

Spanish 2 3rd Edition

Lesson Plan Overview

| Introduction | | | | |
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| Lesson | Student Edition | Activities* | Teacher Resources | Objectives |
| 1 | x–xii | v–ix | Audio: Ejercicios A–C | Understand class procedures. Identify the Spanish 2 book characters. View the introductory material in the Activities book. |
| 2 | xiii–xv | | | Identify reasons for studying Spanish. BWS Understand the overall goal of <i>SPANISH 2 ¡NUEVOS AMIGOS!</i> Identify strategies for learning Spanish. Learn how to prepare for Diálogo 1-1. |
| Capítulo 1: La familia nueva | | | | |
| Describe family relationships. Compare expressions of endearment in the family. Compare family member's personalities. | | | Describe family routines and occupations. Describe family life in earlier Mayan culture. Ask and answer questions about everyday life. | |
| 3 | 1–6 | 1–2 | Audio: Diálogo 1-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 4 | 6–9 | 3–4 | | Identify family relationships. Describe to whom someone is related. Describe family members' characteristics. |
| 5 | 10–11 | 5 | | Identify how Spanish speakers refer to family members. Compare expressions of endearment within Hispanic and American families. Analyze how language can be used to convey respect and love. BWS |
| 6 | 12–13 | 7 | Audio: Actividad 1-11 | Identify personality traits. Describe family members' personalities. |
| 7 | 14–15 | 8–9 | | Describe family members' personalities. Compare family members' personalities. |
| 8 | 16–19 | 11–17 | Audio: Diálogo 1-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. Describe kinds of occupations. Describe work-related activities. |
| 9 | 20–21 | 18–19 | Audio: Actividad 1-19 | Describe daily routines. |
|  10 | 22–23 | 20 | | Describe daily and weekly routines. Describe daily and weekly family routines. |
| 11 | 24–26 | 21 | | List crops and foods eaten by the Maya. Identify types of clothing worn by members of a Mayan family. Give examples of everyday life for a typical Mayan family. Evaluate the process of nixtamalization from a biblical worldview. BWS |
| 12 | 27–28 | 23–24 | Audio: Actividad 1-25 | Ask and answer questions about yourself. |
| Lesson | Student Edition | Activities* | Teacher Resources | Objectives |

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| 13 | 29 | | | Apply knowledge of the chapter material to a performance-based task. |
| 14 | | | | Demonstrate knowledge and application of vocabulary and structures from Chapter 1. |
| 15 | | | | Demonstrate using Spanish in practical exchanges. |

Capítulo 2: El estudiante nuevo

Describe people and places at school.
Compare your schedule with someone else's.
Describe schools in Spanish-speaking countries.

Express your tasks and obligations.
Make suggestions about school-related activities.
Evaluate ways the Maya applied their math skills.

| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
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| 16 | 32–37 | 25–28 | Audio: Diálogo 2-1, Actividad 2-4 | Identify the main idea of the dialog. Recount the sequence of events in the story. Identify people, places, and objects at school. Describe school personnel. Describe your school facilities. |
| 17 | 38–40 | 29–31 | Audio: Actividad 2-9 | Identify items in a classroom. Describe your school facilities. |
| 18 | 41–44 | 32–35 | Audio: Actividades 2-12 and 2-13 | Talk about school subjects. Talk about your class schedule. Identify numbers 1–100. Tell what time classes start and finish. |
| 19 | 45–47 | 36–39 | Audio: Actividad 2-14 | Compare subjects and teachers. Discuss which subjects are most difficult. |
| 20 | 48–49 | 41 | | Compare schools in Spanish-speaking countries with those in the United States. Describe courses offered in Spanish-speaking schools. Explain the grading scale used in Guatemala. Analyze terms used for passing or failing and how this kind of evaluation relates to Scripture. BWS |
| 21 | 50–52 | 43–44 | Audio: Diálogo 2-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 22 | 52–53 | | | Express obligation or necessity. |
| 23 | 54 | 45–46 | | Express obligation or necessity. |
| 24 | 55 | 47 | | Suggest ideas and changes in plans. |
| 25 | 56–58 | 49 | | Explain the Mayan numbering system. Compare the Mayan calendar with our calendar. List examples of Mayan ingenuity as displayed in their buildings. Evaluate how the Maya applied their knowledge of mathematics. BWS |
| 26 | 59–60 | | Audio: Actividades 2-23 to 2-26 | Analyze sounds and practice word patterns from Chapter 2. Formulate the gospel message. BWS |
| 27 | 61 | | | Apply knowledge of the chapter content to a real-life task. |
| 28 | | | | Participate in <i>Español en vivo</i> activities and prepare for the chapter assessments. |
| 29 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 2. |
| 30 | | | | Demonstrate skill level in using the language in practical exchanges. |

Capítulo 3: La farmacia nueva

| Identify key places in a town. Explain how to get around a city. Describe typical cuisine in Guatemala and Mexico. | | | | Order a meal based on recommendations. Ask questions about the ingredients in a dish. Evaluate Mayan beliefs about creation and God. |
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| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
| 31 | 64–68 | 51–52 | Audio: Diálogo 3-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. Identify key places in a town. Explain how to get around a city. |
| 32 | 68–71 | 53–55 | Audio: Actividad 3-2 | Explain how to get around in a city. |
| 33 | 72–73 | 55–57 | Audio: Actividad 3-5 | Explain where places are in a city. Identify means of transportation. |
| 34 | 74–77 | 56–59 | Audio: Actividad 3-8 | Explain how to get around in a city. |
| 35 | 78–79 | 61 | | Recall culturally appropriate expressions of politeness to use when eating out. BWS Discuss why food is an important part of culture. Recognize terminology used in cooking foods. Identify typical dishes, drinks, and desserts served in Mexican and Guatemalan restaurants, and identify their main ingredients. |
| 36 | 80–82 | 63–64 | Audio: Diálogo 3-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. Identify foods and their countries of origin. |
| 37 | 83–84 | 65–67 | Audio: Actividad 3-13 | Ask for food recommendations. Express food preferences. Identify dishes and ingredients. Order food at a restaurant. |
| 38 | 84–85 | 67–68 | | Identify foods and the countries of origin. Identify ingredients. Ask about the ingredients in a dish. |
| 39 | 86–87 | 68–69 | Audio: Ejercicio 3-25 | Identify dishes by their ingredients. Identify ingredients. Ask about the ingredients in a dish. Ask for extra utensils in a restaurant. |
| 40 | 88–90 | 71 | | Explain the importance of the Popol Vuh for the K'iche' people in Guatemala. Examine statements from the Popol Vuh that reflect the Mayan concept of creation. Analyze the Mayan understanding of creation and God. BWS Evaluate Mayan practices of worship. BWS |
| 41 | 91–92 | | Audio: Actividades 3-18 to 3-21 | Analyze consonant sounds and practice word patterns from Chapter 3. Formulate the basic points of man's sin and the penalty for sin as part of the gospel message. BWS |
| 42 | 93 | | | Apply knowledge of the chapter content to a real-life task. |
| 43 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |

| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
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| 44 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 3. |
| 45 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 4: Mis antepasados

| <p>Extend invitations to friends and family. Describe activities and events of yesterday. Give examples of life in today's Andean culture.</p> | | | | <p>Describe past events with your friends and family. Describe who people were and where they went. Analyze <i>The Royal Commentaries of the Incas</i>.</p> |
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| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
| 46 | 98–102 | 73–74 | Audio: Diálogo 4-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 47 | 102–5 | 75–76 | Audio: Actividad 4-3 | Extend invitations. Accept and decline invitations in a culturally appropriate manner. |
| 48 | 106–7 | 77–80 | Audio: Actividades 4-4 and 4-5 | Describe recent past activities and events. |
| 49 | 108–11 | 81 | Audio: Actividad 4-7 | Describe past changes in someone's daily routine. |
| 50 | 112–13 | 83 | | Explain the role of the Andes mountains in Andean culture. Assess Inca influence in the Andean region today. List examples of cultural products. Examine the relationship between evangelism and cultural practices. BWS |
| 51 | 114–16 | 83–86 | Audio: Diálogo 4-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 52 | 116–19 | 87–90 | | Talk about past events. Describe past activities to friends and family. |
| 53 | 119–20 | 90–92 | Audio: Actividad 4-13 | Describe past events with friends and family. Tell the years in which events happened. |
| 54 | 121–23 | 93–94 | Audio: Actividad 4-15 | Identify who people were and where they went. Describe past activities. |
| 55 | 124–26 | 95 | | Identify El Inca Garcilaso de la Vega and parts of his writings. Evaluate Garcilaso's record of the Inca and how they treated their enemies. Analyze how God sovereignly prepares us to serve Him with our lives. BWS Evaluate the importance of studying languages and cultures in order to reach others with the gospel. BWS |
| 56 | 127–28 | | Audio: Actividades 4-18 to 4-21 Hymn: "En la cruz" | Analyze sounds and practice word patterns found throughout Chapter 4. Formulate the gospel message. BWS |
| 57 | 129 | | | Apply knowledge of the chapter content to a real-life task. |
| 58 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 59 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 4. |
| 60 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 5: La vida en casa

| <p>Identify the rooms and furniture of a house. Describe tasks done in your room and house. Compare houses in the Hispanic world and in the United States.</p> | | | | <p>Describe your hobbies and interests. Discuss your reading habits. Evaluate the stonework in Inca buildings.</p> |
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| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
| 61 | 132–36 | 97–98 | Audio: Diálogo 5-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 62 | 137–38 | 99–100 | Audio: Actividad 5-3 | Identify the rooms in a house. Identify common pieces of furniture in each room. |
| 63 | 139–42 | 100–102 | Audio: Actividades 5-5 and 5-7 | Describe a bedroom. Describe tasks done to tidy up one’s bedroom. Describe study habits. Describe other responsibilities at home. |
| 64 | 143–47 | 103–5 | | Describe bedroom decorations and furnishings in detail. |
| 65 | 148–49 | 107 | | Compare house styles in Spanish-speaking countries with styles in the United States. List materials used to build houses in Spanish-speaking countries. Analyze the role weather plays in house design and material. Examine cultural preferences that affect house design and material. |
| 66 | 150–52 | 109–10 | Audio: Diálogo 5-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 67 | 152–54 | 111–16 | | Describe your hobbies and interests. |
| 68 | 155 | 115–16 | | Describe your hobbies and interests. Narrate someone’s life. |
| 69 | 156–57 | 117–18 | | Describe hobbies and interests. Narrate someone’s life. |
| 70 | 158–60 | 119 | | Summarize Pedro Pizarro’s description of Sacsayhuamán. Explain the significance of Machu Picchu. Discuss Inca architectural style and designs used to help their buildings withstand earthquakes. Analyze the reasons for the end of the Inca empire. BWS |
| 71 | 161–62 | | Audio: Actividades 5-17 to 5-20 Hymn: “En la cruz” | Analyze sounds and practice word patterns found throughout Chapter 5. Explain the gospel message. BWS |
| 72 | 163 | | | Apply knowledge of the chapter material to a real-life task. |
| 73 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 74 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 5. |
| 75 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 6: Las Navidades en familia

Describe family Christmas plans.
Describe how you feel during the holidays.
Analyze some Three Kings' Day traditions.

Describe end-of-the-year celebrations.
Specify for whom something is done.
Evaluate Inca beliefs and traditions about the sun.

| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
|--------|-----------------|------------|---|--|
| 76 | 166–70 | 121–22 | Audio: Diálogo 6-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 77 | 170–74 | 123–26 | Audio: Actividad 6-3 | Describe family Christmas celebrations. Talk about Christmas shopping. |
| 78 | 175–78 | 124–30 | Audio: Actividad 6-5 | Describe preparations for a family Christmas celebration. Talk about well-known Christmas carols. |
| 79 | 178–81 | 131–34 | | Describe Christmas celebrations. Express happiness, sympathy, and encouragement. |
| 80 | 182–83 | 135 | | Identify terms associated with <i>Día de Reyes</i> . Recall details from the account of the wise men in Matthew 2. List traditions in Spanish-speaking countries. Discuss how Christians can use <i>Día de Reyes</i> to point others to Christ. BWS |
| 81 | 184–86 | 137–38 | Audio: Diálogo 6-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 82 | 187–88 | 139–42 | | Describe end-of-year celebrations. |
| 83 | 189–90 | 141–42 | Audio: Actividad 6-15 <i>Adivinanzas</i> | Describe what was said in a message or story. |
| 84 | 191 | 143–44 | Audio: Actividad 6-16 | Talk about presents given or received at Christmas. |
| 85 | 192–94 | 145 | | Evaluate Inca religious practices in light of Scripture. BWS Identify the significance of the Coricancha temple complex. Evaluate Inca beliefs about the emperor. BWS Analyze the decision to build a church over the old Inca temple. BWS |
| 86 | 195–96 | | Audio: Actividades 6-18 to 6-21 Hymn: “En la cruz” | Analyze sounds and practice word patterns from Chapter 6. Formulate the gospel message. BWS |
| 87 | 197 | | | Apply knowledge of the chapter content to a real-life task. |
| 88 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 89 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 6. |
| 90 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 7: Los servicios en la ciudad

| Identify parts of the body and the five senses. Describe physical problems to a doctor. Make use of medical and money exchange services. | | | | Identify banking terminology. Discuss personal finances. Explain the growth in the city of Tenochtitlán. |
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| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
| 91 | 202–7 | 147–49 | Audio: Diálogo 7-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 92 | 208–9 | 150–51 | | Identify the parts of the face. Identify the senses and sensations. |
| 93 | 210–13 | 152–54 | Audio: Actividad 7-6 | Explain basic symptoms to a doctor. Explain how an accident happened. |
| 94 | 214–15 | 152–56 | | Explain how an accident happened. |
| 95 | 216–17 | 157 | | Identify a medical service found in most Spanish-speaking countries. Discuss ways to find help while traveling in a Spanish-speaking country. Demonstrate an understanding of money exchange services. Explain the types of bank holidays in Mexico. |
| 96 | 218–21 | 159–61 | Audio: Diálogo 7-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 97 | 222–23 | 161–62 | Audio: Actividad 7-14 | Identify financial terms. Talk about personal finances and jobs. |
| 98 | 224–25 | 163 | | Talk about studies, work, time management, and personal routines. |
| 99 | 226–27 | 163–65 | | Describe personal financial habits. Express what you do and don't do. Agree and disagree with other people's statements. |
| 100 | 228–30 | 167 | | Describe the founding of Tenochtitlán. Describe a <i>chinampa</i> . List factors that led to the growth of Tenochtitlán. Evaluate whether the Aztec fulfilled the Creation Mandate with their city. BWS |
| 101 | 231–32 | | Audio: Actividades 7-20 to 7-23 | Analyze sounds and practice word patterns found throughout Chapter 7. Recall a decision to trust Christ for salvation. BWS |
| 102 | 233 | | | Apply knowledge of the chapter material to a real-life task. |
| 103 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 104 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 7. |
| 105 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 8: El mercado de la ciudad

Understand what is included in a mailing address.
Describe people in the past.
Discuss certain aspects of the marketplace.

Describe places and things in the past.
Describe memories and occurrences from the past.
Describe the great market of Tlatelolco.

| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
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| 106 | 236–40 | 169–70 | Audio: Diálogo 8-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 107 | 241–42 | 171 | | Understand and identify the elements included in a mailing address. |
| 108 | 243–46 | 172–75 | | Describe what people used to be like and how they lived in the past. |
| 109 | 247–49 | 176–80 | | Describe what people used to be like and how they lived in the past. |
| 110 | 250–51 | 181 | <i>Conexiones culturales con el presente</i> activity | Contrast the supermarket with the traditional marketplace. Explain the names for markets in Mexico. Give examples of regional products in Mexico. Demonstrate bartering at the marketplace. |
| 111 | 252–54 | 183–84 | Audio: Diálogo 8-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 112 | 255–56 | 185–87 | | Describe places and things in the past. |
| 113 | 257–58 | 186–87 | | Describe things in the past. |
| 114 | 259–61 | 187–88 | Audio: Actividad 8-14 | Describe memories and events in the past. |
| 115 | 262–64 | 189 | | Describe the market of Tlatelolco. List items sold in the market of Tlatelolco. Describe the responsibilities of the senior merchants. Evaluate whether the Aztec followed God’s law when dealing with merchants who cheated. BWS |
| 116 | 265–66 | | Audio: Actividades 8-17 to 8-20 | Review examples of the imperfect found in Chapter 8 and learn to distinguish syllables. Analyze a salvation testimony to prepare for writing a testimony in Spanish. BWS |
| 117 | 267 | | | Apply knowledge of the chapter material to a real-life task. |
| 118 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 119 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 8. |
| 120 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 9: Día libre en mi ciudad

Talk about leisure activities in the city.
Describe background situations to start a story.
Explain how families spend free time in the city.

Talk about habits in the past.
Express how you used to think about something.
Evaluate the Aztec practice of sacrifice.

| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
|--------|-----------------|------------|--|--|
| 121 | 270–76 | 191–92 | Audio: Diálogo 9-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 122 | 276–77 | 193–94 | Audio: Actividad 9-3 | Talk about rides and activities in theme parks. Describe preferences and types of emotions associated with different activities. |
| 123 | 278–80 | 195–96 | Audio: Actividad 9-5 | Talk about sports as leisure activities. Describe emotions and reactions to sports and high-risk activities. |
| 124 | 281–83 | 197–99 | Audio: Actividad 9-7 | Describe the background situation to tell a story that happened in the past. |
| 125 | 284–85 | 201 | | Explain the concept of a <i>punte festivo</i> . Apply a biblical perspective to our use of free time. BWS Interpret descriptions of amusement park rides in Spanish. Compare the shopping experience in Spanish-speaking countries to shopping in the United States. |
| 126 | 286–88 | 203–4 | Audio: Diálogo 9-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 127 | 289–90 | 205–8 | Audio: Ejercicio 9-20 | Talk about habits and ongoing situations in the past. |
| 128 | 291–92 | 209 | | Talk about habits and routines in the past. |
| 129 | 293–95 | 210–12 | Audio: Actividad 9-16 | Express how you used to think about something. Express the reason for doing something, the means used, or for whom it is done. |
| 130 | 296–98 | 213 | | Discuss the Aztec’s place in history. Describe Aztec worship of the sun. Explain how the Aztec worldview guided their worship. BWS Compare Aztec sacrifices with the sacrifices in the Bible. BWS Evaluate Hernán Cortés’s efforts to end human sacrifice. BWS |
| 131 | 299–300 | | Audio: Actividades 9-18 to 9-21 | Identify time phrases that are often used with the preterite and the imperfect tenses. Write the first part of a personal testimony. BWS |
| 132 | 301 | | | Apply knowledge of the chapter material to a real-life task. |
| 133 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 134 | | | | Demonstrate knowledge of the vocabulary and structures from Chapter 9. |
| 135 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 10: Un mundo sin fronteras

| Talk about traveling by high-speed train. Give and receive instructions on a trip. Analyze similarities among various countries in the Spanish-speaking world. | | | | Give instructions to someone. Express changes in past situations, plans, or habits. Explain what led to Spain's global influence. |
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| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
| 136 | 306–10 | 215–16 | Audio: Diálogo 10-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 137 | 311–13 | 217 | Audio: Actividad 10-4 | Talk about traveling by high-speed train. |
| 138 | 314–15 | 218–19 | Audio: Ejercicio 10-5 | Ask questions to get information for a trip. Ask for things and give and receive instructions. |
| 139 | 316–19 | 219–26 | Audio: Ejercicio 10-10 | Give and receive instructions. |
| 140 | 320–21 | 227 | | Illustrate differences in spoken Spanish. Discuss characteristics of Spanish as spoken in Spain. Analyze cultural ties in the Hispanic world. Analyze how we can connect with Spanish speakers while giving the gospel. BWS |
| 141 | 322–24 | 229–30 | Audio: Diálogo 10-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 142 | 325–27 | 231–33 | | Ask someone to do something or give instructions to someone in a culturally appropriate manner. |
| 143 | 328–29 | 235–36 | Audio: Actividad 10-12 | Express a change of situation, plans, or habit in the past. |
| 144 | 330–31 | 235–36 | | Express a change of situation, plans, or habit in the past. |
| 145 | 332–34 | 237 | | Identify reasons for the variety of cultures that have impacted Spain. Analyze Roman influence in Spain. Discuss the Arab invasion and the Reconquest of Spain. List important events from 1492. Identify doors God has opened to give the gospel today. BWS |
| 146 | 335–36 | | Audio: Actividades 10-16 to 10-19 | Identify patterns with the imperative. Write part two of a personal testimony. BWS |
| 147 | 337 | | | Apply knowledge of the chapter content to a real-life task. |
| 148 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 149 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 10. |
| 150 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 11: Una tecnología sin fronteras

| Express future plans, intentions, and outcomes. Predict what will happen in certain circumstances. Evaluate the role technology has in the Spanish language. | | | | Report what was expected, said, or promised. Explain what you would do in certain situations. Trace the use of technology through Spain's history. |
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| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
| 151 | 340–44 | 239–40 | Audio: Diálogo 11-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 152 | 345–48 | 241–45 | | Express future plans, intentions, and outcomes. |
| 153 | 349–51 | 244–47 | Audio: Actividad 11-6 | Express future plans, intentions, and outcomes. |
| 154 | 352–53 | 246–49 | | Predict what will happen in certain circumstances. |
| 155 | 354–55 | 251 | | List communication technology terms used in Spanish. Discuss the impact of radio in Spanish-speaking countries and its usefulness for learning a language. Discuss the use of cell phones in Spanish-speaking countries. Identify technology that can aid with learning languages. Evaluate the role of technology and the human ability to learn languages. BWS |
| 156 | 356–58 | 253–54 | Audio: Diálogo 11-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 157 | 359–61 | 255–56 | | Report what was expected, said, or promised. |
| 158 | 362 | | Audio: Actividad 11-13 | Explain what you would do in certain situations. |
| 159 | 363–65 | 257–58 | | Explain what you would do in certain situations. |
| 160 | 366–68 | 259 | | Define <i>technology</i> . List examples of Roman technology that was used in construction. Give an example of Moorish technology used in navigation. Explain how the Spaniards used technology in the sixteenth and seventeenth centuries. Discuss how technology should be used today. BWS |
| 161 | 369–70 | | Audio: Actividades 11-16 to 11-19 | Identify patterns of the future and conditional tenses. Write part three of a personal testimony. BWS |
| 162 | 371 | | | Apply knowledge of the chapter material to a real-life task. |
| 163 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 164 | | | | Demonstrate knowledge of vocabulary and structures from Chapter 11. |
| 165 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |

Capítulo 12: Una educación sin fronteras

| Describe academic disciplines and fields of study. Talk about your personal interests. Explain why it is important to study Spanish today. | | | | Make predictions about the future of education. Express plans, hopes, and expectations. Evaluate Spain's religious history and present need. |
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| Lesson | Student Edition | Activities | Teacher Resources | Objectives |
| 166 | 374–78 | 261 | Audio: Diálogo 12-1 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 167 | 379–80 | 263–64 | | Describe academic disciplines and fields of study. |
| 168 | 381–83 | 265–67 | Audio: Actividad 12-3 | Talk about your personal interests. |
| 169 | 384–87 | 268–72 | | Talk about your personal interests. |
| 170 | 388–89 | 273 | | Summarize events that helped make <i>castellano</i> a world language. Explain why other languages are still spoken in Spain. Identify practical ways we can serve the Lord with a knowledge of Spanish. BWS Discuss the importance of speaking Spanish today. |
| 171 | 390–92 | 275 | Audio: Diálogo 12-2 | Identify the main idea of the dialog. Recount the sequence of events in the story. |
| 172 | 393–95 | 277–78, 280 | | Make predictions about the future of education. Express plans, hopes, and expectations. |
| 173 | 396–98 | 278–83 | | Express preferences and choices when planning an activity. |
| 174 | 398–99 | 282–84 | | Express wishes, plans, and hopes and give advice. |
| 175 | 400–402 | 285 | | Identify the role of religion in the culture and history of Spain. Identify God's basis of acceptance. BWS Evaluate common beliefs and practices in Spain from a biblical worldview. BWS Differentiate between true and false worship of God. BWS Explain how someone can come to Christ for salvation. BWS |
| 176 | 403–4 | | Audio: Actividades 12-18 to 12-21 | Identify how discourse markers are commonly used in conversation. Finalize a salvation testimony. BWS |
| 177 | 405 | | | Apply knowledge of the chapter material to a real-life task. |
| 178 | | | | Complete the <i>Español en vivo</i> activities and review for the chapter assessments. |
| 179 | | | | Demonstrate knowledge of the vocabulary and structures from Chapter 12. |
| 180 | | | | Demonstrate skill level in using the language in practical, conversational exchanges. |