar units		
<b>Passwords</b>	Weekly password to enrich vocabulary		
<b>Novels</b>	<i>Brandon Brown quiere un perro</i> <i>Agentes Secretos y el mural de Picasso</i>		