

SCOPE & SEQUENCE



L	LEARNING OUTCOMES	VOCABULARIO EN CONTEXTO	CULTURA	GRAMÁTICA EN CONTEXTO	UNIDOS
Capítulo Preliminar: Bienvenidos a Unidos p. 2					
	<ul style="list-style-type: none"> • Introduce yourself, greet others, and say goodbye • Identify people and classroom objects and tell where they are in the classroom • Listen to and respond to classroom expressions and requests • Spell names and addresses and share phone numbers • Express dates, tell time, and comment on the weather • Share information about the Spanish language and where it is spoken 	<p>P.1.1 <i>Las presentaciones</i> P.1.2 <i>Los saludos y las despedidas</i> P.1.3 <i>¿Qué hay en el salón de clase?</i> P.1.4 <i>Los meses del año y los días de la semana</i> P.1.5 <i>El tiempo y las estaciones</i> P.1.6 <i>Expresiones útiles en la clase</i> P.1.7 <i>El alfabeto</i></p>	<p>Cultura interactiva: <i>El español en el mundo</i></p> <p>P.2 Enfoque cultural: <i>El español en el mundo</i></p> <p>P.3 En acción: <i>Bienvenidos</i></p>	<p>P.4.1 Identifying and describing people: Singular forms of ser</p> <p>P.4.2 Locating people and things: Estar + location</p> <p>P.4.3 Using numbers: Numbers 0 to 99</p> <p>P.4.4 Expressing time in Spanish: Telling time</p>	
Capítulo 1: ¿Qué estudias? p. 18					
	<ul style="list-style-type: none"> • Talk about studies, campus, and academic life • Describe daily routines and activities • Ask and answer questions • Express location and states of being • Specify gender and number • Talk about Spain in terms of products, practices, and perspectives • Share information about student life in Hispanic countries and identify cultural similarities 	<p>1.1.1 <i>Los estudiantes españoles</i> 1.1.2 <i>La universidad y los cursos</i> 1.1.3 <i>Las actividades de los estudiantes</i></p>	<p>Cultura interactiva: <i>España</i></p> <p>1.2 Enfoque cultural: <i>España</i></p> <p>1.3 En acción: <i>Los saludos</i></p> <p>1.6 Unidos cultural: <i>La vida universitaria en España e Hispanoamérica</i></p>	<p>1.4.1 Asking and answering questions: Interrogative words</p> <p>1.4.2 Expressing location and states of being: Present tense of estar</p> <p>1.4.3 Talking about academic life and activities: Present tense of regular -ar verbs</p> <p>1.4.4 Talking about academic life and activities: Present tense of regular -er and -ir verbs</p> <p>1.4.5 Specifying gender and number: Articles and nouns</p> <p>Infografía: <i>Carreras favoritas en Argentina</i></p>	<p>1.5.1 Escucha: Listen for the gist</p> <p>1.5.2 Habla: Ask questions to gather information</p> <p>1.5.3 Lee: Identify the format of a text</p> <p>1.5.4 Escribe: Brainstorm key ideas before writing</p>

Capítulo 2: ¿Quiénes son tus amigos? p. 44

- Describe people, places, and things
- Express origin and possession
- Talk about where and when events take place
- Describe what someone or something is like
- Express emotions and conditions
- Identify what belongs to you and others
- Discuss the people, things, and activities you and others like and dislike
- Talk about Hispanics in the United States in terms of products, practices, and perspectives
- Talk about cultural stereotypes

- 2.1.1** *Mis amigos y yo*
2.1.2 *Las descripciones*
2.1.3 *El origen*

Cultura interactiva:
Estados Unidos

2.2 Enfoque cultural:
Estados Unidos

2.3 En acción:
Entre amigos en Los Ángeles

2.6 Unidos cultural:
Los estereotipos y la cultura hispana

2.4.1 Identifying and describing people, places, and things: **Adjectives**

2.4.2 Identifying and describing; expressing origin, possession, location of events, and time: **Present tense of ser**

2.4.3 Expressing qualities, emotions, and conditions: **Ser and estar with adjectives**

2.4.4 Expressing ownership: **Possessive adjectives**

2.4.5 Expressing likes and dislikes: **Gustar**

Infografía: *Inmigrantes en Estados Unidos*

2.5.1 Escucha: Listen for specific information

2.5.2 Habla: Describe a person

2.5.3 Lee: Scan a text for specific information

2.5.4 Escribe: Use adjectives to enrich your descriptions

Capítulo 3: ¿Qué hacen para divertirse? p. 72

- Describe free-time activities and talk about food
- Plan your daily activities and express intentions
- Identify prices and dates
- State what and whom you know
- Talk about Peru, Bolivia, and Paraguay in terms of products, practices, and perspectives
- Share information about free-time activities in Hispanic countries and identify cultural similarities

- 3.1.1** *Las diversiones*
3.1.2 *Los planes*
3.1.3 *La comida*

Cultura interactiva:
Perú, Bolivia y Paraguay

3.2 Enfoque cultural:
Perú, Bolivia y Paraguay

3.3 En acción:
¡A comer!

3.6 Unidos cultural:
Los jóvenes y la vida social

3.4.1 Expressing movement and plans: **Present tense of ir and ir a + infinitive**

3.4.2 Expressing intention, means, movement, and duration: **Some uses of por and para**

3.4.3 Talking about things we do: **Present tense of hacer, poner, salir, traer, and oír**

3.4.4 Talking about quantity: **Numbers 100 to 2,000,000**

3.4.5 Stating what you know: **Saber and conocer**

Infografía: *Las diversiones*

3.5.1 Escucha: Use background knowledge

3.5.2 Habla: Inform yourself before you do a survey

3.5.3 Lee: Look for and use key words

3.5.4 Escribe: Write for your audience

Capítulo 4: ¿Cómo es tu familia? p. 104

- Talk about family members and their daily routines
- Express opinions, plans, preferences, and feelings
- Express obligation
- Express how long something has been going on
- Talk about Venezuela in terms of its products, practices, and perspectives
- Share information about families and family life in Hispanic countries and make cultural comparisons

- 4.1.1** *Los miembros de la familia*
4.1.2 *¿Qué hacen los parientes?*
4.1.3 *Las rutinas familiares*

Cultura interactiva:
Venezuela

4.2 Enfoque cultural:
Venezuela

4.3 En acción:
Una fiesta en familia

4.6 Unidos cultural:
Las telenovelas venezolanas

4.4.1 Expressing obligation: **Tener que + infinitive**

4.4.2 Expressing opinions, plans, preferences, and feelings: **Present tense of stem-changing verbs: e → ie, o → ue, and e → i**

4.4.3 Talking about daily routine: **Reflexive verbs and pronouns**

4.4.4 Expressing reciprocity: **Reciprocal verbs and pronouns**

4.4.5 Expressing how long something has been going on: **Hace with expressions of time**

Infografía: *Los hábitos y las rutinas de los niños*

4.5.1 Escucha: Listen for a purpose

4.5.2 Habla: Organize information

4.5.3 Lee: Use the title and illustrations to anticipate content

4.5.4 Escribe: Use your knowledge of the topic when you write

Capítulo 5: ¿Dónde vives? p. 132

- Talk about housing, the home, and household activities
- Express ongoing actions
- Describe physical and emotional states
- Avoid repetition in speaking and writing
- Point out and identify people and things
- Express when, where, or how an action occurs
- Talk about Nicaragua, El Salvador, and Honduras in terms of products, practices, and perspectives
- Talk about housing in urban areas

- 5.1.1** ¿Dónde vives?
- 5.1.2** La casa, los muebles y los electrodomésticos
- 5.1.3** Las tareas domésticas

Cultura interactiva:
Nicaragua, El Salvador y Honduras

5.2 Enfoque cultural:
Nicaragua, El Salvador y Honduras

5.3 En acción:
En casa

5.6 Unidos cultural:
Las viviendas en centros urbanos

5.4.1 Expressing ongoing actions:
Present progressive

5.4.2 Describing physical and emotional states: **Expressions with tener**

5.4.3 Avoiding repetition in speaking and writing: **Direct object nouns and pronouns**

5.4.4 Pointing out and identifying people and things: **Demonstrative adjectives and pronouns**

5.4.5. Expressing when, where, or how an action occurs: **Adverbs**

Infografía: *Condiciones ideales para estudiar o trabajar en casa*

5.5.1 Escucha: Create mental images

5.5.2 Habla: Plan what you want to say

5.5.3 Lee: Inform yourself about a topic before you start to read

5.5.4 Escribe: Consider various perspectives

Capítulo 6: ¿Qué te gusta comprar? p. 164

- Talk about shopping and clothes
- Describe people, objects, and events
- Indicate to whom or for whom an action takes place
- Express likes and dislikes
- Talk about events in the past
- Talk about Colombia in terms of products, practices, and perspectives
- Share information about shopping practices in Hispanic countries and identify cultural similarities

- 6.1.1** Las compras
- 6.1.2** La ropa
- 6.1.3** ¿Qué debo llevar?

Cultura interactiva:
Colombia

6.2 Enfoque cultural:
Colombia

6.3 En acción:
De moda

6.6 Unidos cultural:
Las tiendas de barrio

6.4.1 Describing people, objects, and events: **More about ser and estar**

6.4.2 Indicating to whom or for whom an action takes place: **Indirect object nouns and pronouns**

6.4.3 Expressing likes and dislikes: **Gustar and similar verbs**

6.4.4 Talking about the past: **Preterit tense of regular verbs**

6.4.5 Talking about the past: **Preterit of ir and ser**

Infografía: *Así consume la generación Z*

6.5.1 Escucha: Take notes to recall information

6.5.2 Habla: Expressing dissatisfaction to achieve a result

6.5.3 Lee: Use context to figure out the meaning of unfamiliar words

6.5.4 Escribe: Recount events in sequence

Capítulo 7: ¿Cuál es tu deporte favorito? p. 192

- Talk about sports
- Talk about the weather
- Emphasize and clarify information
- Talk about past events
- Talk about Argentina, Uruguay, and Chile in terms of products, practices, and perspectives
- Share information about sporting events in Hispanic countries and identify cultural similarities

- 7.1.1** Los deportes
- 7.1.2** El tiempo
- 7.1.3** ¿Qué pasó ayer?

Cultura interactiva:
Argentina, Uruguay y Chile

7.2 Enfoque cultural:
Argentina, Uruguay y Chile

7.3 En acción:
Vamos a hacer surf

7.6 Unidos cultural:
Los hinchas y el superclásico

7.4.1 Talking about the past: **Preterit of reflexive verbs**

7.4.2 Talking about the past: **Preterit of -er and -ir verbs whose stem ends in a vowel**

7.4.3 Talking about the past: **Preterit of stem-changing -ir verbs**

7.4.4 Emphasizing or clarifying information: **Pronouns after prepositions**

7.4.5 Talking about the past: **Some irregular preterits**

Infografía: *Participación femenina en los Juegos Olímpicos*

7.5.1 Escucha: Differentiate fact from opinion

7.5.2 Habla: Focus on key information

7.5.3 Lee: Predict and guess content

7.5.4 Escribe: Use supporting details

Capítulo 8: ¿Cuáles son tus tradiciones? p. 222

- Discuss situations and celebrations
- Describe conditions and express ongoing actions in the past
- Tell stories about past events
- Compare people and things
- Talk about Mexico in terms of products, practices, and perspectives
- Share information about celebrations in Hispanic countries and make cultural comparisons

- 8.1.1** *Las fiestas y las tradiciones*
- 8.1.2** *Otras celebraciones*
- 8.1.3** *Las invitaciones*

Cultura interactiva:
México

8.2 Enfoque cultural:
México

8.3 En acción:
Hay que celebrar

8.6 Unidos cultural:
Las tradiciones y la diversidad cultural

8.4.1 Expressing ongoing actions and describing in the past: **The imperfect**

8.4.2 Narrating in the past: **The preterit and the imperfect**

8.4.3 Comparing people and things: **Comparisons of inequality**

8.4.4 Comparing people and things: **Comparisons of equality**

8.4.5 Comparing people and things: **The superlative**

Infografía: *La flor de nochebuena mexicana*

8.5.1 Escucha: Draw conclusions based on what you know

8.5.2 Habla: Conduct an interview

8.5.3 Lee: Make inferences

8.5.4 Escribe: Select and sequence details

Capítulo 9: ¿Dónde trabajas? p. 326

- Talk about careers and employment
- Describe past events in more detail
- Avoid repetition
- Give instructions and suggestions
- Talk about Guatemala in terms of products, practices, and perspectives
- Share information about the causes and consequences of migration from Guatemala to the United States

- 9.1.1** *El trabajo*
- 9.1.2** *Los oficios y las profesiones*
- 9.1.3** *La entrevista de trabajo*

Cultura interactiva:
Guatemala

9.2 Enfoque cultural:
Guatemala

9.3 En acción:
Buscando trabajo

9.6 Unidos cultural:
¿Trabajas o estudias?

9.4.1 Talking about the past: **More on the imperfect and the preterit**

9.4.2 Avoiding repetition: **Review of direct and indirect object pronouns**

9.4.3 Avoiding repetition: **Use of direct and indirect object pronouns together**

9.4.4 Giving instructions or suggestions: **Formal commands**

Infografía: *Jóvenes latinoamericanos que no estudian ni tienen trabajo*

9.5.1 Escucha: Use contextual guessing

9.5.2 Habla: Gather information strategically to express a decision

9.5.3 Lee: Organize textual information into categories

9.5.4 Escribe: Report on an interview

Capítulo 10: ¿Cuál es tu comida preferida? p. 286

- Talk about ingredients, recipes, and meals
- State impersonal information
- Talk about the recent past
- Give instructions in informal settings
- Talk about Ecuador in terms of products, practices, and perspectives
- Present information, concepts, and ideas about food and public health in Ecuador and other Latin American countries

- 10.1.1** *Los productos y las recetas*
- 10.1.2** *En el supermercado*
- 10.1.3** *La mesa*

Cultura interactiva:
Ecuador

10.2 Enfoque cultural:
Ecuador

10.3 En acción:
¡Buen provecho!

10.6 Unidos cultural:
Comida callejera

10.4.1 Stating impersonal information: **Se + verb constructions**

10.4.2 Talking about the recent past: **Present perfect and participles used as adjectives**

10.4.3 Giving instructions in informal settings: **Informal commands**

10.4.4 Talking about the future: **The future tense**

Infografía: *La dieta diaria equilibrada*

10.5.1 Escucha: Take notes about relevant details

10.5.2 Habla: Give and defend reasons for a decision

10.5.3 Lee: Learn new words by analyzing their connections with known words

10.5.4 Escribe: Summarize information

Capítulo 11: ¿Cómo te sientes? p. 316

- Discuss health and medical treatments
- Express expectations and hopes
- Describe emotions, opinions, and wishes
- Express goals, purposes, and means
- Talk about Cuba, Dominican Republic, and Cuba in terms of products, practices, and perspectives
- Talk about health, the body, and medical practices in Cuba, the Dominican Republic, and Puerto Rico and identify cultural similarities

11.1.1 *Médicos, farmacias y hospitales*
11.1.2 *Las partes del cuerpo*
11.1.3 *La salud*

Cultura interactiva:
Cuba, República Dominicana y Puerto Rico

11.2 Enfoque cultural:
Cuba, República Dominicana y Puerto Rico

11.3 En acción:
No me encuentro bien

11.6 Unidos cultural:
La medicina tradicional

11.4.1 Expressing expectations and hopes: **Introduction to the present subjunctive**

11.4.2 Expressing requests: **The subjunctive with expressions of influence**

11.4.3 Expressing emotions, opinions, and attitudes: **The subjunctive with expressions of emotion**

11.4.4 Expressing goals, purposes, and means: **Uses of *por* and *para***

Infografía: *Salud sostenible en las Américas*

11.5.1 Escucha: Listen for the main ideas

11.5.2 Habla: Select appropriate phrases to offer opinions

11.5.3 Lee: Focus on relevant information

11.5.4 Escribe: Persuade through suggestions and advice

Capítulo 12: ¿Te gusta viajar? p. 348

- Talk about travel arrangements and preferences
- Express affirmation and negation
- Express possession and clarify what belongs to you and to others
- Express doubt and uncertainty
- Talk about travel experiences
- Talk about Costa Rica and Panama in terms of products, practices, and perspectives
- Share information about low-cost travel in Latin America and make comparisons

12.1.1 *Los medios de transporte*
12.1.2 *El alojamiento y las direcciones*
12.1.3 *Los viajes en coche*

Cultura interactiva:
Costa Rica y Panamá

12.2 Enfoque cultural:
Costa Rica y Panamá

12.3 En acción:
Lugares fantásticos

12.6 Unidos cultural:
El mochilero

12.4.1 Expressing affirmation and negation: **Affirmative and negative expressions**

12.4.2 Expressing possession: **Possessive pronouns**

12.4.3 Expressing doubt and uncertainty: **Subjunctive with expressions of doubt**

12.4.4 Talking about things that may not exist: **Subjunctive in adjective clauses**

Infografía: *Los millennials viajeros*

12.5.1 Escucha: Use background knowledge to support comprehension

12.5.2 Habla: Use visuals to make your presentations engaging

12.5.3 Lee: Focus on logical relationships

12.5.4 Escribe: Use facts to offer advice

Appendix 1 Verb Charts A-2

Appendix 2 Spanish-English Glossary A-8

Appendix 3 English-Spanish Glossary A-19

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