

**BRIDGETON PUBLIC SCHOOLS  
SPANISH I  
UNIT/PACING CHART**

Course: Spanish I

Unit 1: Welcome to the Spanish-speaking world

Preliminary Chapter and Chapter 1

Essential Question: What is the value of learning Spanish?

TIMELINE	NJSLs	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Discuss the importance of learning Spanish Identify all the various countries that speak Spanish Identify Cognates and discuss reading strategies. Discuss strategies used to learn a language Listen, repeat and memorize the Spanish Alphabet.	<i>¡Así se dice!</i> Student Edition, pp. SH 1-65 Handouts (maps to label) Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Acquire new vocabulary Greet people Say good-bye to people Express yourself politely Continue memorizing the Alphabet Continue memorizing the names of the various Spanish-speaking countries Count and use numbers 1-100, in proper context Perform skits	<i>¡Así se dice!</i> Student Edition, pp. 1-8 Workbook handouts Lp 3- 6 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	List the months of the year List the days of the week List the seasons Express what the weather is like Ask and tell the time Ask at what time something is occurring Alphabet practice	<i>¡Así se dice!</i> Student Edition, pp. 1-17 Workbook handouts, Lp 7-18 Info Gap activity SR.2 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
4 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Acquire new vocabulary (adj) Identify and describe people and things Recall question words and create questions in the target language( <b>quién, cómo, dónde</b> ) Define and recall cognates Understand Articles/nouns/adjectives correlation in the target language	<i>¡Así se dice!</i> Student Edition, pp. 19-33 Workbook handouts, pp. 1.3 -1.22 QuickPass Code ASD4003c1 Info Gap activity SR. 3 Foldables pp. 29 Flash cards Game Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5	Conjugate the verb “ <b>ser</b> ” Comprehend “polite” speech Vs “personal” speech ( <b>tú/usted</b> ) Pronounce the vowels in the target language Practice creating questions in the target language( <b>quién, cómo, dónde</b> ) Construct a conversation.	<i>¡Así se dice!</i> Student Edition, pp. 32- 41 Workbook handouts, pp. 1.3-1.22 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes

2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Read culturally authentic articles Respond to questions about comprehension of the articles. Review	<i>¡Así se dice!</i> Student Edition, pp. 19-53 Workbook handouts, pp. 1.3-1.22 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit tests
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**BRIDGETON PUBLIC SCHOOLS  
SPANISH I  
UNIT/PACING CHART**

Course: Spanish I

Unit 2: Family and Home

Chapter 2

Essential Question: What are families like and where do people live?

TIMELINE	NJSLs	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary related to family members and their relationships Re-visit the verb “ <b>ser</b> ” to express who they and others are Comprehend the use of the word “ <b>de</b> ” for ownership Choose the correct possessive adjectives to demonstrate relationship amongst family members	<i>¡Así se dice!</i> Student Edition, pp. 55- 61 Workbook handouts, pp. 2.3 – 2.4 QuickPass Code ASD4003c2 Info Gap activity SR. 4 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Acquire new vocabulary related to house or apartments, and their furnishings Utilize prepositions Determine when to use the contraction “ <b>del</b> ” Utilize the verb “ <b>hay</b> ” to list objects in a room	<i>¡Así se dice!</i> Student Edition, pp. 62-65 Workbook handouts, pp. 2.5 – 2.7 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

4 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Negotiate the use of the verb “ <b>tener</b> ” Comprehend how the possessive adjective work in the target language Practice using the verb “ <b>tener</b> ” and the possessive adjectives, within context. Create little story books about their family	<i>¡Así se dice!</i> Student Edition, pp. 66-73 Workbook handouts, pp. 2.8 – 2.11 Foldables pp.72 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
1 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Carry on a conversation in target language Log on to QuickPass Code ASD4003c2 and participate on the online practice activities Create small skits by using the comic strip and personalizing it Answer comprehension questions	<i>¡Así se dice!</i> Student Edition, pp. 74 - 77 Workbook handouts, pp. 2.12 Computers/online activity Flash cards Game Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Read culturally authentic articles Demonstrate comprehension of the articles. Review	<i>¡Así se dice!</i> Student Edition, pp. 75- 87 Workbook handouts, pp. 2.12-2.16 Handouts Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test

**BRIDGETON PUBLIC SCHOOLS  
SPANISH I  
UNIT/PACING CHART**

Course: Spanish I

Unit 3: In and Out of School

Chapter 3

Essential Question: What are our daily routines, in and out of school?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary associated with the school and the materials needed for school Re-visit the verb “ <b>tener</b> ” Associate the word, with a picture of the object Identify various “ <b>ar</b> ” ending verbs use TPR for “ <b>dar, tomar, sacar y llevar</b> ” Practice using the newly acquired vocabulary	<i>¡Así se dice!</i> Student Edition, pp. 88- 95 Workbook handouts, pp. 3.3 – 3.5 QuickPass Code ASD4003c3 Audio Activities A – D, pp. 3.21 – 3.22 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Articulate what they and their friends do after school Memorize new vocabulary Practice using vocab, through QuickPass Determine when to use the contraction “ <b>del</b> ” and “ <b>al</b> ” Use prepositions “ <b>cerca de</b> , <b>lejos de</b> ” and sequencing adjectives “ <b>antes</b> , <b>durante</b> , <b>primero</b> , <b>luego</b> , y <b>después</b> ”	<i>¡Así se dice!</i> Student Edition, pp. 96-99 Workbook handouts, pp. 3.6 – 3.7 QuickPass Code ASD4003c3 Audio Activities, E – H, pp. 3.23 – 3.25 Video, Vocabulario en vivo Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Understand what it means to conjugate Practice conjugating various “ <b>ar</b> ” verbs	<i>¡Así se dice!</i> Student Edition, pp. 100-104 Workbook handouts, pp. 3.8 – 3.9 Audio activities A-F, pp. 3.26- 3.28 Video, Diálogo en vivo QuickPass, Grammar practice Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
4 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Understand how the irregular verbs conjugate Practice conjugating the verbs “ <b>ir</b> , <b>dar</b> , and <b>estar</b> ” Create small skits by using the comic strip and personalizing it Answer comprehension questions	<i>¡Así se dice!</i> Student Edition, pp. 105 - 109 Workbook handouts, pp. 2.12 Audio Activities G – I, pp. 3.28 – 3.29 Video, Cultura en vivo QuickPass, Grammar practice Foldables pp. 108 Game Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes

2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Read culturally authentic articles Respond to questions about Compare and contrast schools and after school activities in Spanish-speaking countries and the U.S. Demonstrate comprehension of the articles. Review .	<i>¡Así se dice!</i> Student Edition, pp. 110 - 118 Practice for written proficiency, pp. 119 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test
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**BRIDGETON PUBLIC SCHOOLS  
SPANISH I  
UNIT/PACING CHART**

**Course: Spanish I**

**Unit 4: Foods and Beverages**

**Chapter 4**

**Essential Question: What do people eat and drink and what are some of the traditions associated with food, in the Spanish-speaking world?**

<b>TIMELINE</b>	<b>NJSLS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students Will be Able to</b>	<b>TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary associated with food and meals Re-visit the verbs “ <b>tener, tomar</b> and <b>preparar</b> ” Associate the word, with a picture of the object Identify various “ <b>er</b> ”and “ <b>ir</b> ” ending verbs (use TPR for “ <b>comer, beber, vivir recibir</b> ”) Practice using the newly acquired vocabulary	<i>¡Así se dice!</i> Student Edition, pp. 124 - 131 Workbook handouts, pp. 4.3 – 4.5 QuickPass Code ASD4003c4 Audio Activities A – D, pp. 4.23 – 4.25 Foldables, pp. 130 Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Order food or a beverage at a café Ask for the check and pay the bill Practice using vocab, through QuickPass Re-visit question words and create questions in the target language Interview a partner, in the target language Compare and contrast terminology within the Spanish-speaking world, for various food items	<i>¡Así se dice!</i> Student Edition, pp. 132 - 135 Workbook handouts, pp. 4.6 – 4.7 QuickPass Code ASD4003c4 Audio Activities, E – I, pp. 4.26 – 4.28 Video, Vocabulario en vivo Video, Diálogo en vivo InfoGap, on SR6 Transparencias DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
4 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Understand what it means to conjugate Practice conjugating various “er” and “ir” verbs	<i>¡Así se dice!</i> Student Edition, pp. 136 - 139 Workbook handouts, pp. 4.8 – 4.9 Audio activities A-E, pp. 4.29 - 4.32 Video, Gramática en vivo QuickPass, Grammar practice Flash cards Games Transparencias DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
1 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Utilize expressions “ <b>ir a</b> ”, “ <b>tener que</b> ”, and “ <b>acabar de</b> ” followed by the infinitive form of the verbs	<i>¡Así se dice!</i> Student Edition, pp. 140 - 143 Workbook handouts, pp. 4.10 Acts, A - C Audio Activities F – H, pp. 4.32 – 4.33 QuickPass, Grammar practice Flash cards Game Transparencias DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Read culturally authentic articles Develop reading comprehension Compare and contrast eating habits in Spain, Latin America, and the U.S. Review	<i>¡Así se dice!</i> Student Edition, pp. 144 - 151 Reading comprehension, pp. 148 - 149 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test
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**BRIDGETON PUBLIC SCHOOLS  
SPANISH I  
UNIT/PACING CHART**

Course: Spanish I

Unit 5: Sports

Chapter 5

Essential Question: Why play sports and what sports are popular in the Spanish-speaking world?

<b>TIMELINE</b>	<b>NJSLS</b>	<b>SKILLS/ CONTENT OBJECTIVES: Students Will be Able to</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary associated with Soccer Describe a soccer field, the equipment and the uniforms Identify colors Re-visit the verbs regular verbs Associate the word, with a picture of the object Practice using the new vocabulary	<i>¡Así se dice!</i> Student Edition, pp. 158 - 165 Workbook handouts, pp. 5.3 – 5.5 QuickPass Code ASD4003c5 Audio Activities A – E, pp. 5.23 – 5.25 Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Talk about baseball, basketball, and tennis Practice using vocabulary, through QuickPass Re-visit question words and create questions Compare and contrast terminology for various sports, within the Spanish-speaking world	<i>¡Así se dice!</i> Student Edition, pp. 166 - 169 Workbook handouts, pp. 5.6 – 5.8 QuickPass Code ASD4003c5 Audio Activities, F – M, pp. 5.26 – 5.30 Video, Vocabulario en vivo Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

5 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Conjugate present tense of stem-changing Express their likes and dislikes Transform the sentences from singular to plural ( <b>gusta/gustan</b> ) Properly use <b>gustar, interesar, and aburrir</b> in conjugation with the indirect subject pronouns “ <b>me/mi</b> and <b>te/ti</b> ” Interview each other in the target language Practice pronunciation	<i>¡Así se dice!</i> Student Edition, pp. 170 - 177 Workbook handouts, A – G, pp. 5.9 – 5.16 Audio activities A- G, pp. 5.31 - 5.33 Video, Gramática en vivo Textbook activities, pp. 171 – 174 InfoGap p.174, SR7 QuickPass, Grammar practice Transparencias DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
2 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Compare team sports in the United States and Spanish-speaking countries	<i>¡Así se dice!</i> Student Edition, pp. 178 – 181 Lectura Cultural p. 180 Comprendes? A – D, pp. 179 -181 QuickPass, Conversation, Reading Practice Game Transparencias DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5	Read culturally authentic articles Develop reading comprehension Compare and contrast sports in Spain, Latin America, and the U.S. Review	<i>¡Así se dice!</i> Student Edition, pp. 182 - 186 Games Transparencias DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test

	7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6			
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**BRIDGETON PUBLIC SCHOOLS  
SPANISH I  
UNIT/PACING CHART**

Course: Spanish I

Unit 6: Health

Chapter 6

Essential Question: How do we identify and explain someone’s state of health?

TIMELINE	NJSLs	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary associated with personalities, emotions, and conditions Identify parts of the body Associate the word, with a picture of the object Practice using the new vocabulary	<i>¡Así se dice!</i> Student Edition, pp. 192 - 199 Workbook handouts, pp. 6.3 – 6.5 QuickPass Code ASD4003c6 Audio Activities A – D, pp. 6.19 – 6.20 Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Explain minor illnesses List the words associated with physical symptoms and doctor’s offices Continue practicing the newly acquired vocabulary	<i>¡Así se dice!</i> Student Edition, pp. 200 - 203 Workbook handouts, pp. 6.6 – 6.8 QuickPass Code ASD4003c6 Audio Activities, E – H, pp. 6.21 – 6.23 Video, Vocabulario en vivo Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

5 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Conjugate present tense of “ <b>ser</b> ” and “ <b>estar</b> ” Differentiate when it is appropriate to use “ <b>ser</b> ” and when to use “ <b>estar</b> ” Express where something or someone is located Interview each other Utilize indirect object pronouns ( <b>me, te, le, nos, and les</b> ) in conjunction with “ <b>doler</b> ”, “ <b>ver</b> ”, and “ <b>examinar</b> ”	<i>¡Así se dice!</i> Student Edition, pp. 204 - 210 Workbook handouts, A – G, pp. 6.9 – 6.12 Audio activities A- E, pp. 6.23 - 6.25 Video, Gramática en vivo Textbook activities, pp. 204 – 208 Textbook activities, pp. 210 – 211 Audio activities M – O, pp. 6.28 – 6. 29 InfoGap p.207 SR8 QuickPass, Grammar practice Foldables, p208 SH29 DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
1 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Conversation practice Develop reading comprehension Read and answer questions about the passage the read	<i>¡Así se dice!</i> Student Edition, pp. 212 – 215 Lectura Cultural p. 214 Comprendes? A – E, pp. 213 - 215 QuickPass, Conversation, Reading Practice Game Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8	Read culturally authentic articles Develop reading comprehension Review Perform cumulative review Demonstrate mastery of skills learned	<i>¡Así se dice!</i> Student Edition, pp. 182 - 186 Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test



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