

Spanish I

September 2022

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ: <i>Can I identify classroom items?</i> <i>How do I ask questions about new words and phrases?</i> <i>When and how do I apply the months and the days of the week?</i></p> <p>Para empezar: <i>These concepts and vocabulary will be repeated and reinforced throughout Level 1A</i></p> <p>Chapter 1: My friends and I</p> <p>UEQ: <i>What are some activities people like and don't like to do?</i> <i>What is an infinitive verb and how it is used?</i> <i>How do I state what people like or don't like to do and how often (siempre, nunca, a veces)?</i></p> <p>A. What do you like to do? A1. General activities A2. Infinitive verbs A3. Likes, loves, interests, bothers, dislikes, and seems A4. Cultural dances and music from Spanish speaking countries</p>	<p>Para empezar: Review skills such as: Learn question words (song?) Colors Basic body parts Classroom commands Basic greetings/goodbyes</p> <p>A. What do you like to do? A1. List activities A2. Recognize verbs in the infinitive form A3. Talk about activities people like and do not like A3. Ask others what they like to do A3. Read, listen to, and understand about activities people like or do not like to do A3. Write about activities people like or do not like to do A4. Identify key characteristics of specific Spanish or Latin American dances</p>	<p>I can identify and recall review vocabulary.</p> <p>A. What do you like to do? LT1. I can talk about activities I like and not like to do. LT2. I can ask others what they like and not like to do. LT3. I can identify 5 popular types of music and dance in Spanish-speaking countries.</p>	<p>Para empezar: Formative Assessment (Quizlet Live?, Whiteboards, etc.)</p> <p>A. What do you like to do? CSA: Examen 1A (Sept 13) CFA: Express verbally and in writing 4 things you like and 4 things you don't like. (poster/ PowerPoint/on-line document/etc.) Formative assessment for music and dance from chapter (cultural investigation, quiz, etc.--teacher's choice)</p>	<p>Question Word song</p> <p>A. What do you like to do? A1. Additional vocabulary list of regular ar, ir and er verbs A3. Additional vocabulary list on loves, interests, bothers, and seems using indirect object pronouns A1-3. Teacher's Edition - <i>Realidades</i> A1-3. Student Practice Workbook-<i>Realidades</i> A1-3. Teacher's Resource Book-<i>Realidades</i> A1-3. Audio Resources -<i>Realidades</i> A1-3. Video resources A1-3. Hip hop song Mambo Mambo from www.phschool.com A1-3. Chapter 1A 4 x 4 puzzles A1-3. Chapter 1A profesor/a cards A4. You tube clips or <i>Realidades</i></p>

<p>UEQ:</p> <p><i>How do I express and ask how people are like?</i> <i>What are some adjectives that describe how I am and how others are like?</i> <i>What is the correct word order and placement of adjectives?</i> <i>What are definite and indefinite articles?</i></p> <p>B. What are you like?</p> <p>B1. Personality traits B2. Adjectives B3. Word order and placement of adjectives B4. Writing a Poem B5. Definite & indefinite articles</p>	<p>B. What are you like?</p> <p>B1. Express and ask how people are like B2. Use adjectives to describe how they are like or other people are like B3. Express orally and in writing the correct word order in a sentence using adjectives B4. Write a poem that describe how they are like B5. Identify when to use definite and indefinite articles orally and in the written form</p>	<p>B. What are you like?</p> <p>LT1. I can state who people are and what they like to do. LT2. I can describe people using the verb ser and adjectives. LT3. I can use definite and indefinite articles correctly based on the gender and number. LT4. I can demonstrate word order and placement of adjectives.</p>	<p>B. What are you like?</p> <p>CFA: SER and Subject Pronoun Quiz CSA: Examen 1B (Sept 26)</p>	<p>1 pg. 35 and CD tracks of examples of merengue, flamenco, tango, salsa or cumbia dance music A4. Youtube video clip on Victor Cruz doing the salsa A1-4. Chapter 1B jeopardy review game</p> <p>B. What are you like?</p> <p>B1-2. Chapter 1B vocabulary 4x4 puzzles B1-2. Chapter 1B profesor/a cards B1-3. Chapter 1B buscapersonas sheet B1-3. Chapter 1B dice game sheet B4. Diamante poem sheet from Realidades B1-5. Teacher's Edition- Realidades B1-5. Student Practice Workbook- Realidades B1-5. Teacher's Resource Book- Realidades B1-5. Audio Resources- Realidades B1-5. Assessment program- Realidades</p> <p>SER: patty cake chant ESTAR: cucaracha song</p> <p>Optional Formative Assessment: Realidades pg 59 YO poem</p>
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<p>UEQ: Do I recognize and know cultural norms in peer interactions; specific pieces of art and their artists and styles?</p> <p>Finish a brief overview by the end of Chapter 1:</p> <p>C. Art/ culture</p> <ul style="list-style-type: none"> • Social relations/interactions/ places youth hang out • Dalí Painting: “La persistencia de la memoria” • Picasso painting: “Tres músicos” • Frida Kahlo painting “Autoretrato” • Simón Bolívar the liberator 	<p>C. Art/ Culture</p> <p>Recognize the cultural differences in greeting each other with kissing / hugging/ social distance.</p> <p>Describe the cultural practice of spending time with friends at an outdoor cafe, such as those in the Plaza Mayor.</p> <p>Identify the name of the paintings, artists, country of origin, and style of art.</p> <p>Identify Bolívar and why he’s famous</p>	<p>C. Art / Culture</p> <p>I can understand the cultural and social concepts found in the chapter (Fondos Culturales).</p>	<p>C. Art/ Culture</p> <p>CSA: questions on Exam 1A or B.</p> <p>Formative assessments: reading Fondos Culturales as a class or worksheet</p>	<p>C. Art / Culture</p> <p>Brief discussions over the following:</p> <p>Realidades pg. xxxii</p> <p>Realidades pg. 31</p> <p>Picasso, Dalí, and Kahlo paintings Realidades 1 pg. 8, 24, and 48</p> <p>Simón Bolívar Realidades 1 Pg. 58</p>
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October

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Chapter 2: At school</p> <p>UEQ:</p> <ul style="list-style-type: none"> •What school supplies, subjects, and activities students use or do during the day? •How do you say and spell ordinal numbers? •What are the subject pronouns and how to use them? •How do I conjugate -AR verbs in the present tense? 				

<p>A. Your day at school</p> <p>A1. School subjects A2. Ordinal numbers A3. School activities A4. School supplies A5. Subject pronouns A6. Present tense of regular -AR verbs</p> <p>UEQ:</p> <ul style="list-style-type: none"> •What classroom items can be identify in the classroom? •What are the prepositions of location and how to use them? •How do I conjugate estar in the present tense? •How do I form the plural of nouns and articles? <p>B. The classroom</p> <p>B1. Classroom items B2. Prepositions of location B3. Present tense of Estar B4. The plural of nouns and</p>	<p>A. Your day at school</p> <p>A1. Talk about school schedules and subjects A1. Discuss what students do during the day A2. Apply ordinal numbers when talking about their school schedule A3. Talk about school activities and their favorite activities A4. Identify school supplies A5. Identify the subject pronouns A6. Recognize -AR verbs A6. Conjugate regular -AR verbs in the present tense using all the subject pronouns</p> <p>B. The classroom</p> <p>B1. Describe a classroom B1. Read, listen, and understand information about</p>	<p>A. Your day at school</p> <p>LT1. I can talk about school and my schedule. I can ask others about their schedule.</p> <p>LT2 I can talk about what I and others do during the day.</p> <p>LT3. I can talk about classes and activities. I can ask others about their classes and activities.</p> <p>LT4. I can identify school supplies.</p> <p>LT5. I can identify subject pronouns.</p> <p>B. The classroom</p> <p>LT6. I can list the items found in a classroom. LT7. I can state the location of</p>	<p>A. Your day at school</p> <p>CFA: Class description writing quiz</p> <p>B. The classroom</p> <p>CSA: Examen 2AB (Oct 15)</p>	<p>A. Your day at school</p> <p>A6. Additional list of ar present tense verbs A1-5. Chapter 2A 4x4 vocabulary puzzles A1-5. Chapter 2A profesor/a cards A1-5. Chapter 2A vocabulary puzzles A1-6. Hip hop song from www.phschool.com (they love this one) A1-6. Teacher's Edition- Realidades A1-6. Student Practice Workbook- Realidades A1-6 Teacher's Resource Book- Realidades A1-6 Audio Resources- Realidades A6. Conjugations back video A6. Las meninas verb drawing activity A6. Over the Wall -AR coloring activity</p> <p>B. In the Classroom</p> <p>B1. Chapter 2B 4x4 puzzles B1. Chapter 2B profesor/a cards B1-4 Teacher's Edition - Realidades</p>
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<p>articles B5. Ser vs. estar</p>	<p>the classroom B2. Indicate where things are located B2. Read, listen, and understand information about where objects are located B3. Conjugate the verb Estar according to the subject B4. Talk about more than one object B1-4. Recognize the verb Estar and prepositions of location.</p>	<p>objects using the verb “Estar” and prepositions of location (such as in front of, behind, etc.) LT8. I can name at least 2 situations when I need to use the verb SER and the verb ESTAR</p>	<p>CFA: Workbook pages 37, 44</p>	<p>B1-4 Student Practice Workbook-Realidades B1-4 Teacher's Resource Book-Realidades B1-4 Audio Resources -Realidades B1-4. Hip hop song from www.phschool.com.</p>
<p>Finish a brief overview by the end of Chapter 2: C. Art/ culture</p> <p>Botero painting “Pedrito”</p>	<p>C. Art/ culture</p> <p>Identify the name of the painting, artist, country of origin, and style of art.</p>	<p>C. Art/ culture LT9. I can compare Botero's style of art and his painting to previous artists.</p> <p>LT10. I can describe cultural differences related to recess, school uniforms, gym/school sports, and the school schedule.</p>	<p>C. Art/ culture</p> <p>CSA: questions on Exam 2AB</p>	<p>C. Art/ culture</p> <p>Realidades 1 pg. 72 - Botero</p> <p>Realidades 1 pg. 78, 86, 106, 113.</p>
<p>Chapter 3: Food - 3A test Nov 1</p> <p>UEQ:</p> <p>•<i>What foods and beverages are served for breakfast and lunch?</i> •<i>How to conjugate regular -er and -ir verbs in the present tense?</i></p> <p>A. Breakfast or lunch?</p> <p>A1. Foods and beverages for breakfast and lunch A2. Present tense of regular -er and -ir verbs</p>	<p>A. Breakfast or lunch?</p> <p>A1. Talk about foods and beverages for breakfast and lunch C1. Talk about likes and dislikes C1. Ask and tell what people eat and drink for breakfast and lunch C1. Read, listen, and</p>	<p>A. Breakfast or lunch?</p> <p>LT1. I can talk about foods that people like, love, and are bothered by.</p> <p>LT2. I can talk about what people do using er and ir verbs.</p>	<p>A. Breakfast or lunch?</p> <p>A1. Express orally and in writing foods for breakfast and lunch A1-2. Express orally and in writing what foods they like and dislike A1-2. Express what people eat and drink for breakfast and lunch A1-2. Read, listen, and understand information about foods and beverages</p>	<p>A. Breakfast or lunch?</p> <p>A2. Additional list of ir-er verbs A1. Chapter 3A profesor/a cards A1. Chapter 3A 4x4 puzzles A2. ir and er dice game A1-2. Teacher's Edition- Realidades A1-2. Student Practice Workbook-Realidades A1-2. Teacher's Resource Book-Realidades</p>

	understand information about foods and beverages C2. Conjugate and use the present tense of -er and -ir verbs orally and in writing	LT3. I can talk about foods and beverages that people eat, drink and share	A1. Quiz: 3A-1 vocabulary recognition A2. Express orally and in writing how to conjugate -er and -ir verbs in the present tense CSA = 3A Quiz (Nov 1) CFA = Gustar quiz	A1-2. Audio Resources- Realidades A1-2. Realidades-assesment book A1. avacados, papayas, and manos for students to try that go along with the reading
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November

Content	Skills	Learning Targets	Assessment	Resources & Technology
Chapter 3: Food UEQ: <ul style="list-style-type: none"> How do I form the plural of adjectives? How do I conjugate Ser in the present tense? How do I conjugate stem changing verbs? A. To maintain health A1. Foods/beverages for dinner A2. Food groups and foods on the Food Pyramid A3. Healthy and unhealthy choices A4. The plurals of adjectives A5. Present tense of the verb <i>To be- SER</i> A6. Stem changing verbs	A. To maintain health A1-2. Read, listen to, and understand foods/beverages and food groups on the Food Pyramid A1-5. Discuss food, health, and exercise choices A1-4. Use and apply the plurals of adjectives orally and in writing A5. Use and apply all forms of the verb <i>Ser</i> orally and in writing	A. To maintain health LT1. I can describe what multiple people and things are like using "ser" LT2. I can talk about food, health, and exercise choices LT3. I can conjugate stem	A. To maintain health A1-3. Quiz 3B-1: Vocabulary recognition CSA = 3B Test (Nov 13) CFA = Tener, querer, preferir worksheets	A. To maintain health A1. Laura Schuster's salsa recipe A1. Salsa ingredients A6. List of additional stem changing verbs A1-6. Teacher's Edition- <i>Realidades</i> A1-6. Student Practice Workbook- <i>Realidades</i> A1-6. Teacher's Resource

	A5. Recognize foods and the different forms of the verb <i>Ser</i> A6. Use stem changing verbs, especially <i>querer</i> , <i>preferir</i> , and <i>tener</i>	changing verbs (like <i>querer</i> , <i>preferir</i> , and <i>tener</i>)		Book- <i>Realidades</i> A1-6. Audio Resources- <i>Realidades</i> A1-6. <i>Realidades</i> -Assessment book
Midterm Exam				

March

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Chapter 4: Leisure activities and places</p> <p><i>UEQ:</i> <i>Where do you go after school?</i> <i>What activities do you do for fun?</i> <i>How do I conjugate the verb "to go" in the present tense?</i> <i>How do I use questions words to form a question?</i></p> <p>A. Where do you go?</p> <p>A1. Locations in the community and leisure activities A2. Present tense of the verb <i>To go- IR</i> A3. Interrogative words</p>	<p>A. Where do you go?</p> <p>A1. Talk and discuss about locations in the community and leisure activities A1. Read, listen, understand, and write information about places to go and leisure activities A2. Use and apply all forms of the verb <i>Ir</i> orally and in writing A2. Talk, listen, and write about where to go and with whom A3. Ask and respond to questions</p>	<p>A. Where do you go?</p> <p>LT1. I can describe where people are going, how they get there, and at what time.</p> <p>LT2. I can talk about different places that people go, the activities that people do there, and on what days they go</p> <p>LT3. I can ask questions in Spanish using question words.</p>	<p>A. Where do you go?</p> <p>A1. Quiz 4A-1: vocabulary recognition A1-3. Quiz 4A-2: vocabulary production A1-3. Quiz 4A3/4: fill in the blank with the correct form of the verb <i>IR</i> (To go) and with the correct question word.</p> <p>CSA = 4A Test (March 21)</p>	<p>A. Where do you go?</p> <p>A1-3. Teacher's Edition- <i>Realidades</i> A1-3. Student Practice Workbook-<i>Realidades</i> A1-3. Teacher's Resource Book-<i>Realidades</i> A1-3. Audio Resources-<i>Realidades</i> A1-3. <i>Realidades</i>-assessment book</p>

<p>UEQ: <i>What activities can you do outside of school?</i> <i>When do these events happen?</i> <i>How do I conjugate the verb IR (to go) in the present tense to talk about events that will happen in the future?</i> <i>How do I conjugate the verb JUGAR (to play), PODER (to be able to), and DORMIR (to sleep) in the present tense?</i> <i>What are the meanings of the regular ar er ir verbs?</i></p> <p>B. Do you want to come with me?</p> <p>B1. Activities outside of school B2. Events happening at different times B3. Present tense of the verb <i>Ir</i> (to go) B4. Present tense of the verb <i>jugar</i> (to play) B5. What people can do using <i>poder</i> (to be able to) B6. <i>Present tense of the verb dormir</i> (to sleep) B7. Mexican American culture including the life and importance of the singer <i>Selena</i></p>	<p>using complete sentences</p> <p>BB. Identify definitions of regular ar er ir verbs from master list.</p> <p>B. Do you want to come with me?</p> <p>B1. Talk about activities outside of school B1. Accept and decline invitations B2. Tell when an event happens B2. Use time to express when an event happens B3. Learn how to conjugate the verb <i>Ir</i> (To go) and say what you are going to do B4. Learn how to conjugate the verb <i>jugar</i> (to play) to express what sports you play B5. Learn how to conjugate the verb <i>poder</i> (to be able to) to discuss what you can do. B5. Learn how to conjugate the verb <i>dormir</i> (to sleep) B6. Discuss who Selena is, and her importance to Tejano music</p>	<p>BB. I can define the regular ar er ir verbs on the master list.</p> <p>B. Do you want to come with me?</p> <p>LT1. I can discuss what people are going to do and when. LT2. I can ask and respond to an invitation to do something with someone. LT3. I can talk about sports that people play. LT4. I can discuss what people are able to do. LT5. I can state who Selena is and her influence on Tejano music.</p>	<p>CFA = Sentence strip ordering activity</p> <p>BB. Quizzes</p> <p>B. Do you want to come with me?</p> <p>B1-4. Quiz: 4B-1-vocabulary recognition 4B-3. Quiz on the near future</p> <p>CSA = 4B Test (April 9)</p> <p>CFA = Invitational dialogue</p>	<p>BB. shared folder or teacher generated quizzes by end of chapter 5A</p> <p>B. Do you want to come with me?</p> <p>B1-4. Teacher's Edition-<i>Realidades</i> B1-4. Student Practice Workbook- <i>Realidades</i> B1-4. Teacher's Resource Book- <i>Realidades</i> B1-4. Audio Resources-<i>Realidades</i> B1-4. <i>Realidades</i>-assessment book B6. Movie and worksheet of the movie <i>Selena</i> B6. Movie and worksheet for the video of Cinco de Mayo from Teacher's Discovery</p>
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April

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>Chapter 5: My family UEQ: <i>What are the family members?</i> <i>How can I express possession?</i> <i>What are some expressions in Spanish that use the verb Tener?</i> <i>What are verb definitions of stem changing verbs?</i></p> <p>A. A birthday party</p> <p>A1. Family members and birthday celebrations A2. Possessive adjectives A3. Tener expressions</p> <p>Culture: Mexican American culture including the celebration of Cinco de Mayo</p>	<p>AA. Identify meanings of stem changing verb master list</p> <p>A. A birthday party</p> <p>A1. Describe family members A1. Read, listen to, and understand information about family members A2. State possession using possessive adjectives in Spanish A3. Use tener expressions to describe emotions, obligation, and state of being.</p> <p>Culture: Discuss what Cinco de Mayo celebrates</p>	<p>AA. I can identify the definitions of the master list of stem changing verbs.</p> <p>A. A birthday party</p> <p>LT1. I can name the people in a family and state their ages</p> <p>LT2. I can use possessive adjectives correctly based off of the number and gender of the word that they are describing</p> <p>LT3. I know the tener expressions and how to use them appropriately</p>	<p>AA Quiz</p> <p>A. A birthday party</p> <p>A1-3. Describe family members A1-3. Read and understand information about family members</p> <p>CSA = 5A Test (May 2)</p> <p>CFA = 5A Video</p>	<p>AA Shared folder or individual teacher quiz by end of 5B.</p> <p>A. A birthday party</p> <p>A1. Additional list of family members A1-3. Teacher's Edition- <i>Realidades</i> A1-3. Student Practice Workbook-<i>Realidades</i> A1-3. Teacher's Resource Book-<i>Realidades</i> A1-3. Audio Resources-<i>Realidades</i> A A1. Papel picado project A1. <i>Quincenera 2006</i> video</p>
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May

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Chapter 5</p> <p><i>UEQ:</i></p> <p><i>Can identify different foods and meals in Spanish?</i> <i>Can I communicate my food preferences in Spanish?</i> <i>How are foods different and similar in Spanish speaking countries?</i> <i>How can I order a meal in Spanish at home or in another country?</i> <i>In which situations do I use the verb "ser" - to be?</i> <i>In which situations do I use the verb "estar" - to be?</i> <i>Can I describe different people and places?</i> <i>Can I explain what activities I and others are able to do?</i> <i>Can I talk about how often I do certain activities, including how long I sleep?</i> <i>Can I describe my room and what my ideal room would look like?</i></p> <p>A. Foods, Likes and Dislikes</p> <p>A1. Vocab of food and drinks and names of meals breakfast, lunch, supper, words that describe foods.</p> <p>A2. Likes and Dislikes of foods at various meals.</p> <p>A3. Cultural conceptions and differences about foods and</p>	<p>A. Foods, Likes and Dislikes</p> <p>A1-A2. Identify and talk about foods you like, don't like, and love at each meal, and foods you love.</p> <p>A1-A2. Use descriptive words tasty, flavorful, gross, delicious, etc. to describe foods.</p> <p>A1-A2. Listen to and understand native speakers talking about</p>	<p>A-C.</p> <p>LT1. I can talk about foods and drinks "I like, I love, I dislike, I don't like.." and describe how they taste.</p> <p>LT2. I can talk about foods and drinks I ate, drank and had in the past.</p> <p>LT3. I can identify items that are</p>	<p>A.Foods, Likes and Dislikes</p> <p>A1. Listening quiz of native speakers talking about foods.</p> <p>A1.Written quiz identifying foods at various meals.</p> <p>A2. Written test describing personal likes and dislikes of foods at various meals.</p>	<p>A-C.</p> <p>Realidades video episode chapter 5B Textbook Realidades 1 chapters 5B & 6A</p> <p>Realidades 5B--review, 6A Listening resources</p> <p>Google.com pictures of cultural dishes.</p>

meals.	<p>foods.</p> <p>A1-A2. Correctly respond to what students have heard.</p> <p>A3. Compare and contrast meals from Hispanic family video with their own meals.</p> <p>A3. Analyze the stereotypes each culture has about the other from the video.</p> <p>A3. Identify culturally significant foods and drinks.</p> <p>A4. State what people ate and drank.</p> <p>B. Restaurant</p> <p>B1-2. Respond to a waiter</p> <p>B1-2. Order a meal</p> <p>B1. Express what is missing from the table and ask for it.</p> <p>B1-2. Ask for the bill.</p> <p>B1-2. Discuss tipping.</p> <p>C. Descriptions</p> <p>C2. Use ser to correctly describe the personality and physical descriptions of others.</p> <p>C2, D2, D4. Use ser to describe your bedroom.</p> <p>C3. Use estar correctly when talking about location and emotion</p>	<p>part of a table setting.</p> <p>LT4. I can order a meal (beverage, main dish, dessert) in a restaurant, express needs and have something brought to me.</p> <p>LT5. I can describe physical characteristics of young people, men, and women.</p> <p>LT6. I know when to use ser and estar.</p> <p>LT5. I can use the 6 forms of e->ie, e->i, o->ue, u->ue stem-changing verbs</p>	<p>A2. Speaking quiz- students talk about their likes and dislikes of foods at various meals.</p> <p>B. Restaurant</p> <p>B1-2. Worksheet on completing a dialogue while ordering food.</p> <p>B1-2. Communication activities on ordering food in a restaurant</p> <p>B1-B2. Dialogue in which students had to order in a restaurant and one be the waiter, express items that are missing, ask how everything is, ask for the bill.</p> <p>C. Descriptions</p> <p>C1. Worksheets using ser vs. estar</p> <p>C1-C2. Quiz on forms and uses of ser and estar.</p> <p>CSA = 5B Test (May 23)</p> <p>CFA = Restaurant skit / ordering food video</p>	<p>Video clip from Ecuador video - cuy and sugar cane juice. Video worksheet</p> <p>Realidades 1 chapters 5B & 6A resources: Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p>Skip McWilliams video on food</p> <p>Food BINGO</p> <p>Text book online resources and games</p> <p>GramActivia videos on grammar</p>
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