Teacher: McCabe Spanish II

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.N.SL.a	*Vocabulary: friends,	*Students will be able to	*Vocabulary:	*Vocabulary	*Packets and
Review	1.1.N.SL.b	students, and relatives;	talk about friends, family	friends, students,	quizzes	handouts
	1.1.N.SL.c	home, school; personality	and home life.	and relatives;		derived from
5-6	1.1.N.SL.d	& health; sports; shopping		home, school;	*Overall Review	Asi Se Dice 1
weeks	1.1.N.SL.e	for food and clothing;	*Converse about	personality &	Test	and 2.
	1.1.N.SL.f	summer & winter	activities at home and at	health; sports;		
	1.1.N.SL.h	activities.	school (likes/dislikes)	shopping for food	*Mini-essay:	*Rubrics &
	1.1.N.SL.j			and clothing;	describing oneself,	examples of
	1.1.M.SL.i	*Present tense verbs: ser,	*Describe one's and	summer & winter	having to go to the	essays
	1.1.N.RW.b	tener, ir, dar, estar, saber,	others personalities,	activities.	doctor, and describe	
	1.1.M.RW.d	conocer, etc.	health and general well-	*Present tense	what illness they	*Study guides
	1.1.M.RE.e		being.	verbs: ser, tener,	have.	for test
	1.1.N.RW.j	*Preterite tense of regular		ir, dar, estar,		
	1.2.M.L.a	verbs & "ir" and "ser"	*Converse about sports	saber, conocer,	*Mini-essay:	*Vocabulary
	1.2.M.L.b		(likes/dislikes)	etc.	describe and	lists/handouts
	1.2.N.R.a	*Nouns, articles, and		*Preterite tense of	express	
	1.2.M.R.a	adjectives.	*Describe and converse	regular verbs &	likes/dislikes food,	*Guided notes
	1.3.M.S.c		about food & clothing	"ir" and "ser"	clothing, and	
	1.3.M.W.a	*Possessive adjectives,	(restaurants and shopping	*Nouns, articles,	sports.	*Personal
	1.3.M.W.b	comparatives &	center conversational	and adjectives.		handouts for
	2.1.M.F.a	superlatives, direct &	dialogues).	*Possessive	*Mini-essay:	warm-ups &
	2.1.N.F.c	indirect object pronouns.		adjectives,	Describe a vacation	notes.
	2.2.N.C.a		*Talk and write about in	comparatives &	taken (possibly	
	3.1.N.a	Verbs: aburrir, interesar,	detail about vacations	superlatives,	summer vacations)	
	4.1.N.a	gustar	taken.	direct & indirect	using the preterite	
	4.1.N.d			object pronouns.	(past tense).	
	4.2.M.a		*Culture: various cities			
	5.2.N.a		in the Spanish-speaking	Verbs: aburrir,		
	5.2.N.b		world.	interesar, gustar		
	5.2.N.c					

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	CCSS	what do students need to know:	to connect the content to the skins?		and/or performances is collected to establish that the content and skills have been learned?	software support instruction?
	1.1.N.SL.a	*Packing for a trip, getting	*Discuss and explain the	*Packing for a	*Vocabulary	*Packets and
More	1.1.N.SL.b	to the airport, at the airport,	process of packing for,	trip, getting to the	quizzes	handouts
Review	1.1.N.SL.c	on board an airplane.	traveling through an	airport, at the		derived from
	1.1.N.SL.d		airline in a Spanish-	airport, on board	*Overall Review	Asi Se Dice 1
Trips,	1.1.N.SL.e	*Airports in Spanish-	speaking country.	an airplane.	Test	and 2.
traveling	1.1.N.SL.f	speaking countries.		*Airports in		
, parts of	1.1.N.SL.h		*Be able to successfully	Spanish-speaking	*Mini-essay:	*Rubrics &
the body	1.1.N.SL.j	*Parts of the body; daily	speak with a ticket agent.	countries.	describe the process	examples of
and	1.1.M.SL.i	routine.		*Parts of the	of a trip (traveling,	essays
daily	1.1.N.RW.b		*Be able to know how to	body; daily	what one needs to	
routines	1.1.M.RW.d	*Backpacking, camping;	purchase a ticket of any	routine.	do in order to be	*Study guides
	1.1.M.RE.e	traveling.	type of transportation.	*Backpacking,	prepared); using the	for test
3-5	1.1.N.RW.j			camping;	appropriate	
weeks	1.2.M.L.a	*Backpacking/camping	*Discuss being on an	traveling.	vocabulary and	*Vocabulary
	1.2.M.L.b	and cities in the Spanish-	airplane; procedures.	*Backpacking/ca	grammar.	lists/handouts
	1.2.N.R.a	speaking world.		mping and cities		
	1.2.M.R.a		*Identify and explain	in the Spanish-	*Mini-essay:	*Guided notes
	1.3.M.S.c	*Verbs: "g" in the "yo"	backpacking & camping	speaking world.	Describe one's and	
	1.3.M.W.a	form.	the Spanish-speaking	*Verbs: "g" in the	one's family	*Personal
	1.3.M.W.b		world.	"yo" form.	members' daily	handouts for
	2.1.M.F.a	*Present progressive.		*Present	routines in detail	warm-ups &
	2.1.N.F.c		*Discuss one's daily	progressive.	using Reflexive	notes.
	2.2.N.C.a	*Reflexive verbs	routine.	*Reflexive verbs	verbs.	
	3.1.N.a			*Commands with		
	4.1.N.a	*Commands with "favor	*Compare & Contrast:	"favor de"	*Recipe: Translate	
	4.1.N.d	de"	traveling, backpacking &		a recipe from	
	4.2.M.a		camping in the Spanish-		English to Spanish;	
	5.2.N.a		speaking world and		utilizing the	
	5.2.N.b		America.		grammatical form	
	5.2.N.c				of Commands.	

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	and CCSS	What topic(s) is being covered? What do students need to know?	What do students have to be able to do to connect the content to the skills?	Vocabulary	What evidence (products and/or performances is	What materials, texts, videos, internet, or
	CCSS				collected to establish that the	software support instruction?
					content and skills have been learned?	instruction?
	1.1.A.SL.a	*Train Travel vocabulary	*Students will be able to	*Train Travel	*Vocabulary Quiz	*Packets and
Unit 1	1.1.M.SL.b		use the vocabulary	vocabulary		handouts
	1.1.M.SL.h	*Train trips to/in Spain,	related to train travel		*Unit Test	derived from
Train	1.1.M.RW.g	Peru, and Mexico	within a conversational	*Cultural/Region		Asi Se Dice 1
Travel	1.1M.RW.h		context.	al	*Research Project:	and 2.
	1.2.M.L.a	*Culture: El AVE, train		jargon/expression	"Plan" a trip that	
3-5	1.2.M.R.b	stations in various Hispanic	*Discuss train trips in	used in specific	uses train	*Rubric &
weeks	1.3.M.W.b	cities; various places to	Spain, Peru, and Mexico.	Spanish-speaking	transportation in a	example of
	2.1.M.F.d	travel to in the Spanish-		cities.	Spanish-speaking	research project
	2.2.M.G.a	speaking world.	*Compare & Contrast:		country. $\rightarrow$ Use the	
	3.1.M.a		train travel and its	*Preterite (past	past tense when	*Study guide
	3.2.M.a	*Preterite (past tense) of	popularity in America	tense) of irregular	describing what	for test
	4.2.M.a	irregular verbs	with Spain and Latin	verbs	occurred on the	
	5.1.M.a		America.		trip.	*Vocabulary
		*Verb: Decir (present and		*Verb: Decir		lists/handouts
		Preterite tense)	*Discuss and write about	(present and		
			various places to travel to	Preterite tense)		*Guided notes
		*Prepositional pronouns	in the Spanish-speaking			
			world.	*Prepositional		*Personal
				pronouns		handouts for
						warm-ups &
						notes.

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					content and skills have been learned?	instruction?
	1.1.M.SL.a	*Restaurant and types of	*Be able to successfully	*Restaurant and	*Vocabulary Quiz	*Packets and
Unit 2	1.1.M.SL.g	food vocabulary (utensils)	order and pay for a meal	types of food		handouts
	1.1.M.SL.h		at a Spanish-speaking	vocabulary	*Unit Test	derived from
Restaura	1.1.M.SL.i	*Culture: restaurants in	restaurant.	(utensils)		Asi Se Dice 1
nts &	1.1.M.RW.g	Spain & Latin America.			*Project:	and 2.
Foods	1.1.M.RW.j		*Identify more traditional		Traditional Menu	
	1.2.M.L.a	*Culture: Traditional	foods.	verbs in the	(from a Spanish-	*Rubrics &
3-5	1.2.M.L.b	dishes from Spain & Latin		present tense and	speaking country).	examples of
weeks	1.2.M.R.b	America	*Identify eating utensils	preterite (past)		projects
	1.3.M.W.a		and dishes.	tense.	*Project: Sign for a	
	2.1.M.H.e	*Stem-changing verbs in			restaurant and/or	*Study guide
	2.1.M.F.c	the present tense and	*Discuss restaurants and	*Adjectives &	store (use the	for test
	2.1.M.F.d	preterite (past) tense.	their dishes in Spain &	nationality	impersonal se).	
	2.2.M.F.a		Latin America.			*Vocabulary
	2.2.M.F.b	*Adjectives & nationality		*The passive		lists/handouts
	3.1.M.a		*Compare & Contrast:	voice with "se"		
	3.2.M.a	*The passive voice with	restaurant protocol and	(impersonal se)		*Guided notes
	4.1.M.a	"se" (impersonal se)	traditional foods in			ψD 1
	4.1.M.b		American and in Spain			*Personal
	4.2.M.a		and Latin America.			handouts for
	5.2.N.a					warm-ups &
	5.2.M.a 5.2.A.a					notes.
	5.2.M.b					
	5.2.N.b					

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	and CCSS	What topic(s) is being covered? What do students need to know?	What do students have to be able to do to connect the content to the skills?	Vocabulary	What evidence (products and/or performances is collected to establish that the content and skills have been learned?	What materials, texts, videos, internet, or software support instruction?
	1.1.M.SL.a	*Patron saints of specific	*Students will be able to	*Specific	*Vocabulary Quiz	*Packets and
Unit 3	1.1.M.SL.g	Hispanic cities; Papel	identify and discuss	vocabulary		handouts
	1.1.M.SL.h	picado; Piñatas in Hispanic	several Hispanic holidays	associated with	*Unit Test	derived from
(Chapter	1.1.M.SL.i	Celebrations.	and traditions.	Hispanic		Asi Se Dice 1
5)	1.1.M.RW.g			holidays,	*Project: Mini	and 2.
	1.1.M.RW.j	*Sagrada Familia in	*Students will be able to	festivals, and	presentation:	
Various	1.2.M.L.a	Barcelona, Spain.	compare and contrast	traditions.	Students choose a	*Rubric &
Festivals	1.2.M.L.b		holidays, festivals, and		specific country	example of
&	1.2.M.R.b	*El Dia de Independencia	traditions of the U.S.	*Compare and	and holiday to	project
Traditio	1.3.M.W.a	in Puebla, Mexico.	with a few Spanish-	Contrast	research and do a	
nal	2.1.M.H.e		speaking countries (both	vocabulary.	PowerPoint or	*Study guide
carnival	2.1.M.F.c	*El Dia de San Juan; Dia	in written and verbal		some other type of	for test
costume	2.1.M.F.d	de los Muertos; La	form).	*Regular and	class presentation	
S	2.2.M.F.a	Navidad & Hanuka.		irregular forms of	on that country's	*Vocabulary
	2.2.M.F.b		*Students will be able to	the imperfect	holiday/festival.	lists/handouts
	3.1.M.a	*New Year's Eve in	use the imperfect tense	tense (verbs).	(CITATION OF	
3-5	3.2.M.a	Madrid, Spain; Parades in	correctly to describe		SOURCES)	*Guided notes
weeks	4.1.M.a	Mexico.	festivals that habitually			1.00
	4.1.M.b		occurred in the past (both			*Personal
	4.2.M.a	*Various other Hispanic	in the U.S. and in			handouts for
	5.2.N.a	holidays and festivals.	Spanish-speaking			warm-ups &
	5.2.M.a		countries).			notes.
	5.2.A.a	*Regular & Irregular forms				
	5.2.M.b	of the imperfect tense				
	5.2.N.b	(verbs).				

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	1.1.M.SL.a	*Computers, email,	*Students will be able to	*Technological	*Vocabulary Quiz	*Packets and
	1.1.M.SL.g	cameras, and MP3s	discuss computers,	vocabulary and		handouts
Unit 4	1.1.M.SL.h		internet, and email (and	knowledge of	*Unit Test	derived from
	1.1.M.SL.i	*Making and receiving	their uses) in the	how to use		Asi Se Dice 1
(Ch. 6)	1.1.M.RW.g	phone calls.	Spanish-speaking world.	specific types of	*Essay:	and 2.
	1.1.M.RW.j			technology in the	Compare and	
Technol	1.2.M.L.a	*Technology in Hispanic	*Students will be able to	target language.	Contrast:	*Rubric &
ogy	1.2.M.L.b	countries.	discuss and understand		Technology uses	example of
	1.2.M.R.b		how to use digital	*Preterite and	both past and	project
3-5	1.3.M.W.a	*Various Hispanic cities	cameras and MP3s in	imperfect tenses	present in both the	
weeks	2.1.M.H.e	and their technology;	Spanish-speaking	of verbs.	U.S. and a specific	*Study guide
	2.1.M.F.c	Public telephones in	countries.		Spanish-speaking	for test
	2.1.M.F.d	Spanish-speaking			country. →	
	2.2.M.F.a	countries.	*Student will be able to		RESEARCH	*Vocabulary
	2.2.M.F.b		make and receive phone		PAPER WITH	lists/handouts
	3.1.M.a	*The preterite and	calls.		SOURCES/CITATI	
	3.2.M.a	imperfect tenses of verbs.			ON	*Guided notes
	4.1.M.a		*Students will compare			
	4.1.M.b		and contrast technology			*Personal
	4.2.M.a		and its uses in the U.S.			handouts for
	5.2.N.a		with that of Spanish-			warm-ups &
	5.2.M.a		speaking countries (both			notes.
	5.2.A.a		in written and verbal			
	5.2.M.b		form).			
	5.2.N.b		*Describe past and			
			present uses of			
			technology with preterite			
			and imperfect verbs			
			tenses.			

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	1.1.M.SL.a	*Checking into hotels and	*Students will know	*Hotel and Hostel	*Vocabulary Quiz	*Packets and
	1.1.M.SL.g	hostels in Spanish-	how and be able to check	jargon and		handouts
	1.1.M.SL.h	speaking countries.	into a hotel or hostel in a	vocabulary.	*Unit Test	derived from
Unit 5	1.1.M.SL.i		Spanish-speaking			Asi Se Dice 1
	1.1.M.RW.g	*Various places to visit	country.	*Regional jargon	*Project:	and 2.
(Ch. 7)	1.1.M.RW.j	and their accommodations		and vocabulary	Skit:	
	1.2.M.L.a	and attractions.	*Students will be able to	(in regards to	Staying at a	*Rubric &
Travel;	1.2.M.L.b		request certain things	staying in hotels,	hotel/hostel; the	example of
Hotels,	1.2.M.R.b	*Present perfect tense	they may need while	hostels, etc.)	dialogue exchange	project
Hostels,	1.3.M.W.a		staying at a hostel or		and actions that	
Accom	2.1.M.H.e	*Double object pronouns	hotel.	*Present perfect	would occur when	*Study guide
modatio	2.1.M.F.c			tense (another	making	for test
ns.	2.1.M.F.d		*Students will be able to	way to talk in the	reservations,	
	2.2.M.F.a		compare and contrast	past).	checking in,	*Vocabulary
3-5	2.2.M.F.b		hotels and hostels in the		requesting, etc.	lists/handouts
weeks	3.1.M.a		U.S. and in Spanish-	*Double object		
	3.2.M.a		speaking countries.	pronouns.		*Guided notes
	4.1.M.a		#G. 1			
	4.1.M.b		*Students will be able to			*Personal
	4.2.M.a		use the present perfect			handouts for
	5.2.N.a		tense when describing			warm-ups &
	5.2.M.a		actions they have already			notes.
	5.2.A.a		finished.			
	5.2.M.b 5.2.N.b		*Students will use Direct			
	3.4.IN.U					
			Object Pronouns when requesting certain things			
			while staying in			
			Hotels/Hostels, etc.			
			noteis/hosteis, etc.			

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					learned?	
	1.1.A.SL.f	*Cultural urban and rural	*Students will be able to	*City Life	*Vocabulary Quiz	*Packets and
	1.1.M.SL.j	centers in the Spanish-	describe life in the city			handouts
	1.1.M.RW.c	Speaking world.	and in the country in	*Rural Life	*Unit Test	derived from
Unit 6	1.1.MRW.f		Spanish speaking			Asi Se Dice 1
	1.1.M.RW.j	*Hispanic influence in	countries.	*Transportation	*Short-essay:	and 2.
(Ch. 8)	1.2.M.R.c	Miami, FL.			Compare and	
	2.1.M.H.c		*Identify city and rural	*Farm animals	contrast rural and	*Rubric &
City/	2.1.M.H.e	*Transportation; city &	city centers.		city life.	example of
Country	2.1.M.F.b	rural cities vocabulary.		*Future form of		essay; rules for
Life;	2.2.M.F.a		*Compare and Contrast	verbs (grammar)	*Mini-debate:	debate.
Transpo	2.2.M.E.b	*Future Tense of verbs.	between rural and urban		Which is better?	
rtation;	4.2.M.a		cities in Spanish-	*Object pronouns	City or Rural Life	*Study guide
farm	5.2.N.a	*Object pronouns with	speaking countries and	with infinitives	(using vocabulary	for test
animals	5.2.M.b	infinitives and gerunds	between the United	and gerunds	and grammatical	
		(-ing).	States.	(grammar)	forms)	*Vocabulary
(2-3						lists/handouts
Weeks)			*Students will be able to			
			use the future tense of			*Guided notes
			verbs in written and			1.00
			verbal forms.			*Personal
			#G. 1			handouts for
			*Students will also be			warm-ups &
			able to understand and			notes
			use object pronouns with			
			infinitives and gerunds.			

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	and	What topic(s) is being covered? What do students need to know?	What do students have to be able to do to connect the content to the skills?	Vocabulary	What evidence (products and/or performances is	What materials, texts, videos, internet, or
	CCSS	what do students need to know?	to connect the content to the skins?		collected to establish that the	software support
					content and skills have been learned?	instruction?
	1.1.A.SL.a	*Being informed about	*Students will be able to	*Driving on the	*Vocabulary Quiz	*Packets and
	1.1.M.SL.j	driving on the highway and	discuss cars and driving	highway and in		handouts
	1.1.M.RW.j	city in Spanish-speaking	in the target language	the city.	*Unit Test	derived from
Unit 7	1.2.M.L.a	countries.	(TL).	-		Asi Se Dice 1
	1.2.M.R.a			*Cars	*Project: Skit:	and 2.
(Ch. 9)	1.2.M.R.b	*Cars and gas stations in	*Students will be able to		students will utilize	
	1.3.M.S.a	Spanish-speaking	understand, use and give	*Gas stations	the vocabulary and	*Rubric &
Driving;	2.1.M.F.c	countries.	directions in the TL using		grammatical forms	example of
Cars;	2.2.M.F.a		informal affirmative	*Directions	of this unit and	project
Gas	2.2.M.E.b	*Various places to drive;	commands.		present their	
Stations	3.1.M.a	Traffic Signs; Traffic in the		*Informal	original skit to the	*Study guide
	4.1.N.d	Spanish-speaking world.	*Students will be able to	Affirmative	class.	for test
(2-4	4.2.M.a		discuss the Pan American	Commands		
Weeks)	5.2.N.a	*Informal Affirmative	Highway in the TL.			*Vocabulary
	5.2.M.b	Commands		*The conditional		lists/handouts
			* Students will be able to			
		*The conditional tense	use the conditional tense			*Guided notes
			to describe hypothetical			
			situations (if they were in			*Personal
			a Spanish-speaking			handouts for
			country).			warm-ups &
						notes.

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	CCSS	What do students need to know?	to connect the content to the skills?	Vocabiliary	and/or performances is collected to establish that the content and skills have been learned?	videos, internet, or software support instruction?
	1.1.A.SL.a	*Kitchen and cooking	*Students will be able to	*Kitchen and	*Vocabulary Quiz	*Packets and
	1.1.M.SL.j	vocabulary.	talk about foods and food	cooking		handouts
	1.1.M.RW.j		preparation in the TL.	vocabulary	*Unit Test	derived from
Unit 8	1.2.M.L.a	*Various foods and recipes				Asi Se Dice 1
	1.2.M.R.a	in the TL.	*Students will be able to	*Metric System	*Presentation:	and 2.
(Ch. 10)	1.2.M.R.b		write down, give		Write a recipe in	
	1.3.M.S.a	*Discuss the Metric	direction and discuss	*Good nutrition	the TL using	*Rubric &
Kitchen;	1.3.M.W.a	System and Good nutrition.	recipes in the TL.	vocabulary	vocabulary and	example of
Cooking	2.1.M.F.c				grammar. Present	project
	2.2.M.F.a	*The subjunctive verb	*Students will use the	*Subjunctive;	recipe to class as a	
(2-4	2.2.M.E.b	form.	subjunctive verb forms,	formal	type of "How To"	*Study guide
Weeks)	3.1.M.a		formal commands,	commands;	oral presentation.	for test
	4.1.N.d	*Formal commands	negative informal	negative informal		
	4.2.M.a		commands while	commands		*Vocabulary
	5.2.N.a	*Negative informal	utilizing kitchen and	[grammar]		lists/handouts
	5.2.M.b	commands	cooking vocabulary.			
						*Guided notes
			*Students will be able to			
			identify the metric			*Personal
			system and points of			handouts for
			good nutrition.			warm-ups &
						notes.

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.A.SL.a 1.1.M.SL.j	*Parts of the body	*Students will be able to identify more body parts	*Body Parts	*Vocabulary Quiz	*Packets and handouts
Unit 9	1.1.M.RW.j 1.2.A.L.a 1.2.M.L.a	*Exercise and physical activity	(then previously mastered).	*Exercise and physical activity	*Unit Test  *Situation Project:	derived from Asi Se Dice 1 and 2.
(Ch. 11)	1.2.M.R.a 1.2.M.R.b	*Minor medical problems	*Students will be able to discuss exercising and	*Minor medical problems.	Give students situations where	*Rubric &
Body Parts; Exercise	1.3.M.S.a 2.1.M.F.c 2.2.M.F.a	*The emergency room  *Emergency rooms in the	physical fitness.  *If an accident were to	*The emergency room.	they would need to write/verbally explain how they	example of project
Emerge	2.2.M.E.b 3.1.M.a	Spanish-speaking world.	occur, students will be able to describe the	*Grammar:	would respond to the given situation	*Study guide for test
Room	4.1.N.d 4.2.M.a 5.2.N.a	*Physical activity and good health.	accident and any injuring them or other participants may have in the	subjunctive and comparisons.	in the TL with unit vocabulary and grammar.	*Vocabulary lists/handouts
(3-4 Weeks)	5.2.M.b	*Doctors Without Borders  *Grammar: subjunctive	Emergency Room (in the TL).			*Guided notes
		with impersonal expressions; stem-changing verbs.	*Learn and use more forms of the Spanish subjunctive.			*Personal handouts for warm-ups & notes.
		*Grammar: Comparing similar items.	*Students will learn how to compare similar items in the TL.			notes.