

WASHINGTON TOWNSHIP SCHOOLS
Washington Township, New Jersey 07853

WORLD LANGUAGES (SPANISH) CURRICULUM

Grade 7

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WASHINGTON TOWNSHIP WORLD LANGUAGES - SPANISH

Philosophy

The sum of wisdom is not contained in any one language, and no single one can express all the forms and degrees of human experience.

Ezra Pound
The ABC's of Writing, 1934

The Washington Township School district believes that all students should be given the opportunity to study a language other than English. Students of language gain greater understanding and respect for the richness of other cultures, as well as their place in a greater global community. Becoming multilingual, aids learners in understanding the parts and processes of their mother tongue, facilitates their acquisition of subsequent languages, and makes them more valuable and competitive resources in an increasingly international workforce.

To these ends, the Washington Township world languages program focuses on the acquisition of language for meaningful, communicative purposes. A spiraling and recursive process, the program offers repeated exposure, reinforcement, and application of language skills accurately and appropriately in real-life situations. Additionally, as culture is an entity inseparable from language, connections are created between the languages themselves and the character and accomplishments of the peoples from whom we acquired them.

Supporting a learner-centered approach, the program views the teacher as a facilitator, the learners as initiators, performers and speakers. It is attuned to the needs of the community, the requirements of the New Jersey State Core Curriculum Standards, and our district's goals for a thorough and enriching foreign language experience for every student.

DISTRICT RECORDED ASSESSMENTS

Eighty percent of seventh grade students will receive 80% competency on the following assessments. Competencies for individual rubrics are indicated.

<u>Unit Title</u>	<u>Assessment</u>	<u>Proficiency Levels Representing 80% Competency</u>
Miami, Bienvenidos a Miami (Welcome to Miami)	<i>Los Saludos</i> Greeting formally/informally	80% Score
¿Cómo son mis Buenos amigos? (Description of others)	<i>Mis Actividades</i> Writing a paragraph	8 on a Paragraph Rubric
La Familia (The Family)	Using the verb <i>tener</i>	80% score
Los Horarios (Schedules)	Restaurant Role Play (Oral)	B or better on Skit Rubric
El Tiempo Libre (Free Time)	Writing an Invitation Project	B or better on written project rubric

VERB LIST FOR GRADE 7 SPANISH

AR	ER	IR
Cantar	Correr	Vivir
Saltar	Creer	Recibir
Dibujar	Comer	Compartir
Caminar	Comprender	Abrir
Pintar	Beber	Dividir
Bailar	Deber	Escribir
Trabajar	Aprender	Cumplir
Hablar	Leer	Subir
Aceptar	Vender	Repetir

Ir, Tener, hacer, soñar, pedir, almorzar, oír, jugar, saber, conocer, costar, decir, dormir, empezar, encontrar, entender, pensar.

44 Verbs

SPANISH – Grade 7

Unit: Hola, Bienvenidos (Hello, Welcome)

NJCCCS 7.1 (A) 1, 4(B) 4(C) 2

- Grade Level Goal:
- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
 - II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking world at home and abroad.
 - III. The student will begin writing Spanish as a means of communication.

Standards & CPI's: 7.2 (A) (B) 1, 2(C)

Estimated Time: 15 Sessions

Unit Goal: A. The student will be able to demonstrate comprehension of the greetings and farewells in real life context.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. greet others and ask for basic personal information. 2. pronounce, spell and use Spanish first names correctly. 3. name Spanish speaking countries and identify and write capitols connected with countries. 4. say days of the week, months expressing the date in Spanish form. 	<p>® Hola (Appendix A-1)</p> <p>® Los Nombres (Appendix A-4)</p> <p>® Las Capitales (Appendix A-8)</p> <p>® Letras, números y días (Appendix A-11)</p>	<p>® Appendix A</p> <ul style="list-style-type: none"> • <i>En Español 1a</i> (pp. 2-21)

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Code: Curriculum/Spanish Grade 7

SPANISH – Grade 7

Unit: El Tiempo (The Weather)

NJCCCS 7.1 (A) 1,3,4(B) 1,3, 4
 Standards & CPI's: 7.2 (A) 1,2 (B) 1, (C)1
 Estimated Time: 15 Sessions

- Grade Level Goal:
- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
 - II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking world at home and abroad.
 - III. The student will begin writing Spanish as a means of communication.

Unit Goal: B. The student will be able to demonstrate comprehension about weather expressions.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. comprehend and use sentences related to the environment using <i>hacer</i> verb. 2. understand expressions related to the weather. 	<p>® <i>El Clima</i> (Appendix B-1a, 1b, 1c, 1d)</p> <p>® <i>El Clima Speaking Rubric</i> (Appendix B-2)</p> <p>® <i>Entre Amigos</i> (Appendix B-4)</p> <p>® Written Rubric (Appendix B-5)</p>	<p>® Appendix B</p> <ul style="list-style-type: none"> • <i>En Español 1a</i> (pp. 246-273) <p>® Internet: www.mexico.com www.peru.com www.argentina.com</p>

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Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 3. apply the verb <i>hacer</i> to write sentences related to the weather. 4. create and dramatize the use of the verb <i>tener</i> to express what they have. 5. predict and analyze the environmental changes and compare sites to visit in Puerto Rico during a weekend visit. 	<p>® <i>¿Qué tiempo hace?</i> (Appendix B-8)</p> <p>® <i>Tener</i> (Appendix B-11)</p> <p>® <i>El Tiempo</i> (Appendix B-14)</p> <p>® <i>El Reporte del Tiempo</i> Rubric (Appendix B-15)</p>	

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SPANISH – Grade 7

Unit: Miami, Bienvenido a Miami (Welcome to Miami)

NJCCCS 7.1 (A) 1,3,4(B) 1, 4
Standards & CPI's: 7.2 (A) 1,3 (B) 2, (C)2
Estimated Time: 20 Sessions

- Grade Level Goal:
- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
 - II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking world at home and abroad.
 - III. The student will begin writing Spanish as a means of communication.

Unit Goal: C. The student will be able to make statements about other people.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. compare and contrast formal and informal modes of expression and use them in sentences. 2. demonstrate basic use of concepts relating to personal communication to introduce new friends. 3. demonstrate comprehension of vocabulary to describe other people using diverse adjectives. 4. use the verb <i>ser</i> correctly in speaking and writing.. 5. use <i>ser de</i> to express where people are from. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>® <i>Los Saludos</i> District Assesment: (Appendix C-1) Modifications: (Appendix C-1a)</p> </div> <p>® <i>¿Dónde vives?</i> (Appendix C-4) Rubric (Appendix C-5)</p> <p>® <i>Hablando de las personas</i> (Appendix C-7)</p> <p>® <i>Las Personas</i> (Appendix C-9)</p> <p>® ® <i>Nacionalidades</i> (Appendix C-11)</p>	<ul style="list-style-type: none"> • <i>En Español 1a</i> (pp. 26-49) ® Appendix C

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SPANISH – Grade 7

<u>Unit:</u>	¿Cómo son mis amigos? (Description of Others)	<u>NJCCCS</u>	7.1 (A) 1,4(B) 4, (C) 3,
<u>Grade Level Goal:</u>	<ol style="list-style-type: none"> I. The student will gain proficiency in listening and speaking in real life language in real life contexts. II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking word at home and abroad. III. The student will begin writing Spanish as a means of communication. 	<u>Standards & CPI's:</u>	7.2 (A) 3 (B) 1, (C)
<u>Unit Goal:</u>	<ol style="list-style-type: none"> D. The student will be able to make statements about other people and demonstrate likes and dislikes. 	<u>Estimated Time:</u>	20 Sessions

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. express likes, and dislikes and preferences by making statements using the verb <i>gustar</i> followed by the verb in the infinitive. 2. design a presentation using the 7 verbs (bailar, cantar, comer, escribir, creer, nadar, patinar, and trabajar) to describe their activities. 	<p>® <i>Me Gusta</i> (Appendix D-1)</p> <p>® Rubric (Appendix D-2)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>® <i>Mis Actividades</i> District Assessment: Appendix D-6 Modifications: Appendix D-6a</p> </div>	<ul style="list-style-type: none"> • <i>En Español 1a</i> (pp. 50-75) ® Appendix D ® Students write sentences using verbs and other vocabulary to elaborate (W) (Appendix D-7) ® Students use the chart to ask 5 friends what activity they like to do. (R, W, L S) (Appendix D-8)

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Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <p>3. design a presentation using the 7 verbs (bailar, cantar, comer, escribir, creer, nadar, patinar, and trabajar) to describe their activities.</p> <p>4. write sentences using adjectives to describe other people.</p> <p>5. use noun – adjective agreement properly when describing people.</p> <p>6. make statements about different types of clothing items and apply the new vocabulary in a paragraph form.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Ⓜ <i>Mis Actividades</i> District Assessment: Appendix D-6 Modifications: Appendix D-6a</p> </div> <p>Ⓜ <i>Descripción de las personas</i> (Appendix D-10)</p> <p>Ⓜ Ⓜ <i>Mi mayor amigo</i> (Appendix D-13) Rubric (Appendix D-14)</p> <p>Ⓜ <i>La Ropa</i> Appendix D-17</p>	<p>Ⓜ <i>En Español Video</i> (pp. 54-55)</p> <p>Ⓜ Magazines</p>

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SPANISH – Grade 7

Unit: La Familia (The Family)

NJCCCS Standards & CPI's: 7.1 (A) 1,3,4,6 (B) 1,2, (C)3,4

Grade Level Goal:

- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
- II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking word at home and abroad.
- III. The student will begin writing Spanish as a means of communication.

Estimated Time: 15 Sessions

Unit Goal: E. The student will be able to demonstrate comprehension of family relationships and traditions.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. develop communicative skills describing relationships. 2. use <i>tener</i> verb to express age and to say what they have (possession). 3. apply numbers in a real life situation writing the digit for the number and spelling it out correctly. 	<p>® <i>Mi Familia</i> (Appendix E-1)</p> <p>® Rubric (Appendix E-2)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>® <i>Expresiones con tener</i> District Assessment: Appendix E-7 Modifications: Appendix E-7a</p> </div> <p>® <i>Los Números</i> (Appendix E-11)</p>	<ul style="list-style-type: none"> • <i>En Español 1a</i> (pp. 76 – 105) ® Video: <i>En Español</i> (pp. 78-81) ® Appendix E

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SPANISH – Grade 7

<u>Unit:</u>	La Clase (The Class)	<u>NJCCCS Standards & CPI's:</u>	7.1 (A) 1,2,3,4,6 (B) 1, (C)2 7.2 (A)1,2 (B) 1,2,5 (C)
<u>Grade Level Goal:</u>	<ol style="list-style-type: none"> I. The student will gain proficiency in listening and speaking in real life language in real life contexts. II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking word at home and abroad. III. The student will begin writing Spanish as a means of communication. 	<u>Estimated Time:</u>	20 Sessions
<u>Unit Goal:</u>	<ol style="list-style-type: none"> F. The student will be able to develop a working vocabulary about classroom objects. 		

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. develop communicative skills describing relationships. 2. read, write and use class and school vocabulary and express frequency with adverb phrases. 3. apply <i>ar</i> verbs in an oral response and in a written paragraph form. 4. apply all concepts learned from Unit 1 through Unit 6. 	<p>® <i>Todo para la escuela</i> (Appendix F-1)</p> <p>® <i>La Clase</i> (Appendix F-5)</p> <p>® <i>Las Actividades</i> (Appendix F-9) & (Appendix F-10)</p> <p>® <i>Examen</i> (Appendix F-13)</p>	<ul style="list-style-type: none"> • <i>En Español 1a</i> (pp. 108-133) ® Appendix F ® Video: <i>En Español</i> (p. 11)

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SPANISH – Grade 7

Unit: Los Horarios (Schedules)

NJCCCS 7.1 A(1) B(1) C(2,3,4)
Standards & CPI's: 7.2 (B)3
Estimated Time: 20 Sessions

- Grade Level Goal:
- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
 - II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking world at home and abroad.
 - III. The student will begin writing Spanish as a means of communication.

Unit Goal: G. The student will be able to produce conversation about daily schedules, time and going to the restaurant.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> 1. make statements about daily schedules. 2. orally ask and tell time using a clock. 3. state time and use phrases for in the morning, afternoon, evening. 	<ul style="list-style-type: none"> ® Student created schedule (Appendix G-1) ® Guided Writing Rubric (Appendix J-3) ® Quiz on telling time (Appendix G-6) 	<ul style="list-style-type: none"> • <i>En Español 1a</i> (pp. 136-139) ® <i>En Español CD5</i> ® Appendix G ® Appendix J-3 ® <i>En Español 1a</i> (p. 147 – Activity 8) ® Clocks ® <i>En Español</i> (p. 148) (Vocabulary) ® <i>En Español Video 2</i>

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <p>4. state time and use phrases for in the morning, afternoon, evening.</p> <p>5. converse using vocabulary associated with food and menus from restaurants.</p> <p>5. converse using the verb <i>ir</i> (p. 143) and other verbs on p. 144.</p>	<p>® Quiz on telling time (Appendix G-6)</p> <p>® Menu Project (Appendix G-10)</p> <p>® Restaurant Skit</p> <p>® Rubric: Skit Presentation (Formal) (Appendix G-10)</p> <p>® Quiz on fruits and vegetables (Appendix G-14)</p>	<p>® Clocks</p> <p>® <i>En Español</i> (p. 148) (Vocabulary)</p> <p>® <i>En Español</i> Video 2</p> <p>® <i>En Español</i> (p. 141)</p> <p>® Use model menus from previous year – Appendix G-9</p> <p>® <i>En Español</i> (p. 143)</p> <p>® P. 144, Activity 5</p> <p>® P. 145, Activity 6</p> <p>® <i>En Español</i> (p. 146), Activity 7</p> <p>® <i>En Español</i> (pp. 143-144)</p>

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Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <p>6. recognize and name locations in school.</p>	<p>® Quiz on <i>ir</i> , etc. (Appendix G-18)</p>	<p>® <i>En Español</i> (p. 159)</p> <p>® <i>En Español</i> CD5</p>

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SPANISH – Grade 7

Unit: Los Actividades (Activities)

NJCCCS Standards & CPI's: 7.1 A(1, 3, 7) B(1, 2, 3)
C(1)
7.2

Grade Level Goal:

- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
- II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking word at home and abroad.
- III. The student will begin writing Spanish as a means of communication.

Estimated Time:

Unit Goal: H.The student will be able to talk about daily activities expressing their opinion and demonstrating correct use of language.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. comprehend and use interrogative words. 2. converse using statements about activities in the park. 	<ol style="list-style-type: none"> ® Quiz on question words (Appendix H-3) ® <i>El Parque</i> Project (Appendix H-7) ® Written Project Rubric (Appendix I-5) 	<ol style="list-style-type: none"> ® <i>En Español</i> p. 150 ® P. 151 - Activity 14, 15 ® CD5 ® P. 152 - Activity 16, 17 ® Appendix H ® <i>En Español</i> pp. 162-166 ® CD6, Tracks 8-13 ® <i>En Español</i>, ® <i>Cuaderno más Práctica</i> pp. 49-50 ® <i>En Español Cuaderno</i> pp. 51-52 ® Appendix I-5

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <p>3. logically sequence daily routine events.</p> <p>4. logically sequence daily routine events.</p>	<p>® Quiz on vocabulary (10 questions)</p> <p>® <i>En Español</i> Vocabulary Quizzes p. 16</p>	<p>® <i>En Español</i> Video 2 and teacher resource book pp. 125-126</p> <p>® <i>En Español</i> Vocabulary Quizzes p. 16</p> <p>® <i>En Español</i> p. 172</p> <p>® <i>En Español</i> Activity 10, p. 172</p> <p>® P. 172, CD6, Activity 9</p> <p>® P. 172, Teacher's Edition</p> <p>® <i>En Español</i> p. 172</p> <p>® <i>En Español</i> Activity 10, p. 172</p> <p>® P. 172, CD6, Activity 9</p> <p>® P. 172, Teacher's Edition</p>

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Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <p>5. use, understand and conjugate <i>er/ir</i> verbs (regular).</p>	<p>® Quiz on sequencing words and <i>er/ir</i> verbs (Appendix H-8)</p> <p>® 10 sentences using <i>er/ir</i></p> <p>® Rubric: Guided Writing (Appendix J-3)</p>	<p>® <i>En Español</i> p. 173</p> <p>® <i>En Español</i> p. 173, Activity 11</p> <p>® <i>En Español</i> p. 174, Activity 12</p> <p>® <i>En Español</i> Teacher's Edition p. 143</p> <p>® <i>Cuaderno</i> p. 54</p>

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SPANISH – Grade 7

Unit: El Tiempo Libre (Free Time)

NJCCCS 7.1 (A) 4, 7
Standards & CPI's: 7.2 (A)1, (B) 5
Estimated Time: 15 Sessions

- Grade Level Goal:
- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
 - II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking world at home and abroad.
 - III. The student will begin writing Spanish as a means of communication.

Unit Goal: I. The student will demonstrate a comprehension of free time activities.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. Express emotions using <i>estar</i> and vocabulary in Unidad 3, Etapa 1. 	<p>® 10 sentences – <i>Estar</i> Rubric – Guided Writing (Appendix J-3)</p>	<p>® <i>En Español</i> pp. 194-199, CD7 ® <i>En Español</i> pp. 198-201 ® Appendix I ® <i>En Español</i> p. 202 ® <i>En Español</i>, p. 202, Activity 7, 8 ® <i>En Español</i>, Teacher's Edition, p. 202 ® <i>Cuaderno</i>, p. 47 ® CD7, Tracks 8-11 ® <i>En Español</i>, Block Scheduling Copy Masters, p. 63</p>

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Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <p>2. use appropriate vocabulary for creating an invitation.</p> <p>3. converse on the telephone and create an answering machine message.</p>	<p>® Quiz – Emotions Vocabulary Quiz Book, p. 19</p> <p>® Invitation Project: Writing Project Rubric (Appendix I-5)</p> <p>® Telephone Conversation Rubric – Skit Presentation (Appendix G-10)</p> <p>® Review Activity – Graded homework (5 points each)</p>	<p>® Vocabulary Quizzes Book, p. 19</p> <p><i>En Español</i> p. 204, Activity 11</p> <p>® <i>En Español</i> p. 210, Activity 21, CD7</p> <p>® <i>En Español</i> p. 211, Activity 22</p> <p>® Skit Presentation Rubric: Appendix G-10</p>

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SPANISH – Grade 7

Unit: Los Deportes (Sports)

NJCCCS Standards & CPI's: 7.1 (A) 1, 3, 7; (B) 4;
(C) 1, 2, 4; 7.2 (A) 1;
(B) 2, 3, 5 (C) 1

Grade Level Goal:

- I. The student will gain proficiency in listening and speaking in real life language in real life contexts.
- II. The student will acquire and assimilate cultural awareness as it relates to the Spanish speaking world at home and abroad.
- III. The student will begin writing Spanish as a means of communication.

Estimated Time: 20 Sessions

Unit Goal: J. The student will be able to make statements and comparisons in real life context.

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. speak and write sports vocabulary. 2. converse about favorite sports and the equipment associated with the sport. 	<p>® Guided Writing Essay – <i>My Favorite Athlete</i> Guided Writing Rubric (Appendix J-2 & J-3)</p>	<p>® <i>En Español</i> pp. 220-223, CD7</p> <p>® Appendix J</p> <p>® <i>En Español</i>, pp. 226-227, Activity 4, 5</p>

Instructional Objectives	Assessments	Resources
<p>Students will demonstrate the ability to:</p> <p>3. converse using the forms of the conjugated verb <i>jugar</i> (to play).</p> <p>4. participate in conversations that illustrate comparisons about personal preferences.</p>	<p>® Drawing Activity on sports – Peer Assessment (Appendix J-5, J-6)</p> <p>® Quiz on sports (Appendix J-5)</p> <p>® Stating preferences using comparisons</p> <p>® Peer Assessment Activity Rubric</p> <p>Final Exam</p>	<p>® <i>En Español</i>, pp. 228-229, Activity 6, 7, 8</p> <p>® CD8, <i>Cuaderno</i>, p. 65</p> <p>® <i>Cuaderno</i>, p. 67</p> <p>® Appendix J-4 or <i>Actividades para todos</i> workbook p. 92</p> <p>® Vocabulary Quizzes book pp. 22-23</p> <p>® <i>En Español</i>, p. 234</p> <p>® P. 234, Activity 16-18 p. 235</p> <p>® <i>En Español</i>, Teacher's Edition p. 236, Group Activity</p> <p>® P. 237, Activity 20 with CD8</p> <p>® <i>Cuaderno</i>, p. 72</p> <p>® <i>En Español</i> p. 237, Activity 20, CD8</p> <p>® Suggested reviews in Appendix</p>

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