

Spanish 1B Curriculum Guide

National Standards	Thematic Concepts	Student Evidence	Resources								
<p><i>Interpretive Mode</i></p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>	<ul style="list-style-type: none"> • Classroom words • After school activities • School supplies • School clothing • School in USA and in Latin American countries 	<ul style="list-style-type: none"> • Students identify the vocabulary word in a category that does not belong • Follow directions/instructions through actions • Identify if statements are true or false • Read a menu, ticket, description, etc. based on appearance • Comprehend a video clip • Comprehend audio • Identify based on images • Participate in basic games for comprehension <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 2px;">Ed Tech #2.3.1</td> <td style="padding: 2px;"><i>Select and use common applications</i></td> </tr> <tr> <td colspan="2" style="padding: 2px;">Students identify parts of speech using clickers</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 2px;">Ed tech #1.1.1</td> <td style="padding: 2px;"><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i></td> </tr> <tr> <td colspan="2" style="padding: 2px;">Students use quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</td> </tr> </table> </div>	Ed Tech #2.3.1	<i>Select and use common applications</i>	Students identify parts of speech using clickers		Ed tech #1.1.1	<i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i>	Students use quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary		<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapter 3</p> <p><i>4 weeks or as per your department's pacing</i></p> <p style="text-align: center;">Differentiation for Chp 3</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator. <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 1. Have your students use Estudio to do work that
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			<p>corresponds to what you're teaching in the pre AP workbook. This is more challenging.</p> <ol style="list-style-type: none"> 2. Have your students do work online in Estudio, recording their voices to submit to you.
<p>Interpretive Mode</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<ul style="list-style-type: none"> • Present tense AR verb conjugations • Irregular verbs IR and DAR and ESTAR • Contractions al and del 	<ul style="list-style-type: none"> • Students label patterns of language • Students compare the target language to their first language • Comprehend a video clip • Comprehend audio • Participate in basic games for comprehension • Comprehend a graphic organizer 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapter 3</p> <p style="text-align: center;">Differentiation for Chp 3</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. Have your students go to: www.conjuguemos.com for practice conjugating verbs. 2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator. <p><i>For extending the lessons for students who are ready to move</i></p>

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			<p>on:</p> <ol style="list-style-type: none"> 1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 2. Have your students do work online in Estudio, recording their voices to submit to you.
<p>Interpretive & Interpersonal Modes</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>	<ul style="list-style-type: none"> • Sentence structure • Questions and Answers • Paragraphs: small stories, dialogues and other input 	<ul style="list-style-type: none"> • Students follow instructions by responding to gestures • Students follow a series of directions/instruction demonstrating comprehension through their actions (TPR) • Students participate in games that enhance and cement their knowledge • Students engage in short stories and readings <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;"> CCSS Key Ideas and Details #1 </div> <p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;"> CCSS Key </div> <p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapter 3</p> <p style="text-align: center;">Differentiation for Chp 3</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. Use flashcards and whiteboards to have students practice sentence order. 2. Have your students pair up with a more advanced student when writing or creating a skit. <p><i>For extending the lessons for students who are ready to move</i></p>

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		<div style="background-color: red; color: black; padding: 5px; text-align: center;"> Ideas and Details #2 </div>	<p>on:</p> <ol style="list-style-type: none"> 1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 2. Allow your students to go to www.conjuguemos.com to practice more advanced forms of the verbs you are studying.
<p>Interpretive Mode</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Interpersonal & Interpretive Modes</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange</p>	<ul style="list-style-type: none"> • Food and meals • Eating habits • Ordering a meal • Places to eat • ER/IR verbs • Infinitive construction: ir + a, tener que, acabar de. 	<ul style="list-style-type: none"> • Students identify the vocabulary word in a category that does not belong • Follow directions/instructions through actions • Identify if statements are true or false • Read a menu. based on appearance • Comprehend a video clip • Comprehend audio • Identify based on images • Participate in basic games for comprehension <ul style="list-style-type: none"> • Students demonstrate empathy for others by responding to a prompt (in English) • Students compare and contrast meals from a variety of Spanish speaking countries (in English) • Students discuss other's points of view, ways of life, and contributions to the world (in English) • Students describe cultural norms about food related topics (in English) 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapter 4</p> <p><i>3.5 weeks or as per your department's pacing</i></p> <p style="text-align: center;">Differentiation for Chp 4</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Estudio online has many

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<p>opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>		<table border="1"> <tr> <td style="background-color: yellow;">Ed Tech #1.3.2</td> <td><i>Locate and organize information from a variety of sources and media</i></td> </tr> <tr> <td colspan="2">Students use the Internet to research aspects of culture</td> </tr> </table>	Ed Tech #1.3.2	<i>Locate and organize information from a variety of sources and media</i>	Students use the Internet to research aspects of culture		<p>tutorials as well as practice sites for Asi se Dice’s grammar and vocabulary. If you need a code, contact your coordinator.</p> <p>3. Go to www.conjuguemos.com for more practice with ER/IR verbs.</p> <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 1. Have your students use Estudio to do work that corresponds to what you’re teaching in the pre AP workbook. This is more challenging. 2. Give your students more infinitive constructions than those in the guide. 3. Have your students create a visual for infinitive construction to display in the classroom
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<p><i>Presentational, Interpretive and Interpersonal Modes</i></p> <p>Standard 1.1: Students engage in conversations,</p>	<ul style="list-style-type: none"> • Sports • Uniforms • Colors • Verbs: gustar/interesar/aburrir present 	<ul style="list-style-type: none"> • Students write a description of family and friends using current grammar • Students read about family and sports with new grammar • Students describe their school to friends and foreigners • Students practice conjugating verbs kinesthetically 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapter 5</p> <p><i>4 weeks or as per your department's pacing</i></p>

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<p>provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>tense</p> <ul style="list-style-type: none"> • Stem changing verbs present tense • Indirect Object Pronouns • Team sports in USA x Spanish-speaking countries 	<p>Ed Tech</p> <p>#2.3.2</p>	<p><i>Select and use online applications</i></p> <p>Students use conjuguemos.com to practice verb forms and tenses</p>	<p>Differentiation for Chp 5</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 4. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 5. Estudio online has many tutorials as well as practice sites for Asi se Dice’s grammar and vocabulary. If you need a code, contact your coordinator. 6. Go to www.conjuguemos.com for more practice with stem-changing verbs. <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 4. Have your students use Estudio to do work that corresponds to what you’re teaching in the pre AP workbook. This is more challenging. 5. Give your students more
		<p>CCSS</p> <p>Key Ideas and Details</p> <p>#1</p>	<p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	
		<p>CCSS</p> <p>Text Types and Purposes</p> <p>#2</p>	<p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	
		<p>CCSS</p> <p>Production and Distribution of Writing</p>	<p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	

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		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>#4</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>CCSS Production and Distribution of Writing #5</p> <p><i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p> </div>	<p>stem-changers than those in the guide.</p> <p>Have your students create a visual for stem-changing verbs to display in the classroom</p>
<p>Presentational Mode</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • Basic sentence structure • Questions and Answers • Paragraphs: small stories, dialogues and other input 	<ul style="list-style-type: none"> • Students write a letter about themselves and their lives here in Spokane to a pen pal • Students produce information about themselves, family, home and school to share with class in a presentation <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ed Tech #1.1.1 <i>Generate ideas and create original works for personal and group expression using a variety of digital tools.</i></p> <p>Ed Tech #2.3.1 <i>Select and use common applications.</i></p> <p>Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about themselves.</p> </div>	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapter 5</p>

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<p><i>Interpretive & Presentational Modes</i></p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>	<ul style="list-style-type: none"> • Personality • Conditions and Emotions • The Doctor's Office 	<ul style="list-style-type: none"> • Students can describe how they feel in different situations using the correct verb and adjective agreement • Students can ask and answer about personality traits of friends and family • Students are able to converse with a doctor about ailments and medical problems. • Students can identify and use all vocabulary. <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: #ff0000; width: 15%;">CCSS</td> <td><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></td> </tr> <tr> <td style="background-color: #ff0000;">Text Types and Purposes</td> <td></td> </tr> <tr> <td style="background-color: #ff0000;">#3</td> <td></td> </tr> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: #ff0000; width: 15%;">CCSS</td> <td><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn</i></td> </tr> <tr> <td style="background-color: #ff0000;">Key Ideas</td> <td></td> </tr> </table>	CCSS	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	Text Types and Purposes		#3		CCSS	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn</i>	Key Ideas		<p>McGraw-Hill, <i>Así se Dice, Level 1, Chapter 6</i></p> <p><i>4 weeks or as per your department's pacing.</i></p> <p style="text-align: center;">Differentiation for Chp 6</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your
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		<p>and Details #1 <i>from the text.</i></p>	<p>coordinator.</p> <p>3. Go to www.conjugemos.com for more practice with ser x estar.</p> <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 2. Give your students more adjectives for SER x ESTAR than those in the guide. <p>Have your students create a visual for SER x ESTAR to display in the classroom</p>
<p>Interpretive Mode</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>	<ul style="list-style-type: none"> • SER X ESTAR 	<p>Ed Tech #1.1.1 <i>Generate ideas and create original works for personal and group expression using a variety of digital tools.</i></p> <p>Ed Tech #2.3.1 <i>Select and use common applications.</i></p> <p>Students create a video (e.g. puppet show), photo story, podcast, and/or Power point describing where their family is from and what they are like, using ser x estar.</p> <ul style="list-style-type: none"> • Students are able to differentiate between the uses of SER x ESTAR and use them correctly in conversations • Students label patterns of language • Students compare the target language to their first language • Comprehend a video clip • Comprehend audio • Participate in basic games for comprehension • Comprehend a graphic organizer 	

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<p><i>Interpretive & Presentational Modes</i></p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or</p>	<ul style="list-style-type: none"> • Demonstrate correct use of formal and informal speech • Compare and contrast school life in the U.S. and Spanish-speaking countries • Compare and contrast after school activities in the U.S. vs. Spanish-speaking countries • Compare and contrast eating habits • Order a meal applying cultural with-it-ness • Compare and contrast team sports in the U.S. 	<ul style="list-style-type: none"> • Students write from the point of view of another person • Students produce a Venn Diagram to compare and contrast cultural aspects of target language and our own culture • Students respond to prompts regarding cultural topics • Give a presentation on an aspect of culture <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: yellow; width: 15%;">Ed Tech #2.3.1</td> <td><i>Select and use common applications.</i> Students create a Power Point/Prezi or any app presentation on a cultural component to present information.</td> </tr> </table>	Ed Tech #2.3.1	<i>Select and use common applications.</i> Students create a Power Point/Prezi or any app presentation on a cultural component to present information.	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapters 3, 4, 5, 6</p>				
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<p>readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>vs. Spanish speaking</p>	<p>CCSS</p> <p>Text Types and Purposes</p> <p>#3</p> <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>	
		<p>CCSS</p> <p>Production and Distribution of Writing</p> <p>#4</p> <p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	

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<p>Interpersonal Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • Basic conversations with targeted vocabulary • Role play with targeted vocabulary 	<ul style="list-style-type: none"> • Students present a skit or a dialogue • Students exchange information with the teacher • Students use the Internet to exchange information with others <div data-bbox="802 526 1661 721" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 2px;">Ed Tech</td> <td style="padding: 2px;"><i>Locate and organize information from a variety of sources and media</i></td> </tr> <tr> <td style="background-color: yellow; padding: 2px;">#1.3.2</td> <td style="padding: 2px;">Students use the Internet to research aspects of targeted culture and language</td> </tr> </table> </div>	Ed Tech	<i>Locate and organize information from a variety of sources and media</i>	#1.3.2	Students use the Internet to research aspects of targeted culture and language	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapters 3, 4, 5, 6</p>
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<p>Interpersonal Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>	<ul style="list-style-type: none"> • Dialogues • Conversations 	<ul style="list-style-type: none"> • Student articulates opinions in small and large group settings • Students hold a simple conversation/debate with each other 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapters 3, 4, 5, 6</p>		
		<table border="1" style="width: 100%;"> <tr> <td style="background-color: yellow; width: 15%;">Ed Tech #1.2.2</td> <td> <p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students use online message boards to provide and exchange information</p> </td> </tr> </table>	Ed Tech #1.2.2	<p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students use online message boards to provide and exchange information</p>	
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<p>Interpersonal & Presentational Modes</p>	<ul style="list-style-type: none"> • Uses appropriate register • Follows cultural norms when communicating • Incorporates cultural information 	<ul style="list-style-type: none"> • Students role-play situations that take place in other countries <table border="1" style="width: 100%;"> <tr> <td style="background-color: #f4a460; width: 15%;">CCSS</td> <td><i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></td> </tr> <tr> <td style="background-color: #f4a460;">Production and Distribution of Writing</td> <td></td> </tr> <tr> <td style="background-color: #f4a460;">#6</td> <td></td> </tr> </table>	CCSS	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	Production and Distribution of Writing		#6		<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapters 3, 4, 5, 6</p>
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<p>Intrepretive Mode</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>	<ul style="list-style-type: none"> • Reads/listens to information and responds in writing/speaking 	<ul style="list-style-type: none"> • Students use a blog to read and respond to a relevant prompt. • Students read/listen to information and provide written/oral responses in a summative assessment <table border="1" style="width: 100%;"> <tr> <td style="background-color: #ffff00; width: 15%;">Ed Tech</td> <td><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></td> </tr> <tr> <td style="background-color: #ffff00;">#1.2.2</td> <td></td> </tr> </table>	Ed Tech	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i>	#1.2.2		<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapters 3, 4, 5, 6</p>		
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#1.2.2									

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<p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	Students use online message boards to provide and exchange information	
	CCSS Key Ideas and Details #1	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>
	CCSS Key Ideas and Details #2	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
	CCSS Text Types and Purposes s	<i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>

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		#2		
<p>Interpretive & Presentational Modes</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an</p>	<ul style="list-style-type: none"> Reads/listens to information and responds in writing/speaking 	<ul style="list-style-type: none"> Common district end of semester assessment 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 1, Chapters 3, 4, 5, 6</p> <p>Spend one week reviewing and give the written and oral sections a day or two before the Amplify portion.</p>	
		CCSS Key Ideas and Details #1		<p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>
		CCSS Key Ideas and Details #2		<p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>
		CCSS Text Types and Purpose	<p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	

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			Distribution of Writing #5		
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