

Spanish 1
Curriculum Mapping
2019-2020
Christina Strid

Unit: <i>Preliminary Lesson</i>		Time: <i>August-2019</i>
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students needed to know have a foundation in their home language.</i>	<i>Greetings Alphabet countries Numbers 0 to 10 Days of the Week</i>	<i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i>

	<i>Weather expressions</i> <i>Classroom commands</i>	
Reflection: <i>This unit is an introduction to the Spanish language. It relies on listening and speaking as an introduction to the Spanish language.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>How do Spanish-speaking people living in New York City celebrate their culture?</i> • <i>How can artists give back to their neighborhood through their work</i> 	
Relevance	In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is an introduction to those skills.	

Unit: <i>1 United States- Time with Friends</i>	Time: <i>September-October 2019</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (3.1 Knowledge of other disciplines)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> • <i>Integrate information and perspectives gained from the target language and culture into various aspects of learning. (Spanish in the community 5.1)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students need to know vocabulary and skills from the previous units.</i>	<i>Chapter 1</i> <i>Activities</i> <i>Food and beverage</i> <i>Express likes and dislikes</i> <i>Subject pronouns</i>	<i>Students will communicate informally and formally with conversation.</i> <i>Students will complete a written assessment.</i>

	<p><i>Ser and gustar</i> <i>Chapter 2</i> <i>Adjectives</i> <i>Nouns</i> <i>Describing people</i> <i>Articles and adjective agreement</i></p>	
<p>Reflection: <i>This unit builds on this skills on the previous chapter and helps to increase the students confidence in learning Spanish.</i></p>	<p>Essential Questions: Chapter 1</p> <ul style="list-style-type: none"> • <i>Where do teenagers go during their free time in Florida?</i> • <i>How have Latino performers and athletes affected popular culture in the United States?</i> • <i>How would being Cuban American influence an artist's work?</i> • <i>What are the favorite activities of teens in a dual-language school in Florida?</i> • <i>What Latino cultural elements exist in San Antonio and Miami?</i> <p>Essential Questions: Chapter 2</p> <ul style="list-style-type: none"> • <i>What do teenagers do at the Paseo del Rio and where you live?</i> • <i>How does local environment affect the food that people eat?</i> • <i>What kinds of things are there to do in San Antonio, Miami, and where you live?</i> • <i>Why do traditional dishes change when they are brought from one country to another?</i> • <i>What are some leisure activities and traditional foods in San Antonio and Miami?</i> 	
<p>Relevance: Students need to be able to use subject pronoun and verbs with correct agreement in written and oral expression.</p>		

Unit: <i>Unit 2- Let's Go to School</i>		Time: <i>October-November</i>
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students needed to know have a foundation in their home language and previous Spanish language skills.</i>	<i>Chapter 1 -Numbers 11 to 100 School subjects and activities adverbs, ar verbs, tell time Chapter 2- classroom objects, feelings, places in school Verb estar, ir Express feelings and where you are going to go</i>	<i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i>

<p>Reflection: Students did well with active learning activities with the grammar and the topics engaged the students as they related to their lives.</p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>Does your city or town have a main square?</i> • <i>How does the way students dress reflect a culture?</i> • <i>How does society affect public artwork?</i> • <i>What is Chichen Itza and what can you find there?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>How is the Mexican school year different or similar to yours?</i> • <i>What do ancient artifacts teach us about culture?</i> • <i>What does a self-portrait reveal about an artist?</i> • <i>How would you talk about your favorite class?</i> • <i>How does art reflect a culture's view of the natural world?</i> • <i>What are some Mexican and Dominican cultural elements?</i>
<p>Relevance Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.</p>	

Unit: <i>Unit 3- Eating with the Family- Puerto Rico</i>	Time: <i>November- December</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of other disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> • <i>(Spanish in the community 5.1)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students needed to know have a foundation in their home language and previous Spanish language skills.</i>	<i>Chapter 1 Food and beverages Question words Er and Ir verbs</i>	<i>Students will communicate informally and formally with conversation.</i>

	<p><i>Chapter 2</i> <i>Family members</i> <i>Months and numbers</i> <i>De with possession</i> <i>Possessive adjectives</i> <i>comparatives</i></p>	<p><i>Students will complete a written assessment.</i></p>
<p>Reflection: The students enjoyed trying some different cultural foods during this unit. We also did a project using a family map (real or imaginary) that helped the students practice their vocabulary skills.</p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>What would you like to eat or drink during hot weather?</i> • <i>How do historical influences affect the food that people eat?</i> • <i>What are some of the food items that people from Puerto Rico buy on a regular basis?</i> • <i>What are some aspects of Puerto Rican and Salvadoran culture?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Does your family have any traditions or customs involving mealtimes?</i> • <i>What do elections reveal about a culture?</i> • <i>How does a quinceanera celebration compare to a Sweet Sixteen celebration?</i> • <i>What are some cultural traditions in Puerto Rico and Peru?</i> 	
<p>Relevance Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.</p>		

Unit: <i>Unit 4- Downtown - Spain</i>		Time: <i>January-February</i>
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of other disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> • <i>(Spanish in the community 5.1)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students needed to know have a foundation in their home language and previous Spanish language skills.</i>	<i>Chapter 1 Shopping Clothing</i>	<i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i>

	<p><i>Tener expression, stem changing and direct object pronouns</i></p> <p><i>Chapter 2</i></p> <p><i>Town and restaurant</i></p> <p><i>Stem changing verbs o-ue and e-i</i></p> <p><i>Order from a menu and describe a town</i></p>	
<p>Reflection:</p> <p><i>Students enjoyed learning about shopping and recreational activities. The students enjoyed comparing their activities with the activities in other countries.</i></p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>Where do you like to shop for clothes?</i> • <i>How might dreams influence and artist’s work?</i> • <i>How does geography affect a country’s climate?</i> • <i>How would you describe winter in your area?</i> • <i>What are some elements of Chilean or Spanish culture?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>What do you like to do on weekends?</i> • <i>How do local markets reflect the culture of an area?</i> • <i>Why might an artist create a version of another artist’s masterpiece?</i> • <i>What are some of the weekend activities that people enjoy in Spain and Chile?</i> • <i>What messages can an artist communicate through a painting?</i> • <i>What are some aspects of culture in Spani, Guatemala, and Chile?</i> 	
<p>Relevance</p> <p>Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.</p>		

Unit: <i>Unit 5- Welcome to our House!</i>		Time: February - March
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of other disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> • <i>(Spanish in the community 5.1)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students needed to know have a foundation in their home language and previous Spanish language skills.</i>	<i>Chapter 1 Household items Ser or estar, ordinal numbers People and locations Chapter 2</i>	<i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i>

	<i>Parties and chores</i> <i>Irregular verbs</i> <i>Affirmative commands</i> <i>Acabar de and infinitive</i> <i>Saying what you do and what you will do</i>	
<p>Reflection: This chapter included a housing and community project which engaged the students and led to increased language acquisition.</p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>Do you like in an apartment building or house?</i> • <i>How do landscapes reflect the way of life in a community?</i> • <i>How does a country's location in the world make it unique?</i> • <i>Where would you prefer to live?</i> • <i>How do Ecuador and Argentina have unique geographical sites?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Where and with whom do you like to celebrate your birthday?</i> • <i>How do people show pride for their community?</i> • <i>Why are traditional crafts important to a culture?</i> • <i>How would you compare the sanjuanito and the tamborito dances?</i> • <i>How do different cultures express themselves through crafts?</i> • <i>How do Ecuador and Panama celebrate?</i> 	
<p>Relevance Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.</p>		

Unit: <i>Unit 6- Staying healthy- Dominican Republic</i>	Time: <i>March- April</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of other disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>3.3 Analyze how the target culture has influenced the development of the home culture.</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> • <i>Integrate information and perspectives gained from the target language and culture into various aspects of learning (Spanish in the community 5.1)</i> • <i>Analyze the impact of current and historical events on the lives of people in the target culture. 5.2</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and previous Spanish language skills.</i></p>	<p><i>Chapter 1 Sports and sports equipment Verbs jugar, saber and conocer Chapter 2 Parts of the body Preterite ar verbs Car, gar, zar verbs Using doler</i></p>	<p><i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i></p>
<p>Reflection: <i>Due to adjusting to online learning, we had to adjust to the pace to best meet the needs of the students.</i></p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>Do you like to play or watch sports with your friends?</i> • <i>How do professional athletes support their home countries?</i> • <i>How can artists reflect the people of their country through their artwork?</i> • <i>What are some of the activities that you can enjoy at the Palacio de los Deportes?</i> • <i>What sport is popular in the Dominican Republic and Venezuela?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>What outdoor activities do you like to do to stay healthy?</i> • <i>How do music and dance reflect the culture of a country?</i> • <i>Who are two world-class athletes representing the Dominican Republic and Venezuela?</i> • <i>How can gestures and proverbs facilitate communication?</i> • <i>What are some elements of the Dominican culture?</i> 	
<p>Relevance Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.</p>		

Unit: Unit 7 A Terrific Week!		Time: May
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of other disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> • <i>(Spanish in the community 5.1)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students needed to know have a foundation in their home language and previous Spanish language skills.</i>	<i>Chapter 1 Preterite or er and ir verbs Talk about technology and special events, say what you did</i>	<i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i>

Reflection:

Due to a shorter school year, we abbreviated this chapter.

Essential Questions:*Chapter 1*

- *Does your region have a special beverage or food?*
- *How do slang words develop?*
- *What happens when a virus infects your computer?*
- *What are some aspects of Argentine culture?*

Relevance

Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.

