

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

Course: Spanish III

Unit 1: Friends, Students, and Relatives

Preliminary Chapter

Essential Question: How do you benefit from your friends, classmates and relatives?

| 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 | Use vocabulary associated with friends, family and home Conjugate the verb “ ser ” Use the verb “ tener ” Identify Possessive adjectives | <i>¡Así se dice!</i> Student Edition, pp. R1-R9 QuickPass Code ASD7837rc Audio Activities TE, pp. R.35-R.40 Audio CD RC1, Tracks 1-4; 8-12 Workbook handout p. R.3-R.7 Flash cards Games Transparencies DVDs Computers Spanish/English Dictionary | Cooperative group activities Oral practice Student projects Textbook 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 | Know vocabulary associated with home and school activities Use present tense of regular verbs Use present tense of “ ir ”, “ dar ”, “ estar ” Identify contractions “ al ” and “ del ” | <i>¡Así se dice!</i> Student Edition, pp. R11-R19 QuickPass Code ASD7837rc Audio Activities TE, pp. R.41-R.47 Audio CD RC 1, Tracks 13-24 Workbook, pp. R.9-13 Transparencies DVDs Spanish/English Dictionary | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips |

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|--------|--|--|---|--|
| 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 | Use vocabulary related to personality, health, and general well-being Revisit “ ser ” and “ estar ” Use Use indirect object pronouns | <i>¡Así se dice!</i> Student Edition, pp. R21-27 Audio Activities TE, pp. R.48-R. 51 Audio CD RC1, Tracks 25-34 Workbook, pp. R.14-16 Games Transparencies DVDs | Cooperative group activities Oral practice Textbook 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 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 | Use vocabulary related to sports Use the present tense of stem-changing verbs Conjugate the present tense of the verb “ aburrir ”, “ interesar ”, “ gustar ” | <i>¡Así se dice!</i> Student Edition, pp. R29-35 Audio Activities TE, pp. R.52-R.55 Audio CD RC2, Tracks 1-9 Workbook handouts, pp. R.18-R.21 Flash cards Game Transparencies DVDs | Cooperative group activities Oral practice Textbook 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 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 | Use vocabulary related to shopping for food and clothing Analyze the understand the difference between the verbs “ saber ” and “ conocer ” Use comparatives and superlatives when making comparisons Construct a conversation | <i>¡Así se dice!</i> Student Edition, pp. R.37-R.45 Audio Activities TE, pp. R.56-59 Audio CD RC2, Tracks 10-16 Workbook handouts, pp. R.23-R.24 Flash cards Games Transparencies DVDs | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips |

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|--------|--|--|---|---|
| 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 | Use vocabulary related to summer resorts and activities Use vocabulary related to winter resorts and activities Use preterite of regular verbs Use the preterite of “ ir ” and “ ser ” Use direct and indirect object pronouns | <i>¡Así se dice!</i> Student Edition, pp. R.47-53 Audio Activities TE, pp. R.60-64 Audio CD RC2, Tracks 17-27 Workbook handouts, pp. R.27-R.30 Flash cards Games Transparencies DVDs | 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 III
UNIT/PACING CHART**

Course: Spanish III

Unit 2: On a Plane

Chapter 1

Essential Question: Where would you like to travel and why?

| 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 | Talk about packing for a trip and getting to the airport Tell what they do at the airport Talk about being on an airplane | <i>¡Así se dice!</i> Student Edition, pp. 1-7 Vocabulary Transparencies V1.2-V1.3 Audio Activities TE, pp. 1.17-1.18 Workbook handouts, pp. 1.3-1.4 QuickPass Code ASD7837c1 Flash cards Games DVDs | 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 air travel Use chronological order when talking about checking in at the airport using the words, “ primero ”, “ segundo ”, “ tercer ”, “ luego ”, and “ por ultimo ” Use useful expressions when explaining something, “ hay que ”, “ es necesario ”, “ a veces ”, and “ de vez en cuando ” | <i>¡Así se dice!</i> Student Edition, pp. 8-11 Vocabulary Transparencies V1.4-V1.5 Audio Activities TE, pp. 1.19-1.21 Audio CD 1, Tracks 4-7 Workbook handouts, pp. 1.5-1.6 Flash cards Games DVDs | Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips |

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|--------|--|---|---|--|
| 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 “ hacer ”, “ poner ”, “ traer ”, “ salir ” Comprehend how to use verbs that have g in the yo (I) form in the target language Identify the present progressive verbs when talking about an action that is currently taking place | <i>¡Así se dice!</i> Student Edition, pp. 12-19 Audio Activities TE, pp. 1.21-1.22 Audio CD 1, Tracks 8-10 Workbook handouts, pp. 1.7-1.9 Foldables pp.SH27 Flash cards Games Transparencies DVDs | Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips |
| 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 ASD7837c1 and participate on the online practice activities Create small skits by using dialogue on p. 20, <i>En el aeropuerto</i> , but personalizing it | <i>¡Así se dice!</i> Student Edition, pp. 20-21 Audio Activities TE, pp. 1.25-1.26 Audio CD 1, Tracks 15-17 Transparency 1.5 Computers/online activity Flash cards Game DVDs | Cooperative group activities Oral practice Notebook activities Daily monitoring Use of “DryErase” boards Rubrics 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, <i>El avión en la América del Sur</i> Demonstrate comprehension of the articles. Review | <i>¡Así se dice!</i> Student Edition, pp. 22-33 Audio Activities TE, pp. 1.26-1.31 Audio CD 1, Tracks 18-25 TPR Storytelling pp. 1.37-1.38 Workbook handouts, p. 1.14 Flash cards Games Transparencies DVDs | Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test |

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

Course: Spanish III

Unit 3: A Different Routine

Chapter 2

Essential Question: How do you make your daily routine different?

| TIMELINE | NJSLS | SKILLS/ CONTENT OBJECTIVES: Students Will be Able to | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|----------|--|--|---|---|
| 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 body parts Acquire new vocabulary when talking about their daily routine Talk about backpacking and camping Use TPR for new vocabulary Practice using the newly acquired vocabulary | <i>¡Así se dice!</i> Student Edition, pp. 36-45 Vocabulary Transparencies V2.2-V2.5 Audio Activities TE, pp. 2.15-2.21 Audio CD 2, Tracks 1-11 Workbook handouts, pp. 2.3 – 2.6 Flash cards Games DVDs | Cooperative group activities Oral practice Textbook activities Rubrics 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 | Use reflexive verbs Use stem-changing reflexive verbs Articulate what they and their friends do for a daily routine Memorize new vocabulary Practice using vocab, through QuickPass | <i>¡Así se dice!</i> Student Edition, pp. 46-53 Audio Activities TE, pp. 2.21-2.24 Audio CD 2, Tracks 12-18 Workbook handouts, pp. 2.7-2.9 QuickPass Code ASD7837c2 Flash cards Games Transparencies DVDs | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips |

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|--------|--|---|--|---|
| 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 | Understand what it means to use the phrase “ favor de ” when making polite commands Practice pronouncing words with h , y , and ll Identify words with these letters and spell them | <i>¡Así se dice!</i> Student Edition, pp. 52-53 Workbook handouts, p. 2.9 Audio activities TE, pp. 2.25-2.26 Audio CD 2, Tracks 20-22 Grammar Practice Flash cards Games Transparencies DVDs | Cooperative group activities Oral practice Textbook 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 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 | Read culturally authentic articles, <i>Los molicheros</i> , and <i>El camping</i> Respond to questions relating activities Create small skits by using the comic strip and personalizing it | <i>¡Así se dice!</i> Student Edition, pp. 56-59 Audio Activities TE, pp. 2.26-2.28 Audio CD 2, Tracks 23-25 Video, Cultura en vivo Transparencies DVDs | Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Rubrics 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 | Re-visit reflexive verbs, and stem-changing reflexive verbs State daily activities Identify articles for grooming and hygiene Identify more body parts Describe camping Review | <i>¡Así se dice!</i> Student Edition, pp. 64-67 Audio Activities TE, pp. 2.28-2.30 Audio CD 2, Tracks 26-28 Workbook handout, pp. 2.11 Flash cards Games Transparencies DVDs | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit test |

BRIDGETON PUBLIC SCHOOLS
SPANISH III
UNIT/PACING CHART

Course: Spanish III

Unit 4: By Train

Chapter 3

Essential Question: What are the benefits of traveling by train?

| TIMELINE | NJSLs | SKILLS/ CONTENT OBJECTIVES: Students Will be Able to | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|----------|--|---|--|--|
| 3 days | 7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 | Acquire new vocabulary related to train travel Memorize new vocabulary Discuss interesting train trips in Peru and Mexico Practice using the newly acquired vocabulary | <i>¡Así se dice!</i> Student Edition, pp. 70-71 Vocabulary Transparencies V3.2-V3.5 Audio Activities TE, pp. 3.19-3.24 Audio CD 3, Tracks 1-9 Workbook handouts, pp. 3.3-3.8 QuickPass Code ASD7837c3 Transparencies DVDs | Cooperative group activities Oral practice Textbook 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 | Use preterite verbs to talk about activities done in the past Use irregular preterite verbs, "hacer", "querer", "venir" Use stem-changing preterite verbs, "poder", "poner", "saber", "estar", "andar", and "tener" Use irregular verb "decir" Identify pronouns after a preposition Practice using vocab, through QuickPass | <i>¡Así se dice!</i> Student Edition, pp. 80-85 Audio Activities TE, pp. 3.25-3.28 Audio CD 3, Tracks 10-15 Workbook handouts, pp. 3.8-3.12 QuickPass Code ASD7837c3 Video, Gramática en vivo Transparencies DVDs | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of "DryErase" boards Exit slips |

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|--------|--|---|--|---|
| 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 | Create a skit where they will be buying a train ticket Compare and contrast train travel in Spain, Latin America, and the U.S. | <i>¡Así se dice!</i> Student Edition, pp. 86-87 Audio Activities TE, pp. 3.28-3.29 Audio CD 3, Tracks 16-17 Video, Diálogo en vivo QuickPass, Grammar practice Flash cards Games Transparencies DVDs | Cooperative group activities Oral practice Student projects Textbook 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 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 | Read culturally authentic articles, <i><u>Viajes ferroviarios fabulosos</u></i> , and <i><u>De Panamá a Colón en tren</u></i> Respond to questions about taking train trips Review irregular preterite verbs Identify false cognates Identify vocabulary related to getting around a train station Describe an excursion | <i>¡Así se dice!</i> Student Edition, pp. 98-101 Audio Activities TE, pp. 3.34-3.35 Audio CD 3, Tracks 23-25 Workbook handouts, pp. 3.15-3.16 QuickPass, Grammar practice Flash cards Game Transparencies DVDs | Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit test |

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

Course: Spanish III

Unit 5: At the Restaurant

Chapter 4

Essential Question: What are some typical dishes in the Spanish-speaking world?

| 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 | Learn vocabulary related to eating at a restaurant Talk about dining in a restaurant Order and pay for a meal at a restaurant Identify more foods Identify eating utensils and dishes | <i>¡Así se dice!</i> Student Edition, Chapter opener, pp. 102-103 <i>Introducción al tema</i> , pp. 104-105 Quick Start, p. 106 Core Instruction/Vocabulario, pp. 106-107 Vocabulary Transparencies V4.2-V4.3 Audio Activities TE, pp. 4.15-4.18 Audio CD 4, Tracks 1-6 Workbook handouts, pp. 4.3 – 4.4 QuickPass Code ASD7837c4 Games Transparencies DVDs | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips |

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|--------|--|--|---|---|
| 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 | Use stem-changing verbs “ pedir ”, “ servir ”, “ repetir ”, “ freír ”, “ seguir ”, and “ vestirse ” use stem-changing preterite verbs, “ pedir ”, “ server ”, “ repetir ”, “ freír ” (to fry), “ seguir ” (to follow), and “ vestirse ” (to get dressed) Identify adjectives of nationality Analyze and use the passive voice “ se ” Practice using vocabulary, through QuickPass | <i>¡Así se dice!</i> Student Edition, pp. 110-117 Audio Activities TE, pp. 4.19-4.22 Audio CD 4, Tracks 7-13 Quick Pass ASD7837c4 Workbook handouts, p. 4.5-4.8 Foldables, p. 110 InfoGap, p. SR6 Video, Gramatica en vivo Transparencias DVDs | 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 | Read and discuss story, <i>Una comida muy Buena</i> , p. 118 Memorize vocabulary Create menu in target language Order a meal and chat with friends at a restaurant | <i>¡Así se dice!</i> Student Edition, pp. 118-119 Audio Activities TE, pp. 4.22-4.23 Video, Diálogo en vivo Transparencias DVDs | Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips |
| 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 | Read culturally authentic articles Develop reading comprehension Compare and contrast authentic dishes in Spain, Latin America, and the U.S. | <i>¡Así se dice!</i> Student Edition, pp. 120–122, <i>Restaurantes de España y Latinoamérica</i> <i>¿Comprendes?</i> A-D, pp. 123 <i>Sé lo que pedí</i> , p. 124 <i>¿Comprendes?</i> A-D, p. 125 Audio Activities TE, p. 4.25 Audio CD 4, Track 18 | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips |

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|--------|--|---|---|---|
| 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 | Identify opposite words Categorize food groups Develop reading comprehension Review Take chapter test | <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 test |
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**BRIDGETON PUBLIC SCHOOLS
SPANISH III
UNIT/PACING CHART**

Course: Spanish III

Unit 6: What is Celebrated?

Chapter 5

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 |
|----------|--|--|---|--|
| 4 days | 7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 | Talk about several Hispanic holidays in Spain and Latin America Compare and contrast holidays in Spain and Latin America Comment on what they do during a holiday celebration | <i>¡Así se dice!</i> Student Edition, pp. 134-145 Vocabulary Transparencies V5.2-V5.5 Audio Activities TE, pp. 5.17-5.22 Audio CD 5, Tracks 1-9 InfoGap, p. SR7 Workbook handouts, pp.5.3 – 5.4 QuickPass Code ASD7837c5 Games Transparencies DVDs | Cooperative group activities Oral practice Student projects Rubrics 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 | Use the imperfect –ar ending verbs Conjugate imperfect verbs hablar, mirar Use the imperfect –er, and –ir ending verbs Conjugate imperfect verbs leer, and escribir | <i>¡Así se dice!</i> Student Edition, pp. 146-149 Workbook handouts, pp. 5.5 – 5.7 Audio Activities TE, pp. 5.22-5.23 Audio CD 5, Track 10 Foldables SH28 Games Transparencies DVDs | Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips |

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|--------|--|---|--|---|
| 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 | Use the imperfect irregular verbs Conjugate imperfect irregular verbs “ ser ”, “ ir ”, and “ ver ” Describe people, places, objects, events, weather, dates, and time in the past using imperfect verbs | <i>¡Así se dice!</i> Student Edition, pp. 150-151 Audio Activities TE, pp. 5.23-5.25 Audio CD 5, Tracks 11-15 Workbook handouts, pp. 5.8-5.10 Video, Gramática en vivo Quick Start Transparency 5.4-5.5 DVDs | Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips |
| 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 | Conversation practice Develop reading comprehension Read and answer questions about the passage read, <u><i>El día de San Juan</i></u> | <i>¡Así se dice!</i> Student Edition, pp. 152-153 Lectura/Conversación, p. 152 ¿Comprendes? A-C, p. 153 Audio Activities TE, p. 5.25-5.26 Game Transparencias DVDs | Cooperative group activities Oral practice Rubrics 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 Develop reading comprehension Review Take chapter test Perform cumulative review Demonstrate mastery of skills learned | <i>¡Así se dice!</i> Student Edition, pp. 154-159 Lectura Cultural, <u><i>Unas fiestas hispanas</i></u> , p. 154-156 Audio Activities TE, p. 5.27-5.29 Audio CD 5, Tracks 18-21 ¿Comprendes?, A-F, p. 157 Lectura, <u><i>La Nochevieja en España</i></u> , p. 158 ¿Comprendes?, 1-6, p. 159 Games Transparencias DVDs | Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test |