

Scope and Sequence for ¡Listos! C

Unit 1 • México • Nos conocemos				
Themes	Language Functions	Structures	Culture	
1 Saludos y despedidas	<ul style="list-style-type: none"> greet others and say goodbye identify themselves and others 	<ul style="list-style-type: none"> Yo soy... 	Culture Connections: Pyramids, p. 14; Informal Greetings, p. 18	Writing: Mi familia Investiga la cultura: La piñata
2 La familia	<ul style="list-style-type: none"> name family members introduce family members 	<ul style="list-style-type: none"> verbs: <i>preparar</i> (<i>prepara, preparan</i>) es 	Culture Connections: <i>Las piñatas</i> , p. 22	
3 Los amigos	<ul style="list-style-type: none"> introduce themselves and others in different ways ask and answer questions to speak with someone new 	<ul style="list-style-type: none"> ¿Cómo te llamas?, Yo me llamo... Mucho gusto. 	Culture Connections: Mexican Cowboys, p. 28; Chapultepec Park, p. 29	
4 ¿Cómo somos?	<ul style="list-style-type: none"> describe places, people, and things 	<ul style="list-style-type: none"> verbs: <i>ser</i> (present forms) tú 	Culture Connections: <i>Cancún</i> , p. 36	

Unit 2 • Bolivia • ¿Cómo vivimos?				
Themes	Language Functions	Structures	Culture	
1 La casa	<ul style="list-style-type: none"> name the rooms of a house identify where people are in a house 	<ul style="list-style-type: none"> verbs: <i>estar</i> (<i>está, están</i>), <i>visitar</i> (<i>visitan</i>), <i>vivir</i> (<i>vivo, vives, vive</i>) el, la, los, en Yo vivo en... ¿Dónde está/están? 	Culture Connections: Kitchens and Dining Rooms, p. 48; Welcoming Guests, p. 50	Writing: Mi casa y mi ropa Investiga la cultura: <i>El Carnaval de Oruro</i>
2 La ropa y los colores	<ul style="list-style-type: none"> name clothes and colors describe what they do when shopping for clothes 	<ul style="list-style-type: none"> verbs: <i>comprar</i> (<i>compra, compran</i>) ¿Cuántos/Cuántas...? 	Culture Connections: Clothing in Bolivia, p. 56	
3 Trabajadores de la comunidad	<ul style="list-style-type: none"> identify workers in their community identify where these workers work 	<ul style="list-style-type: none"> verbs: <i>trabajar</i> (<i>trabajo, trabajas, trabaja</i>) ¿Quién es...?, ¿Quién soy?, Yo soy... ¿Dónde trabaja...?, Trabaja en... 	Culture Connections: Options for grocery shopping in the Spanish-speaking world, p. 62	
4 De paseo por la comunidad	<ul style="list-style-type: none"> name more places in a community identify where places are in a community by studying a map 	<ul style="list-style-type: none"> verbs: <i>estar</i> (present forms), <i>ir</i> (present forms), <i>mostrar</i> (<i>muestra</i>) a, en 	Culture Connections: Public Spaces, p. 72	

*For a Scope and Sequence correlated to Language Arts Skills, see pages 316-319 of this Teacher's Edition.

Unit 3 • El Salvador • Vamos a aprender

Themes	Language Functions	Structures	Culture
1 La escuela	<ul style="list-style-type: none"> discuss what they are learning in school name some school supplies 	<ul style="list-style-type: none"> verbs: <i>aprender (aprendo), usar (uso, usa), enseñar (enseña), escribir, jugar, leer, pintar, tocar</i> 	Culture Connections: Names of Hispanic Children, p. 80; Uniforms and Classrooms, p. 82
2 Lugares y actividades en la escuela	<ul style="list-style-type: none"> say and write the names of places in a school discuss what school rules students must follow 	<ul style="list-style-type: none"> verbs: <i>comer, correr, estudiar</i> dentro (de), fuera (de) 	Culture Connections: Culture, p. 88B
3 Los días de la semana	<ul style="list-style-type: none"> say the days of the week discuss what they do on certain days of the week express opinions on classes and activities 	<ul style="list-style-type: none"> verbs: <i>jugar (juego, juega)</i> ¿Qué día es hoy?, Hoy es... 	Culture Connections: Sunday Activities, p. 102
4 La hora	<ul style="list-style-type: none"> ask and tell what time it is describe schedules discuss what time they do or are going to do certain activities 	<ul style="list-style-type: none"> verbs: <i>ir</i> (present forms) Son las..., Es la... 	Culture Connections: Time of Day, p. 106

Writing:
Mi escuela

Investiga la cultura:
Capiruchos para jugar

Unit 4 • Ecuador • Los animales

Themes	Language Functions	Structures	Culture
1 Las mascotas y otros animales	<ul style="list-style-type: none"> identify animals they have as pets describe their pets' physical characteristics, including size and color compare and contrast characteristics of animals 	<ul style="list-style-type: none"> Yo tengo... 	Culture Connections: <i>Animales de Ecuador</i> , p. 120
2 ¿Cómo son los animales?	<ul style="list-style-type: none"> say the names of animals' body parts describe how animals go from place to place 	<ul style="list-style-type: none"> verb: <i>tener (tiene), caminar (camina), correr (corre), nadar (nada), volar (vuela)</i> 	Culture Connections: Culture, p. 122B
3 ¿Qué comen los animales?	<ul style="list-style-type: none"> discuss what animals eat identify some animals from Ecuador 	<ul style="list-style-type: none"> ¿Qué comen...?, Comen... 	Culture Connections: Culture, p. 130B
4 ¿Cómo se mueven los animales?	<ul style="list-style-type: none"> describe how people and animals move describe how fast or slow something moves using adverbs identify animals in their community 	<ul style="list-style-type: none"> verbs: <i>moverse</i> (present forms) ¿Cómo se mueve(n)? 	Culture Connections: Mount Chimborazo, p. 139

Writing:
Mi mascota favorita

Investiga la cultura:
El tití pigmeo y otros monos

Scope and Sequence for ¡Listos! C

Unit 5 • España • Nos cuidamos

Themes	Language Functions	Structures	Culture
1 Las partes del cuerpo	<ul style="list-style-type: none"> name parts of their face and body explain how they groom themselves and get dressed describe how they take care of their body 	<ul style="list-style-type: none"> verbs: <i>cuidar (cuidan), lavar (lavan), peinar (peinan), poner (ponen), bailar, dormir, proteger</i> primero, después, por último Esta es.../Estas son..., Este es.../Estos son... 	Culture Connections: Dancing as Exercise, p. 150
2 Los sentidos	<ul style="list-style-type: none"> name the five senses describe what the five senses help them do describe how things look, smell, feel, taste, or sound 	<ul style="list-style-type: none"> verbs: <i>oír, oler, tocar, ver</i> ¿Cómo es?: huele, sabe, se oye, se siente, se ve 	Culture Connections: Flamenco and the Five Senses, p. 158
3 La alimentación	<ul style="list-style-type: none"> discuss what they should eat to stay healthy identify eating utensils and describe how to set a table express likes and dislikes with <i>me gusta/ no me gusta</i> 	<ul style="list-style-type: none"> verbs: <i>beber, comer, poner, deber (debo, debes)</i> Me gusta., No me gusta. 	Culture Connections: Boquería Market, p. 165; Healthy Foods, p. 166
4 Hábitos saludables	<ul style="list-style-type: none"> discuss some healthy habits describe what they should do to stay healthy discuss how people take care of their health describe what hurts 	<ul style="list-style-type: none"> verbs: <i>cuidar</i> (present forms), <i>lavar</i> (present forms) pronouns: <i>me, te, se, nos</i> ¿Qué te duele?, Me duele... 	Culture Connections: Sleep Time, p. 173

Writing:
Cómo cuido mi cuerpo

Investiga la cultura: Unos pasos de flamenco

Unit 6 • Uruguay • Nuestro ambiente

Themes	Language Functions	Structures	Culture
1 El calendario	<ul style="list-style-type: none"> name the months of the year and say what celebrations take place in each use <i>ayer</i> (yesterday), <i>hoy</i> (today), and <i>mañana</i> (tomorrow) to express the course of time say what they do on the days of the week 	<ul style="list-style-type: none"> verbs: <i>ser (fue, será), visitar</i> 	Culture Connections: <i>La Puerta</i> in Montevideo, p. 183; Montevideo, p. 184; Holiday Celebrations, p. 188
2 Las estaciones del año y el tiempo	<ul style="list-style-type: none"> identify the seasons of the year discuss the weather in each season describe the weather today and tomorrow 	<ul style="list-style-type: none"> ¿Cómo está el tiempo?, El tiempo está... ¿Cómo estará el tiempo?, El tiempo estará... 	Culture Connections: Weather Idioms, p. 196
3 Lugares para visitar	<ul style="list-style-type: none"> discuss places they like to visit describe what they and others did on vacation identify means of transportation 	<ul style="list-style-type: none"> navegó (por) viajó a/en..., viajé a/en... ¿A dónde...? 	Culture Connections: Monument to the Drowned, p. 199; Eastern Republic of Uruguay, p. 200; <i>Río de la Plata</i> , p. 204
4 Los mapas y el tiempo	<ul style="list-style-type: none"> identify places on a map read and understand a weather report discuss the weather in different places 	<ul style="list-style-type: none"> verbs: <i>tener</i> (present forms), <i>mostrar (muestra)</i> 	Culture Connections: Weather and Traditional Foods, p. 211

Writing:
Mis vacaciones de verano

Investiga la cultura: Vacaciones en Uruguay

Unit 7 · Puerto Rico · ¿Cómo funciona?

Themes	Language Functions	Structures	Culture
1 Los aparatos electrónicos	<ul style="list-style-type: none"> name some electronic devices describe how these electronic devices are used use <i>fácil/difícil de usar</i> to express how easy or difficult it is to use something 	<ul style="list-style-type: none"> verbs: <i>estudiar, hablar, trabajar, tomar (fotos)</i> <i>esa/esta, eso/esto</i> <i>¿Qué es eso/esto?, Eso/Esto es...</i> <i>¿Para qué usas...?, Para...</i> 	Culture Connections: Puerto Rico, p. 217; <i>Los vejigantes</i> , p. 219; Cell Phone and Tablet Use, p. 221
2 ¿Cómo se usan?	<ul style="list-style-type: none"> express what rules apply to the computer lab describe how fast or slowly an action is performed using <i>más rápido que</i> and <i>más lento que</i> explain how some electronic devices are used 	<ul style="list-style-type: none"> verbs: <i>(des)armar, (des) atender, (des)cuidar, (des) hacer, (des)obedecer</i> <i>se daña</i> <i>más lento(a)/rápido(a) que</i> 	Culture Connections: Arecibo Laboratory Telescope, p. 226
3 Las herramientas de trabajo	<ul style="list-style-type: none"> say the names of more professions and occupations explain what some of these workers do in their community identify what tools these workers use 	<ul style="list-style-type: none"> verbs: <i>apagar (apaga), curar (cura), diseñar (diseña), entregar (entrega), proteger (protege)</i> 	Culture Connections: Firefighting Museum in Ponce, p. 234
4 ¿Cómo cambian?	<ul style="list-style-type: none"> describe electronic devices use <i>era</i> and <i>eran</i> to say how something or some things used to be explain how electronic devices have changed in their community 	<ul style="list-style-type: none"> verbs: <i>hacer</i> (present forms), <i>cambiar (cambian, cambiaron)</i> <i>¿Cómo es/son?, ¿Cómo era/eran?, era/eran</i> <i>más fácil(es)/difícil(es) de usar</i> <i>más grande/pequeño(a)</i> 	Culture Connections: Phone Numbers, p. 241; The coquí, p. 242

Writing:
Las computadoras

Investiga la cultura:
Vamos a tomar fotos

Unit 8 · Guatemala · Nuestras celebraciones

Themes	Language Functions	Structures	Culture
1 Celebraciones familiares	<ul style="list-style-type: none"> sing the song "Happy Birthday" in Spanish explain how a Guatemalan family celebrates a <i>fiesta de quince años</i> describe how some Hispanic families celebrate holidays 	<ul style="list-style-type: none"> verbs: <i>celebrar (celebras, celebró), cumplir (cumplió), desfilar (desfilé, desfiló), estar (estaba)</i> 	Culture Connections: The <i>fiesta de quince años</i> , p. 252
2 Celebraciones de la comunidad	<ul style="list-style-type: none"> describe some <i>Día de los Muertos</i> traditions in Guatemala identify objects and activities associated with <i>el Día de los Muertos</i> identify shapes and colors 	<ul style="list-style-type: none"> verbs: <i>disfrutar</i> 	Culture Connections: The Day of the Dead, p. 259; Guatemala and the Day of the Dead, p. 260
3 Celebraciones del país	<ul style="list-style-type: none"> discuss how people celebrate <i>el Día de la Independencia</i> in Guatemala describe what they do to celebrate Independence Day describe what they are going to do using <i>Yo voy a</i> 	<ul style="list-style-type: none"> verbs: <i>cantar (cantan), llevar (llevan)</i> <i>Yo voy a...</i> 	Culture Connections: Independence Day, p. 267; The Guatemalan Flag, p. 268
4 Celebraciones con amigos	<ul style="list-style-type: none"> discuss appropriate gifts for <i>el Día del Cariño</i> read an email message and an ad for a popular gift 	<ul style="list-style-type: none"> verbs: <i>celebrar</i> (past, present, future forms), <i>decorar (decorando)</i> 	Culture Connections: Valentine's Day, p. 275; Worry dolls, p. 276

Writing:
Mis celebraciones favoritas

Investiga la cultura:
Arte y tradición en Guatemala