

SPANISH
Scope and Sequence
Grades 6-8

Level 1B

Proficiency Level: **Novice Mid**

Unit # and Theme	Essential Question	Instructional Time	Text Tools
Pre-Assessment (August)			
Unit 1: Los Pasatiempos/Pastimes Review level 1A	Who Am I?	September- November	Realidades 1 Chapter 4
District-Wide Standards-Based Benchmark #1 (November)			
Unit 2: Fiesta en Familia/Un Evento Especial	How does my family celebrate?	November- February	Realidades 1 Chapter 5A (5B)
District-Wide Standards-Based Benchmark #2 (February)			
Unit 3: La Rutina Diaria	How do my priorities affect how I use my time?	February-May	Realidades 1 Chapter 6A, 6B, 7A, Realidades 2 Chapter 2
District-Wide Standards-Based Benchmark #3 (May)			

Level 1 High School Spanish

Unit #	Theme	Essential Question	Instructional Dates	CFA / SLO submission date
1	1: Myself and others <i>Likes, describing myself and others/things</i>	What makes me, me?		

	Standard: Learning Indicator	Student Learning Target
Interpre- tive List- en- ing	NL.II.1 I can occasionally identify the sound of a character or a word.	I can write what I hear about others/things. (e.g., word/letter/number dictation)
	NL.II.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	I can understand simple classroom instructions with support (e.g., greetings, introductions, colors, numbers, commands: look, listen, sit, stand, go). I can recognize question words.
	NM.II.1 I can understand a few courtesy phrases.	I can understand greetings. I can understand when people express thanks.
	NM.II.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.	I can understand simple words or phrases when heard in context (e.g., stories, classroom instructions, songs). I can understand simple phrases and questions related to self, others, familiar topics, and leveled readers and texts (e.g., greetings, introductions, basic feelings, descriptions).
Inter- pre- tive Rea- ding	NL.IR.1 I can occasionally recognize a few letters or characters.	I can recognize question words. I can understand isolated words used frequently in class (e.g., listen, tell me, look at).
	NL.IR.2 I can connect some words, phrases, or characters to their meanings.	I can understand meaning from cognates and context. I can connect words and phrases to their meanings about myself and others when supported by visuals, word walls, and labeled objects. I can understand when someone else writes about themselves.
	NM.IR.1 I can recognize words and phrases and characters with the help of visuals.	I can understand meaning from cognates and context. I can understand expressions of basic feelings (e.g., happy, sad, tired). I can interpret basic dialogue on familiar topics (e.g., desires, commands, simple conversations).

	NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.	I can understand character introductions (e.g., family, likes/dislikes, people and place descriptions, relationships).
Interpersonal communication	NL.IC.1 I can greet my peers.	I can understand simple greetings and respond appropriately (e.g., hello, goodbye).
	NL.IC.2 I can introduce myself to someone.	I can understand simple introductions and respond appropriately (e.g., name, age).
	NL.IC.3 I can answer a few simple questions.	I can answer yes/no and either/or who, what, when, where, and how questions about myself and others.
	NM.IC.1 I can greet and leave people in a polite way.	I can greet and state my name, age, and where I live, and bid farewell.
	NM.IC.2 I can introduce myself and others.	I can greet and state my name, age, and where I live, and bid farewell.
	NM.IC.3 I can answer a variety of simple questions.	I can answer questions about my likes and dislikes.
	NM.IC.4 I can make some simple statements in a conversation.	I can point at objects and people and identify them. I can express a positive reaction, such as "Great!"
	NM.IC.5 I can ask some simple questions.	I can ask what's your name, where are you from, how old are you.
	NM.IC.6 I can communicate basic information about myself and people I know.	I can point at objects, people and identify them. I can say my name and ask someone else's name.
	NM.IC.7 I can communicate some basic information about my everyday life.	I can tell about what I do.
Presentational Speaking	NL.PS.1 I can recite words and phrases that I have learned.	I can greet and state my name, age, and where I'm from, and bid farewell.
	NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	I can point at objects and people and identify them.
	NL.PS.3 I can introduce myself to a group.	I can greet and state my name, age, and where I live, and bid farewell.
	NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	I can sing a song in Spanish (e.g., cumpleaños, macarena, la mañanitas, un elefante).

	NM.PS.1 I can present information about myself and others using words and phrases.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.3 I can present information about familiar items in my immediate environment.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
Presentational Writing	NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	I can write isolated words used frequently in class (e.g., listen, tell me, look at). I can write some numbers, colors, and descriptive words (e.g., 1–10, good, bad). I can write dates, days of the week, and months of the year (birthday).
	NL.PW.2 I can write words and phrases that I have learned.	I can write dates, days of the week, and months of the year.
	NL.PW.3 I can label familiar people, places, and objects in pictures and posters.	I can label classroom objects and things in the house.
	NM.PW.1 I can fill out a simple form with some basic personal information.	I can write about myself, others, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests). I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places).
	NM.PW.2 I can write about myself using learned phrases and memorized expressions.	I can write about myself (e.g., likes/dislikes, sports, activities, interests).

	NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.	I can write my schedule. I can write a to-do list.
	NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.	I can write what I learned in class today. I can list words that I recognize from a song or a short video clip.

Culture:

	Standard: Learning Indicator	Student Learning Target
Investigation of products and Practices	N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.	<p>I can identify some geographical features of other countries.</p> <p>I can identify familiar landmarks.</p> <p>I can recognize some traditional and popular songs.</p> <p>I can recognize some similarities and differences between the designs of houses, buildings, or towns.</p> <p>I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.</p> <p>I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.</p>
	N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
Understanding of	N.CP.1 I can identify some beliefs and values related to age, gender, social class, and ethnicity.	<p>I can sometimes tell the way people address each other differently based on age and social standing.</p> <p>I can sometimes recognize that appropriate dress is determined by cultural traditions.</p>

Cultural Perspectives		I can recognize that gender and age can determine one's role in a family, school, and the workplace.
	N.CP.2 I can identify some characteristics of national identity.	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
	N.CP.3 I can identify ways in which cultures are globalized.	<p>I can identify some similar leisure activities across cultures.</p> <p>I can identify some similar forms of dress across cultures.</p> <p>I can identify common fast food restaurants across cultures.</p> <p>I can identify examples of common technology use across cultures.</p>
Participation in Cultural Interaction	N.CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.	<p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>
	N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.	<p>I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</p> <p>I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.</p> <p>I can play a simple board or card game with friends.</p>
	N.CIA.3 I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.	<p>I can use a city map, GPS, or signs to help me find my way.</p> <p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>

Unit #	Theme	Essential Question	Instructional Dates	CFA / SLO submission date
2	Un evento especial y la rutina diaria (R2.T2A)	How do my priorities affect how I use my time?	Q2	End of Q2

Interpretive Listening	Standard: Learning Indicator	Sample Student Learning Targets
Interpretive Listening	NH.IL.1 I can sometimes understand simple questions or statements on familiar topics .	<ul style="list-style-type: none"> ● I can recognize the difference between a question and a statement about my daily activities and routines. ● I can sometimes understand questions or statements about the daily activities and routines of others.
	NH.IL.2 I can understand simple information when presented with pictures and graphs.	<ul style="list-style-type: none"> ● I can understand a message about someone's daily activities and routines as presented in graphs.
	NH.IL.3 I can sometimes understand the main idea of conversations that I overhear.	<ul style="list-style-type: none"> ● I can sometimes understand the main idea of an overheard conversations describing activities and routines.
Interpretive Reading	NH.IR.1 I can usually understand short simple messages on familiar topics .	<ul style="list-style-type: none"> ● I can understand when I read something telling me what needs to be done on a daily basis regarding routines. <ul style="list-style-type: none"> ● e.g. magazines, brochures, catalogues, newspapers, or online
	NH.IR.2 I can sometimes understand short, simple descriptions with the help of pictures or graphs.	
	NH.IR.3 I can sometimes understand the main idea of published materials .	

	NH.IR.4 I can understand simple everyday notices in public places on topics that are familiar to me.	
Interpersonal communication	NH.IC.1 I can exchange some personal information .	● I can ask and answer simple questions about daily routines and activities.
	NH.IC.2 I can exchange information using texts, graphs or pictures.	● I can ask and answer simple questions about daily routines and activities based on ● graphs, or visuals that provide information containing numbers or statistics.
	NH.IR.3 I can ask for and give simple directions.	
	NH.IC.4 I can make plans with others.	● I can ask and answer simple questions about daily routines and activities in order to make plans with others.
	NH.IC.5 I can interact with others in everyday situations .	● I can ask and answer simple questions about daily routines and activities. ● I can ask and answer information regarding what I do daily in e-mails, texts and conversations.
Presentational Speaking	NH.PS.1 I can present information about my life using phrases and simple sentences.	● I can talk about what I have to do at school, work and/or home on a regular basis.
	NH.PS.2 I can present a familiar experience or event in simple terms using phrases and simple sentences.	● I can present information about what I have to do at school, work and/or home on a regular basis.
	NH.PS.3 I can present information about a familiar person, place, or thing using phrases and simple sentences.	● I can present information about what I have to do at school, work and/or home on a regular basis.
	NH.PS.4 I can present information about	

	others using phrases and simple sentences.	● I can present information about what others have to do at school, work and/or home on a regular basis.
	NH.PS.5 I can give basic instructions on how to make or do something using phrases and simple sentences.	● I can talk about what I have to do at school, work and/or home on a regular basis.
	NH.PS.6 I can present basic information about things I have learned using phrases and simple sentences.	● I can present information about what others have to do at school, work and/or home on a regular basis.
Presentational Writing	NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.	● I can write about what I have to do at school, work and/or home on a regular basis.
	NH.PW.2 I can write short notes using phrases and simple sentences.	● I can write about what I have to do at school, work and/or home on a regular basis.
	NH.PW.3 I can write about a familiar experience or event using practiced material.	● I can write about what I have to do at school, work and/or home on a regular basis.
	NH.PW.4 I can write basic information about things I have learned .	● I can write about what I have to do at school, work and/or home on a regular basis.
	NH.PW.5 I can ask for information in writing.	● I can write about what I have to do at school, work and/or home on a regular basis.

Investigation of products and Practices	Standard: Learning Indicator	Sample Student Learning Targets
	N.C.PP.1 I can identify some	● I can identify some geographical features of other countries.

	<p>common products related to home and community life of other cultures.</p>	<ul style="list-style-type: none"> ● I can identify familiar landmarks. ● I can recognize some traditional and popular songs. ● I can recognize some similarities and differences between the designs of houses, buildings, or towns. ● I can identify specific locations to have a meal, purchase a ticket, or buy something that I need. ● I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.
	<p>N.C.PP.2 I can identify some common practices related to home and community life of other cultures and my own</p>	<ul style="list-style-type: none"> ● I can identify some common habits of eating in other cultures. ● I can identify some habits of dress in other cultures. ● I can express the time and date as locals do. ● I can sometimes use the appropriate holiday greeting.
<p>Understanding of Cultural Perspectives</p>	<p>N.CP.1 I can identify some beliefs and values related to age, gender, social class, and ethnicity</p>	<ul style="list-style-type: none"> ● I can sometimes tell the way people address each other differently based on age and social standing. ● I can sometimes recognize that appropriate dress is determined by cultural traditions. ● I can recognize that gender and age can determine one's role in a family, school, and the workplace.
	<p>N.CP.2 I can identify some characteristics of national identity</p>	<ul style="list-style-type: none"> ● I can identify some elements of geography that define a nation. ● I can identify symbols that represent a nation. ● I can identify the importance of some historical events through their celebration on national holidays and monuments. ● I can identify major religions of a nation.
	<p>N.CP.3 I can identify ways in which cultures are globalized</p>	<ul style="list-style-type: none"> ● I can identify some similar leisure activities across cultures. ● I can identify some similar forms of dress across cultures. ● I can identify common dining establishments across cultures. ● I can identify examples of common technology use across cultures.
<p>Participation in Cultural Interaction</p>	<p>N.CIA.1 I can imitate some simple patterns of behavior</p>	<ul style="list-style-type: none"> ● I can imitate appropriate greetings. ● I can recognize and imitate table manners.

	in familiar settings across cultures	<ul style="list-style-type: none"> ● I can sometimes identify what is culturally appropriate to say when gift-giving in different situations, such as a skit a birthday party, New Year's, a wedding, etc. ● I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.
	N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others	<ul style="list-style-type: none"> ● I can sometimes ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers. ● I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation. ● I can play a simple board or card game with friends.
	N.CIA.3 I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.	<ul style="list-style-type: none"> ● I can use a city map, GPS, or signs to help me find my way. ● I can recognize and imitate how people count and use money in order to make a purchase. ● I can follow a team's win-loss record from a Web site.

Vocabulary:

Daily routines

- To prepare
- To brush my teeth
- To dry hair
- To fix hair
- To get dressed
- To get ready
- To get undressed
- To get up
- To go to bed
- To put on makeup
- To shave
- To take a shower
- To wake up
- To wash my face/hair
- To work out

To relax

Personal grooming

Lotion

Perfume

Cologne

Makeup

Deodorant

Razor

Brush

Comb

Blow dryer

Essential Structures/Grammar:

- o Reflexive verbs
- o Compound verbs
- o Review “*hay*”
- o Review stem changers: (*tener que, necesito, querer, poder, deber, preferir, gustar, ir a*)
- o Demonstrative adjectives (ex. this, these, that, those) (p.114)—use in scripted/formulaic situations
- o Possessive adjectives (ex. mine, yours, ours)
- o *Quehaceres*
- o *Debo* __
- o *Tengo que* __
- o *Necesito* __

Culture Connections:

Unit #	Theme	Essential Question	Instructional Dates	CFA / SLO submission date
3	La comunidad (R2.T3)	What makes a community unique?	Q3	End of Q3

Interpretive Listening	Standard: Learning Indicator	Sample Student Learning Targets
Interpretive Listening	NH.IL.1 I can sometimes understand simple questions or statements on familiar topics .	<ul style="list-style-type: none"> ● I can follow directions to go somewhere. (<i>understand</i>) ● I can understand where a person has been and what they did on a trip.
	NH.IL.2 I can understand simple information when presented with pictures and graphs.	<ul style="list-style-type: none"> ● I can understand how to get somewhere when someone tells me while using a map.
	NH.IL.3 I can sometimes understand the main idea of conversations that I overhear.	<ul style="list-style-type: none"> ● I can understand the main idea and the details when I hear people talking about places in a city and when and where events happen. ●
Interpretive Reading	NH.IR.1 I can usually understand short simple messages on familiar topics .	<ul style="list-style-type: none"> ● I can follow written directions to get from one place to another. (<i>understand</i>) ● I can understand a note from my friends about where they went and what they did on a trip.
	NH.IR.2 I can sometimes understand short, simple descriptions with the help of pictures or graphs.	<ul style="list-style-type: none"> ● I can follow written directions to get from one place to another. (<i>understand</i>) ●
	NH.IR.3 I can sometimes understand the main idea of published materials .	<ul style="list-style-type: none"> ● I can follow written directions to get from one place to another. (<i>understand</i>) ● I can read about a trip to a city in a Spanish-speaking country, and learn how cities are different from typical cities in the U.S.
	NH.IR.4 I can understand simple	<ul style="list-style-type: none"> ● I can follow written directions to get from one place to another. (<i>understand</i>)

	everyday notices in public places on topics that are familiar to me.	
Interpersonal communication	NH.IC.1 I can exchange some personal information .	<ul style="list-style-type: none"> ● I can describe characteristics of my town and places in it. (<i>presentational?</i>). ● I can ask and answer questions about where to go and what to do in a city.
	NH.IC.2 I can exchange information using texts,graphs or pictures.	<ul style="list-style-type: none"> ● I can tell someone where to go and what to do in Salt Lake, my community, or Utah based on their likes and dislikes.
	NH.IR.3 I can ask for and give simple directions.	<ul style="list-style-type: none"> ● I can follow directions to go somewhere. ● I can ask for and give directions to get from one place to another. ● I can ask and answer questions about where to go and what to do in a city.
	NH.IC.4 I can make plans with others.	<ul style="list-style-type: none"> ● I can tell someone where to go and what to do in Salt Lake, my community, or Utah based on their likes and dislikes.
	NH.IC.5 I can interact with others in everyday situations .	<ul style="list-style-type: none"> ● I can follow directions to go somewhere.
Presentational Speaking	NH.PS.1 I can present information about my life using phrases and simple sentences.	<ul style="list-style-type: none"> ● I can tell where I want to go and why. ● I can tell where I have been and what I did while I was there. ● I can describe characteristics of my town and places in it. (<i>from IC</i>)
	NH.PS.2 I can present a familiar experience or event in simple terms using phrases and simple sentences.	<ul style="list-style-type: none"> ● I can tell where I have been and what I did while I was there. ● I can tell a brief story about a time when I was out with friends or family (tell a narrative).
	NH.PS.3 I can present information about a familiar person, place, or thing using phrases and simple sentences.	<ul style="list-style-type: none"> ● <i>I can give directions to a destination.</i>
	NH.PS.4 I can present information about others using phrases and simple sentences.	<ul style="list-style-type: none"> ● I can tell a brief story about a time when I was out with friends or family (tell a narrative).
	NH.PS.5 I can give basic instructions on	<ul style="list-style-type: none"> ● I can give directions to a destination.

	how to make or do something using phrases and simple sentences.	
	NH.PS.6 I can present basic information about things I have learned using phrases and simple sentences.	<ul style="list-style-type: none"> ● I can present information on preparing for trips. ● I can present information about community stores and services.
Presentational Writing	NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.	<ul style="list-style-type: none"> ● I can write with some detail about a memorable day or event (where I went and the activities I participated in, what it was like there). ● I can list a sequence of events that occurred in the past. ● I can write about interesting places in the community.
	NH.PW.2 I can write short notes using phrases and simple sentences.	<ul style="list-style-type: none"> ● I can write directions to a friend to help guide them from one place to another. ● I can write a schedule for running errands ● I can write a note about where to buy things and wear I've gone before.
	NH.PW.3 I can write about a familiar experience or event using practiced material.	<ul style="list-style-type: none"> ● I can write with some detail about a memorable day or event (where I went and the activities I participated in, what it was like there). ● I can list a sequence of events that occurred in the past.
	NH.PW.4 I can write basic information about things I have learned .	<ul style="list-style-type: none"> ● I can write directions to a friend to help guide them from one place to another. ● I can list a sequence of events that occurred in the past.
	NH.PW.5 I can ask for information in writing.	<ul style="list-style-type: none"> ● I can ask what people did where and when in an email.

Investigation of products and Practices	Standard: Learning Indicator	Sample Student Learning Targets
	N.C.PP.1 I can identify some common products related to home and community life of other cultures.	<ul style="list-style-type: none"> ● What makes your community unique to a visitor from another country? ● How are cities in Spanish-speaking countries different from typical cities in the U.S. (lay-out, transportation, activities, and/or places to go)?

		<ul style="list-style-type: none"> ● I can read about a trip to a city in a Spanish-speaking country, and learn how cities are different from typical cities in the U.S.
	N.C.PP.2 I can identify some common practices related to home and community life of other cultures and my own	<ul style="list-style-type: none"> ● What makes your community unique to a visitor from another country?
Understanding of Cultural Prospectives	N.CP.1 I can identify some beliefs and values related to age, gender, social class, and ethnicity	<ul style="list-style-type: none"> ● What makes your community unique to a visitor from another country?
	N.CP.2 I can identify some characteristics of national identity	<ul style="list-style-type: none"> ● What makes your community unique to a visitor from another country? ● How are cities in Spanish-speaking countries different from typical cities in the U.S. (lay-out, transportation, activities, and/or places to go)?
	N.CP.3 I can identify ways in which cultures are globalized	
Participation in Cultural Interaction	N.CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures	
	N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others	
	N.CIA.3 I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.	

Vocabulary:

<p>Ask for & give directions (p.180) To the left To the right Straight forward Backward Stop Go Turn Continue Follow To get on To get off Review prepositions In front Behind Beside Inside Outside</p>	<p>Modes of transportation (p.180) Bus Car Bicycle Motorcycle/scooter Subway Airplane Boat</p>	<p>Locations in a city, town, and downtown (p.152) Subway Library Mall Pool School Home Grocery store Church Mountains Cinema City Country Park Beach Town square/ plaza, zócalo Statue</p>	<p>Time phrases with preterite: Last night/day/week/month Yesterday The day before yesterday This morning</p> <p>Items purchased shopping (p.152) Review shopping vocabulary Review how to ask for price.</p>
---	---	--	---

Essential Structures/Grammar:

- o Affirmative *tú* commands (use for giving directions in scripted/formulaic situations)
- o Review: Present progressive regular forms
- o Preterite of regular verbs (*Realidades Ch. 3B*)
- o Irregular preterite of the verbs ***ir, ser***
- o Irregular preterite of the verbs:
 - **Focus on: *hacer, tener, estar, poder*** (use in scripted/formulaic situations)
 - Verbs that end in -car, -gar, and -zar
 - *Expose students to: saber, andar, poner, querer, traer, decir, venir, ver, and dar* (use in scripted/formulaic situations → *yo* and *tú* form)

Culture Connections: