

Spanish III 2020

CEQ:

1. HOW DO I COMMUNICATE IN SPANISH?
2. WHAT KNOWLEDGE AND UNDERSTANDING CAN I GAIN ABOUT HISPANIC CULTURE?
3. HOW DOES SPANISH CONNECT WITH OTHER CLASSES I TAKE?
4. HOW DOES THE HISPANIC CULTURE AND LANGUAGE CONNECT TO MY OWN?
5. HOW DO I USE SPANISH IN THE COMMUNITY?

September

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>A. Commands, cooking utensils, and cooking demonstration speech.</b></p> <ul style="list-style-type: none"> <li>● Do I know how to use commands in the tú, usted, and ustedes forms?</li> <li>● Can I demonstrate and narrate a step by step process in Spanish?</li> <li>● Do I know the vocabulary for preparing food and the names of utensils in the kitchen?</li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>● Can I navigate through an airport and get the information I need?</li> <li>● Can I discuss and plan a trip using an airport?</li> <li>● Do I understand the difference between security and customs in the airport setting?</li> </ul>	<p><b>A. Commands, cooking utensils and cooking demonstration speech.</b> Realidades 2 Chaper 7A.</p> <ul style="list-style-type: none"> <li>● Use command forms.</li> <li>● Use and understand kitchen and food preparation vocabulary,</li> <li>● Demonstrate a process.</li> </ul>	<p><b>A. Commands, cooking utensils and cooking demonstration speech.</b> Realidades 2 Chaper 7A.</p> <p>LT 1: I can form positive and negative tú commands with regular and irregular verbs. LT 2: I can form positive and negative usted commands with regular and irregular verbs. LT 3: I can form positive and negative ustedes commands with regular and irregular verbs.</p>	<p><b>A. Commands, cooking utensils, and cooking demonstration speech.</b></p> <p>Vocab/commands quizzes from chapter R2</p> <p><b>CFA:</b> 7A. Demonstration video or PowerPoint presentation with live narration of cooking and preparing a recipe. Step-by-step rubric.</p> <p><b>CSA:</b> R2, Ch. 7A (modified) exam</p>	<p><b>A. Commands, cooking utensils and cooking demonstration Speech</b> R2 page 266 /267 presentation info an rubric.</p> <p>R2, Chapter 7A vocab list, listening activities, and communicative activities.</p> <p>Profesor cards, 4x4 game, Pablo Neruda Poems on R2 pgs. 359,364, 365.</p> <p><a href="http://www.quia.com">http://www.quia.com</a> - to review</p> <p><a href="http://www.studyspanish.com">http://www.studyspanish.com</a> - use this website to review</p>

<ul style="list-style-type: none"> <li>• Can I talk about when someone else wants me to do something?</li> </ul> <p><b>B. Airport travel/ Subjunctive Tense, R2, 8A:</b></p> <p>Airport Vocab Subjunctive tense</p>	<p><b>B. Airport travel/ Subjunctive tense.</b></p> <p>Learn and practice the subjunctive tense.</p> <p>Learn vocabulary of an airport.</p> <p>Write and perform mini-situations in an airport. (In shared folder)</p>	<p>LT 4: I can give commands with cooking vocabulary to prepare a recipe.          LT 5: I can identify cooking and kitchen vocabulary used in making food and tell what they are use for.          LT 6: I can explain and demonstrate a simple process step by step.          LT 7: I can use the impersonal “se” correctly in context.          LT 8: I can identify who Pablo Neruda is, where he is from and his poetry.</p> <p><b>B. Airport travel/ Subjunctive tense.</b></p> <p>LT 1: I can identify areas of an airport and items used during travel and a trip.          LT 2:I can communicate and navigate through airport situations.          LT 3: I can use the present subjunctive verb form in various situations and sentences.          I know the meaning and structure of the names of verb tenses.          I can understand and conjugate verbs in present, preterit, present progressive, immediate future, imperfect tenses and subjunctive.</p>	<p>Introduce Pablo Neruda through Food Poems from book and by translating (359, 364,365)</p> <p><b>B. Airport travel/ Subjunctive tense.</b></p> <p><b>CSA:</b> Test R2 C8A.  <b>CFA:</b> Subjunctive quiz</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a> use for vocab and verb practice, computer work</p> <p><b>B. Airport travel/ Subjunctive tense.</b></p> <p>R2, Ch8A resources: airport listening activities, video, workbook</p> <p>R3, C8 guided practices</p> <p>WEIRDO document, manipulatives</p> <p>Mini-skits/mini-situations (in shared folder)</p>
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October

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>C. MOVIES &amp; THE PRESENT PERFECT(Sept-Oct)</b></p> <p>Can I critique a movie in Spanish?            Can I talk about things that have happened?            Can I describe a movie plot in Spanish?            Can I compare and contrast using demonstrative adjectives?</p> <p><b>C. Vocabulary dealing with Movies and Movie Review**</b></p> <p>C2. The Present Perfect            C3. Indirect Object Pronoun Placement Review            C4. Demonstrative Adj. Review</p>	<p><b>C. MOVIES AND THE PRESENT PERFECT</b>            C1-2. Describe movie plots and guess the movie out loud and through writing</p> <p>C1-3. Write a critique of a movie</p> <p>C1, C4. Express opinions on aspects of movies (actors, actresses, plot, special effects, etc.) using demonstrative adjectives</p>	<p><b>C. MOVIES AND THE PRESENT PERFECT</b>            I know how to form regular and irregular past participles.</p> <p>I can use the present perfect tense in a sentence (haber + past participle).</p> <p>I am able to critique movies and TV programs.</p> <p>I know and can use movie and TV vocabulary.</p>	<p><b>C. MOVIES AND THE PRESENT PERFECT</b></p> <p>CSA = Test on movie vocabulary and present perfect tense modified from chapter 6B</p> <p>CFA=movie reievw</p> <p>CFA=Verb quiz on regular verbs in the present, present progressive, preterite, and present perfect tenses.</p>	<p><b>C. MOVIES AND THE PRESENT PERFECT</b></p> <p>Realidades 2 Chapter 6B resources: Guided practice activities, vocabulary lists, activity book, communicative activities, clip art, flashcards, reading, and listening activities</p>

November

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>D. WHEN DO I USE POR AND WHEN DO I USE PARA?</b></p> <p>D1. uses of Por            D2. uses of Para            D3. Por vs. Para</p>	<p><b>D. Por v. Para</b></p> <p>D1. Identify and memorize when to use POR.</p> <p>D2. Identify and memorize when to use PARA</p> <p>D1. Choose correct use of por to express: by means of,</p>	<p><b>D. Por v. Para</b></p> <p>I know when to use POR and PARA.</p> <p>I can identify the uses of POR and PARA</p> <p>I can recognize situations and know to use porfor the words</p>	<p><b>D. Por v. Para</b></p> <p>D1-3. Quiz on por vs para</p> <p>CA= Quiz por vs. para -choosing correctly por or para, and identifying the category for why por or para was used. (From list of categories in skills section)</p>	<p><b>D. Por v. Para</b></p> <p>E1-3. see shared file for assignments and partner activities on this topic.</p> <p>Realidades 3 Pg. 171 Por Para. Verbs book and worksheets. Textbook Realidades 2.</p>

<p><b>E. HOW DO I DESCRIBE MY CHILDHOOD?</b></p> <p>Describing self, family, and past activities done as a child.</p>	<p>movement by/ through/ along, in exchange for, duration of time, percent, thanks for, creator or cause of</p> <p>D2. Choose correct use of para to express: for a deadline, recipient, point of view or comparison, in order to, for an event, for a destination.</p> <p>D3. Differentiate between POR vs. PARA.</p> <p><b>E. DESCRIBING CHILDHOOD : SELF, FAMILY AND ACTIVITIES IN THE PAST.</b></p> <p>Talk about what students were like as a child, give physical descriptions/ personality traits of what self and family were like.</p> <p>Describe activities or sports students practiced / toys played with as a child/ clothes they used to wear/ programs they used to watch/ foods they used to eat/ books someone read to them/ what they listened to/ something</p>	<p>'for, by, through, per,' when the topic includes: by means of, movements by through along, in exchange for, for a duration of time, percent, thank you for, by a creator or caused by.</p> <p>I can recognize situations and know to use para for the words 'for, by', when the topic includes: a deadline, recipient, point of view or comparison, in order to, for an event or destination.</p> <p><b>E. Describing Childhood: self, family, activities in the past.</b></p> <p>I know what the imperfect tense means and can use it to: Describe myself as a child including my physical appearance, personality, foods I used to eat, places I used to go, games and toys I used to play with, clothing I used to wear, things I used to like and love, programs/movies I watched, my age when various things occurred, etc.</p>	<p><b>E. DESCRIBING CHILDHOOD</b></p> <p>CA = Poster or PowerPoint or "My Life in a Bag" presentation and memorized oral presentation on description of self and family in the past and their activities.</p> <p>Listening assessments on descriptions of people in the past and their activities.</p> <p>CA= Quiz on the imperfect tense - saying how old someone was, what they used to eat, watch, play, read, wear, love, where they used to go, what they looked like, personality traits, where</p>	<p>Textbook Spanish For Mastery.</p> <p><b>E. DESCRIBING CHILDHOOD</b></p> <p>Realidades 3 Pages on the imperfect 42 and 59.</p> <p>A. SmartBoards for PowerPoints.</p> <p>Rubric for "My Life in a Bag".</p> <p>Computer carts and labs for presentations.</p> <p>Listening activities from Realidades 4A.</p> <p>Textbook Realidades 4A.</p> <p>Video clips from Realidades describing what people used to be like.</p>
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December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>Nature and Animales</b>  <b>1. Introduction to nature, weather and animal (sea and land) vocabulary.</b></p> <p><b>2. Presentations for the MN Zoo Spanish Language Day.</b></p> <p><i>How do I describe an animal and its habitat?</i>  <i>How do I create an interactive presentation for other language learners?</i></p> <p>(Contextualized language skills necessary to present information on an assigned animal in written and spoken form)</p> <p><b>3. How do I discuss things that people have done?</b></p> <p>Use of the present perfect tense - helping verb 'have/has' and past participles, regular and irregular.</p>	<p><b>La naturaleza y los animales</b></p> <p>1. Introduction to nature vocabulary words, incorporation into activities and themes they talk about.</p> <p><b>2. MN Zoo Spanish Language Day:</b> Use the Spanish language to create and give presentations on zoo animals for other schools and for our Spanish II students at the MN zoo.</p> <p><b>3. Review describing what people have done.</b></p> <p>3a. Describe things students have done using present perfect.            3b. Describe seafood students have tried.            3c. Use regular and irregular past participles correctly.            3d. Use the helping verb 'have/has' correctly.</p>	<p><b>La naturaleza y los animales</b></p> <p>LT1: I know basic nature, weather, land and sea animal vocabulary.</p> <p>LT2: I can write and present about a zoo animal in Spanish. (MN Zoo Spanish Language Day)</p> <p>LT3: I can use the present perfect tense to talk about my experiences with nature. (have seen, tasted, tried, etc.)</p>	<p><b>La naturaleza y los animales</b></p> <p>Quiz vocab of basic nature, written and listening.</p> <p><b>CA</b> =Presentation to include basic characteristics/ appearance, habitat, reproduction, diet, life expectancy, predators, etc. Presentation also to include interactive game or review at the end for audience participation  <b>CA</b> = Zoo presentation group rubric  <b>CA</b> = Zoo presentation peer rubric  <b>CA</b> = Evaluations of individuals by instructor.  <b>CA</b> = Quiz Describing an animal in Spanish: Animal's name in Spanish, what it eats, where it lives, its physical description, what its climate and habitat are like, predators or other dangers it faces.</p>	<p><b>La naturaleza y los animales</b>            Handouts, white boards for drawing and practicing vocab.</p> <p>Laptop computer carts for research and visuals.</p> <p>MN Zoo resources and websites provided online.</p> <p>Student created visuals and game.</p> <p>Big Green Spanish Verbs book. Text Realidades 3 pages 214 and 243.            Select pages of text Spanish for Mastery.            Seafood vocabulary - shared folder.</p>

<p><b>A1. READ AND TRANSLATE A CHILDREN'S BOOK THAT USES THE PRESENT PERFECT. (Las Zanahorias)</b> Review and use verbs in 13 forms.</p> <p><b>B. Realidades 2 4B Celebrations and traditions.</b> What are some of the celebrations and traditions of the Hispanic world? How is my own culture similar and different in our celebrations and traditions from that of the target culture?</p>	<p><b>A1. READ AND TRANSLATE A CHILDREN'S BOOK THAT USES THE PRESENT PERFECT. (Las Zanahorias)</b></p> <p>Read in Spanish</p> <p>Write out translated meanings in English</p> <p>Use key words and phrases and incorporate into everyday conversations.</p> <p>Use verbs in 13 forms</p> <p><b>B. Realidades 2 4B Celebrations and traditions.</b></p> <p>Explain cultural practices and celebrations in Spanish-speaking countries along with traditions in greeting and leave-taking. Contrast and compare practices with one's own culture</p>	<p><b>A1. READ AND TRANSLATE A CHILDREN'S BOOK THAT USES THE PRESENT PERFECT. (Las Zanahorias)</b></p> <p>I can understand and translate a simple children's story to English, using vocabulary provided and my dictionary.</p> <p>I can use key Spanish phrases from the book Las Zanahorias.</p> <p>I can write one verb in 13 forms about the same person/subject.</p> <p><b>B. Realidades 2 4B Celebrations and traditions.</b></p> <p>I can explain what the Día de Tres Reyes is and how it is celebrated.</p> <p>I can explain what a Roscón de Reyes is and what the figure inside it represents, and how it is used in a celebration.</p> <p>I can use reciprocal action verbs such as hug, kiss, greet, meet together, etc. and conjugate similar to reflexive verbs. I can make comparisons and contrasts with my own culture and the one studied.</p> <p>I can demonstrate using verbs in the imperfect for actions already in place, and verbs in the preterit</p>	<p><b>A. REVIEW DESCRIBING WHAT PEOPLE HAVE DONE.</b></p> <p>A. CA = Written quiz identifying sea foods and the foods students have tried.</p> <p>A. CA = Speaking quiz answering questions on movies students have seen, foods students have tried, tests students have had, places students and families have gone, activities students have done.</p> <p>A1. CA= Quiz on the children's book Las Zanahorias - specific common phrases and vocab from the book.</p> <p>Verb quiz on regular verbs in the present, present progressive, preterite, and present perfect tenses.A2. Verb quiz on regular verbs in the present, present progressive, preterite, and present perfect tenses.</p> <p><b>B. Realidades 2 4B Celebrations and traditions.</b></p> <p><b>CA = 4B exam in shared folder.</b></p>	<p><b>B. Realidades 2 4B Celebrations and traditions.</b></p> <p>Realidades 2 4B text, audio and video resources. Internet investigations -cultural practices.</p>
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<p><i>C. What and who is DON QUIJOTE and what country is it from?</i></p> <p><i>Who is Miguel Cervantes and how is he important?</i></p> <p><i>Can I read and understand a story in Spanish?</i></p> <p><b>C. DON QUIJOTE excerpt from the famous novel.</b></p> <p>C1. Author</p> <p>C2. Story background and wind mills adventure.</p> <p>C3. Spanish vocabulary from story.</p>	<p><b>C. DON QUIJOTE.</b></p> <p>C1. Learn author and country</p> <p>C2. Read and translate Spanish excerpt from the novel.</p> <p>Understand story further by watching Wishbone episode.</p> <p>C3. Learn vocabulary and phrases presented in the excerpt.</p>	<p>for simple main actions occurring once.</p> <p>I can identify vocabulary relating to customs, manners and special events.</p> <p><b>C. DON QUIJOTE.</b></p> <p>I can identify the name of the author of Don Quijote.</p> <p>I can talk about some of the main events in the author's life.</p> <p>I can identify who Don Quijote is in literature and what country it was written in.</p> <p>I can explain the story line of Don Quijote and the episode with the wind mills.</p> <p>I can translate to English various words and phrases from the excerpt we read.</p> <p>I can explain the literary term 'Quixotic' as it applies to describing a person's nature or personality.</p>	<p><b>C. DON QUIJOTE.</b></p> <p>CA= written quiz identifying meanings of words and phrases from reading, identifying author and country of origin, life events of the author.</p>	<p><b>C. DON QUIJOTE</b> Excerpt of novel from Teacher's Discovery. DVD Wishbone</p>
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>Some of this part continues from last month.</p> <p><b>B. HOW DO I NARRATE A STORY OR EVENT / DESCRIBE AN ACCIDENT OR INCIDENT THAT HAS OCCURRED?</b></p> <p><b>B1. a. Describing background information.</b></p> <p><b>b. Describing main action that occurred.</b></p>	<p><b>B. NARRATE A STORY OR PAST EVENT / DESCRIBE AN ACCIDENT OR INCIDENT.</b></p> <p><b>B1. a. Giving background information for a story:</b></p> <p>there was...naming items that were existing weather season day / time of day physical description / age of people involved what someone was wearing where people were located what action was already taking place</p> <p><b>b. Giving the main events that occurred.</b></p> <p><b>use of the verbs:</b></p> <p>slipped fell crashed or hit tripped broke (bones)</p> <p>(exact verbs given to narrow down student focus / practice of this skill.)</p> <p><b>B2. Using the vocabulary of storms and nature.</b></p> <p>use sea / beach vocab</p>	<p><b>B. NARRATE A STORY OR PAST EVENT/ DESCRIBE AN ACCIDENT OR INCIDENT.</b></p> <p><b>B1 a. I can use the imperfect to say:</b></p> <p>items there were that were already existing when event began what the weather was like what season it was what time of day it was what someone looked like and what age they were what someone was wearing where people or items were located what a person's emotions were what action was already in progress.</p> <p><b>b. I can narrate an accident or incident in the preterit including that someone or myself:</b></p> <p>slipped fell crashed or hit something tripped broke (bones)</p>	<p><b>B. NARRATE A STORY / DESCRIBE AN ACCIDENT OR INCIDENT.</b></p> <p><b>B1. Four- Panel story board poster.</b></p> <p>CA = Four pictures drawn and narrated of some <u>very basic</u> story line: <i>i.e. There was a girl walking in Summer. It was sunny. She was eating ice cream, she slipped and her ice cream fell. i.e. It was Spring. There were two cars driving, it was raining and there was lightning. They crashed in the street. The ambulance came.</i></p> <p><b>CA = Written Quiz on giving background information:</b></p> <p>Students look at a picture, write and describe all background information included in the previous skills section bullets.</p> <p><b>CA = Speaking Quiz on action taking place when one main event occurred:</b></p> <p>Students look at a picture and say in Spanish the background action that was going on and the main event that then occurred.</p>	<p><b>B. NARRATE A STORY/ DESCRIBE AN ACCIDENT.</b></p> <p>B1 and 2. You tube clip of the weather phenomenon El Derecho Realidades level 3 all preterit and imperfect pages and pg 58 select vocab. Realidades level 2 pp 252-270 activities</p> <p>Student generated drawings of story events for practice describing.</p> <p>B2. Student-drawn Memory game cards (also can use for spoons.)</p> <p>White boards for teacher-described stories - students draw what they hear described.</p> <p>B3. Children's book Dexter's Lab - The Transformer Control. Tenses and vocab content support what is in this unit.</p>
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<p><b>B2. Describing storms / inclement weather and nature.</b></p> <p><b>B3. Reading a children's book in Spanish and translating it to English.</b></p>	<p>use yard / garden vocab use forest / plains vocab use storm / natural disasters vocab</p> <p><b>B3. Read and Translate to English - Dexter's Lab in Spanish - translate.</b></p> <p>Learn key vocab words and phrases for common use.</p>	<p><b>B2.</b> I can include the vocabulary of nature and storms in my narrative of what was going on and how an accident occurred.</p> <p><b>B3.</b> I can read, understand, and translate Dexter's Lab into English. I can use key vocab and phrases from the story in Spanish</p>	<p><b>B2. Vocabulary quiz.</b> CA = Students draw and label in Spanish the vocabulary of nature.</p> <p><b>B3. CA= Quiz - Dexter's Lab</b> - identifying commonly used words and phrases from the book.</p>	
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**February**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>This skill is actually started at the beginning of the Trimester through TPRS</p> <p><b>A. NARRATE A STORY</b></p> <p>How do I tell / narrate about an event that occurred in the past?</p>	<p>This skill is actually started at the beginning of the Trimester through TPRS</p> <p><b>A. NARRATE A STORY</b></p> <p>Include details of background information and main action that occurred in an event or story in the past.</p>	<p>This skill is actually started at the beginning of the Trimester through TPRS</p> <p><b>A. NARRATE A STORY</b></p> <p>I can use the imperfect tense to: Tell what the weather was like</p>	<p><b>A. NARRATE A STORY</b></p> <p>Students re-tell brief stories they hear, take notes on, and practice re-telling in class. The quiz is to write out all or</p>	<p><b>A. NARRATE A STORY</b></p> <p>Realidades TPRS book, shared folder stories.</p>

	<p>Hear and re-tell very brief stories.</p> <p>Use the verbs había, estaba ando/ iendo, era(n), and use the preterit accident verbs fell, tripped, slipped, crashed, broke.</p>	<p>Tell what time of day it was Tell what someone looked like, their approximate age, and what they were wearing. Tell what someone was already doing when a main event occurred. Tell what items were there, that already existed, when a main event occurred.</p> <p>I can use the preterit to:</p> <p>Tell an accident that occurred using the verbs fell, tripped, slipped, crashed, broke.</p>	<p>parts of the story they've practiced re-telling. (shared folder)</p> <p>Students generate a cartoon 4-panel poster narrating an accident/ incident that occurred in the past using accident phrases practiced in class. Shared folder 4-panel story.</p>	<p>Señor Wooly videos and resources.</p> <p>Realidades 3: select vocab pg. 58. Imperfect verb tense pg. 42. Preterit tense pg. 3, 5, 7, 17,30,31, 33, 341. Preterit and Imperfect verb tenses pg. 59.</p>
<p><b>A1. ¿ERES Tú MARIA?</b></p> <p>Can I understand a full length Spanish movie and follow the plot?</p> <p>Part B. will be introduced if time in the Trimester remains. Mastery will be continued in level 4.</p> <p><b>B. HOW DO I DISCUSS THE FUTURE?</b></p> <p><b>HOW DO I DESCRIBE WHAT SOMEONE WILL BE LIKE IN THE FUTURE?</b></p>	<p><b>A1. ¿ERES Tú MARIA?</b></p> <p>Watch the movie Eres Tú Maria, read and understand the script along with / while watching the movie. Explain the main plot and its mystery and resolution.</p> <p>Part B. will be introduced if time in the Trimester remains. Mastery will be continued in level 4.</p> <p><b>B. DISCUSS THE FUTURE</b></p> <p><b>B. Describe what someone will be like in the future.</b></p> <p>Learn the ending set for all verbs.</p>	<p><b>A1. ¿ERES Tú MARIA?</b></p> <p>I can understand the movie and explain the plot, its mystery, and its resolution.</p> <p><b>B. DISCUSS THE FUTURE</b></p> <p>I can talk about what I think the future will be like (or won't be) using verbs such as: will be (descriptions/professions)</p>	<p><b>A1. ¿ERES Tú MARIA?</b></p> <p>After watching the movie and reading the scripts for each episode students will take a quiz on the plot and characters of the movie. CA= quiz (shared folder)</p> <p>Part B. will be introduced if time in the Trimester remains. Mastery will be continued in level 4.</p> <p><b>B. DISCUSS THE FUTURE</b></p> <p><b>B.Test</b> Regular and irregular future tense verb forms and common ending set.</p>	<p><b>A1. ¿ERES Tú MARIA?</b></p> <p>Realidades movie, script, and resources for the movie.</p> <p><b>B. DISCUSS THE FUTURE</b></p> <p>Big Green Spanish Verbs Book. Text - Realidades Level 3.</p>

<p>The Future The common ending set applied to whole infinitives. The irregulars. Review of descriptions of people.</p>	<p>Demonstrate knowledge of using the whole infinitive. Memorize the irregulars. Apply - describe what someone will look like, have, be, do, etc. in the future.</p>	<p>will be (locations/ health) will have will work will live will make/do will eat/ watch/ read / wear etc.</p>	<p><b>B. Skit or dialogue -</b> Describing what someone will be like in the future.</p>	
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**June**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>A. FINAL EXAMS</b> Reviewing and practicing.</p>	<p><b>A. FINAL EXAMS</b> Recall and use concepts learned this trimester.</p>		<p><b>A. FINAL EXAMS</b> CA= Written, speaking, listening, and reading.</p>	<p><b>A. FINAL EXAMS</b> Worksheets and Realidades text.</p>