

# World Languages Curriculum

## Spanish I Curriculum

*Español*

**Grades 9-12**

**Unit 1: All About Me**

## *Course Description*

### **Philosophy**

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

## **Overview**

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course encompasses the N.J.C.C.C. Standards for World Languages, which address the need to prepare all students for an interdependent world.

The World Languages units for Spanish I consist of the following:

Unit 1: All About Me

Unit 2: School Days

Unit 3: Home, Sweet Home

Unit 4: Food, Glorious Food

Unit 5: Celebrations!

Unit 6: Migratory Animals

Unit 7: Going Green

### Pacing Chart – Unit 1

#	Student Learning Objective	CCSS	4 weeks
1	Differentiate between English and Spanish pronunciation and writing including the use of accent marks.	<b>7.1.NM.B.3</b>	
2	Ask and respond to questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication.	<b>7.1.NM.B.1 7.1.NM.B.4</b>	
3	Skim and scan culturally authentic Spanish language audio, video, or written text to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes, dislikes, and preferences.	<b>7.1.NM.A.1 7.1.NM.A.4</b>	
4	Model and apply appropriate intonation for asking different types of questions and statements including name, age, and expressions used to indicate location.	<b>7.1.NM.B.3 7.1.NM.C.4</b>	
5	Describe self and others using gender appropriate physical characteristics and personality qualities.	<b>7.1.NM.C.4</b>	
6	Describe culturally specific Spanish personal pastimes and activities. (i.e. Cafes, playing	<b>7.1.NM.C.4</b>	

	sports such as soccer, eating, singing, going to the movies, hanging out with friends, talking on the phone, traveling, watching TV)		
7	Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime.	<b>7.1.NM.C.1</b> <b>7.1.NM.C.4</b>	

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

## ➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## ➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

## ➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## ➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

## ➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

## ➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Student’s Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## **Enrichment**

### **Accommodate Based on Student's individual Needs: Strategies**

- Adaption of Material and Requirements
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Open-ended activities
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessments**
- Accountable Talk, Debate, Oral Report, Role Playing, Think/Pair /Share
- Projects, Portfolios, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Timed Sustained Speech Samples
- Photo, Video, Song Analysis
- Creation of an Original Chant, Slogan, Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to create a Comic Strip

**Enduring Understanding:**

- Sounds in languages are represented by a system that is based on letters or pictures.
- Individual experiences help shape identities.
- Language connects people globally.
- A language is infused with the cultural identity of the people who speak it.

<b>Grade: 9-12</b>	<b>Unit: One</b>	<b>Topic: All About Me</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NM.A.1, 7.1.NM.A.4 , 7.1.NM.B.1, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4		
<b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<b>SLO # 1</b> Differentiate between English and Spanish pronunciation and	<ul style="list-style-type: none"> <li>• How is learning Spanish similar and/or different from learning English?</li> <li>• How are greetings and</li> </ul>	<b><u>Word/Sound Recognition</u></b> Students will be given a list of proper names and words to identify sounds, accents and	<b>¡Avancemos! 1</b> Textbook: pp 2-9 Hola, que tal? Mucho gusto !	Formal vs. informal communication

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>writing including the use of accent marks.</p> <p><b>7.1.NM.B.3</b></p> <p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>leave taking conducted under formal or informal circumstances?</p> <ul style="list-style-type: none"> <li>• How do I use language to communicate with others?</li> </ul>	<p>intonation.</p> <p><b><u>Pronunciation</u></b></p> <p>Pronounce words using the appropriate sounds based on accent marks, pairing of alphabet letters, etc...</p> <p><b><u>Media/Broadcast</u></b></p> <p>Listen to authentic show, broadcast and/or <i>Avancemos!</i> DVD, listening activities to distinguish various Spanish accents from the francophone world.</p>	<p><b>Spanish Pronunciation</b></p> <p><a href="https://www.youtube.com/watch?v=Xg525KvZxi0">https://www.youtube.com/watch?v=Xg525KvZxi0</a></p> <p><b>Learn Spanish - How to Greet People in Spanish</b></p> <p><a href="https://youtu.be/SoPiuMh6lnQ">https://youtu.be/SoPiuMh6lnQ</a></p>	
<p><b>SLO # 2</b></p> <p>Ask and respond to questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face</p>	<ul style="list-style-type: none"> <li>• How does Spanish culture compare to that of the United States?</li> <li>• How does body language convey meaning when communicating in a foreign language?</li> <li>• How do I use my knowledge of language</li> </ul>	<p><b><u>Introductory Video/Lecture</u></b></p> <p>In a whole group setting, students will view an authentic video in <i>Avancemos!</i> of various students expressing likes, dislikes, physical characteristics, personality traits and pastime activities. Students will compare and</p>	<p><b>Leisure Activities in Spanish Speaking Countries</b></p> <p><a href="http://www.ehow.com/list_7230946_leisure-done-spanish-speaking-countries.html">http://www.ehow.com/list_7230946_leisure-done-spanish-speaking-countries.html</a></p> <p><b>Latin American Influence in the USA</b></p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>communication.</p> <p><b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>and culture to enrich my own community and broaden my opportunities?</p> <ul style="list-style-type: none"> <li>• What are common pastimes, likes, and dislikes in the Spanish-speaking world?</li> </ul>	<p>contrast their personal information with the ones observed in the video.</p> <p><b><u>Dialogue</u></b> Students are paired to ask/respond to questions in expressing likes, dislikes and preferences</p>	<p><a href="http://www.donquijote.org/culture/spain/society/people/latin-american-influences">http://www.donquijote.org/culture/spain/society/people/latin-american-influences</a></p>	
<p><b>SLO # 3</b> Skim and scan culturally authentic Spanish language audio, video, or written text to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes, dislikes, and</p>	<ul style="list-style-type: none"> <li>• How do people communicate without using language?</li> <li>• How do native speakers express their preferences?</li> </ul>	<p><b><u>¡Avancemos! reading/writing Activities</u></b> Teacher will distribute writing activities for students to self-assess their reading and writing skills.</p> <p><b><u>Avancemos! listening</u></b></p>	<p><b>Spanish Physical characteristics</b> <a href="https://quizlet.com/96116/spanish-physical-characteristics-flash-cards/">https://quizlet.com/96116/spanish-physical-characteristics-flash-cards/</a></p> <p><b>Audio Video: Spanish Vocabulary for</b></p>	<p>Common activities in Spanish teenager’s life.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>preferences.</p> <p><b>7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes</p> <p><b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>		<p><b><u>comprehension activities</u></b></p> <p>Students will self-assess their listening comprehension skills through a series of authentic audio activities.</p> <p><b><u>Scavenger Hunt</u></b></p> <p>Distribute images and descriptions and have students find the matching descriptions to the images using locations as indicators.</p>	<p><b>Physical Traits</b></p> <p><a href="http://study.com/academy/lesson/spanish-vocabulary-for-physical-traits.html">http://study.com/academy/lesson/spanish-vocabulary-for-physical-traits.html</a></p>	
<p><b>SLO # 4</b></p> <p>Model and apply appropriate intonation for asking different types of questions and statements including name, age, and</p>	<ul style="list-style-type: none"> <li>• How does intonation convey meaning in different types of questions and statements?</li> <li>• How do gender, age, and culture impact statements</li> </ul>	<p><b><u>Centers</u></b></p> <p>Students will rotate between four centers and perform culturally appropriate body language and greetings based on the unique situations:</p>	<p><b>Personal information in Spanish /Datos personales en Español:</b></p> <p><a href="https://youtu.be/ViVm3b5j3W8">https://youtu.be/ViVm3b5j3W8</a></p>	<p>Socially appropriate greetings based on age and status.</p> <p>The use of “tú” and “usted”</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>expressions used to indicate location.</p> <p><b>7.1.NM.B.3</b></p> <p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p><b>7.1.NM.C.4</b></p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>and questions?</p> <ul style="list-style-type: none"> <li>How is spoken language different from written language?</li> </ul>	<ul style="list-style-type: none"> <li>meeting your friend’s parents for the first time</li> <li>running into your friend (s) at the cafe</li> <li>seeing your teacher in the hallway</li> <li>communicating with a clerk in the public library</li> </ul> <p><b><u>Interview</u></b></p> <p>Students circulate around the classroom polling their peers about favorite pastimes. In groups of 4, they compile their data and create a pie chart. They report their findings to the rest of the class.</p>	<p><b>Gender of Nouns in Spanish</b></p> <p><a href="http://www.studyspanish.com/lessons/genoun1.htm">http://www.studyspanish.com/lessons/genoun1.htm</a></p> <p><b>Masculine and Feminine Nouns</b></p> <p><a href="http://www.spanishdict.com/topics/show/1">http://www.spanishdict.com/topics/show/1</a></p>	
<p><b>SLO # 5</b></p> <p>Describe self and others using gender appropriate</p>	<ul style="list-style-type: none"> <li>What is gender?</li> <li>What are the similarities and differences between Spanish and American</li> </ul>	<p><b><u>Journal</u></b></p> <p>Students will write in their journal the following in complete sentences:</p>	<p><b>Journals</b></p>	<p>The use of expressions and emotions as culturally appropriate</p>



NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		personalized birth announcement using their knowledge of Spanish.		
<p><b>SLO # 6</b> Describe culturally specific Spanish personal pastimes and activities. (i.e. Cafes, playing sports such as soccer, eating, singing, going to the movies, hanging out with friends, talking on the phone, traveling, watching TV)</p> <p><b>7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> <li>• How does common Spanish pastimes, sports, and music reflect the culture?</li> <li>• How can learning and using a language help to assimilate into a new culture?</li> <li>• How does the study of another language and culture make the world smaller? (i.e. globalization)</li> </ul>	<p><b><u>Facebook Profile</u></b> In groups of two, students will create a profile chart in Spain, including their picture, physical characteristics, personality qualities and leisure activities.</p> <p><b><u>Letter Choice</u></b> Students skim 4 brief biographies about different Spanish speakers. As the teacher makes comments, students indicate who is being spoken about by choosing the corresponding letter.</p>	<p><b>Spanish Vocabulary: Hobbies and Pastimes</b> <a href="http://www.leaflanguage.org/spanish-vocabulary-hobbies-and-pastimes/">http://www.leaflanguage.org/spanish-vocabulary-hobbies-and-pastimes/</a></p> <p><b>Fakebook: Wikispaces:</b> <a href="http://thedaringlibrarian.wikispaces.com/Fakebook Page">http://thedaringlibrarian.wikispaces.com/Fakebook Page</a></p>	<p>The importance of sports in a teenager’s life.</p>
<p><b>SLO # 7</b> Interpret highlights from a culturally authentic</p>	<ul style="list-style-type: none"> <li>• How are language, culture and identity related?</li> </ul>	<p><b><u>Interrogative Report</u></b> Draw a picture of you enjoying your favorite</p>	<p><b>Spanish Reading Passages: Spanish Reading Practice /</b></p>	<p>The significance of soccer in Spain and Spanish-speaking world.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Spanish language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime.</p> <p><b>7.1.NM.C.1</b></p> <p>Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.NM.C.4</b></p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> <li>• How are pastimes and preferences influenced by culture?</li> <li>• What are culturally specific pastimes and preferences in Spain and the Spanish-speaking world?</li> </ul>	<p>pastime. Attach a narrative that incorporates all of the interrogative terms and the corresponding answers.</p> <p><b><u>Vocabulary cube toss</u></b></p> <p>In groups of three students toss a vocabulary cube that has pastimes vocabulary on its 6 sides. Students throw the cube and call out the vocabulary word pertaining to the side their thumb touched when they caught it.</p> <p><b><u>Four Corners</u></b></p> <p>Post pictures of various pastimes in the four corners of the room. Students choose a corner and answer questions as a group on the chart paper that is posted there.</p>	<p><b>Spanish Texts with Vocabulary</b></p> <p><a href="http://www.spanish.cl/reading.htm">http://www.spanish.cl/reading.htm</a></p>	

<b>Unit 1 Vocabulary</b> <b>Unidad 1: Vocabulario: ¡Soy yo !</b>			
Greetings / Los Saludos	Introductions / Las Presentaciones	Self-Description /Descripciones	Preferences / Las Preferencias
Buenos días Buenas tardes Buenas noches Hola Adiós Hasta luego ¿Cómo está? ¿Cómo está usted? ¿Cómo estás? ¿Qué tal? ¿Qué pasa? ¿Y usted ?/ ¿y tú? Bien Muy bien Mal Regular Más o menos Gracias Por favor	¿Cómo se llama usted? ¿Cómo te llamas? Me llamo... Le presento a... Te presento a... ¿Cómo se llama? Se llama... Mucho gusto Encantado Encantada ¿Cuántos años tienes? ¿Cuántos años tiene usted? Tengo... años. ¿Cuántos años tiene él/ella? Él/ella tiene ... ¿Cuándo es tu cumpleaños? ¿Qué día es tu cumpleaños? Mi cumpleaños es en + mese Mi cumpleaños es el... ¿De dónde eres? Yo soy de... ¿Dónde vives? Yo vivo a ... ¿Dónde estudias? Estudio a ...	Tengo____ Él tiene/ Ella tiene ____ Pelo rubio Pelo castaño Pelo negro Yo soy... Alto (a) Bajo (a) Bonito (a) Guapo (a) Serio (a) Pequeño (a) Bueno (a) Malo (a) Atlético (a) Artístico (a) Cómico (a) Desorganizado (a) Inteligente Perezoso (a) Serio (a) Simpático (a) Joven Pelirrojo (a) Viejo (a) Señor/Sr. Señora/Sra. Señorita/Srta.	¿Que te gusta hacer ? ¿Te gusta...? Me gusta... A mí me gusta... No me gusta... Yo prefiero... Mirar la tele Pasar un rato Pasar un rato con los amigos Trabajar Jugar Dibujar Escribir Leer Estudiar Comer Beber Escuchar música Hablar por teléfono Hablar español Hablar ingles Hablar francés Hacer la tarea Jugar al futbol Montar en bicicleta Practicar deportes Preparar la comida Tocar la guitarra

<b>Unit 1 Vocabulary</b>			
<b>Unidad 1: Vocabulario: ¡Soy yo !</b>			
<b>Asking for information</b>	<b>Where are they? /¿Donde están?</b>	<b>Verbs/Los verbos</b>	<b>Other words and phrases</b>
¿Dónde? ¿A dónde? ¿Cuándo? ¿Con quién? ¿A qué hora?	Juan esta... Aquí Allá Por ahí Por allá En En la casa En el clase En el restaurante En el cine	Ser Estar Tener	Antes de Después de Mas O Pero También
<b>Numbers /Los números</b>			
Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez	Once Doce Trece Catorce Quince Dieciséis Diecisiete Dieciocho Diecinueve	Veinte Veintiuno Veintidós Veintitrés... Treinta Treinta y uno...	Cuarenta Cincuenta Sesenta Setenta Ochenta Noventa Cien

**Unit 1 Grammar**

This Unit will focus on the following grammatical concepts:

- Subject pronouns
- Conjugation of regular – ar verbs
- Interrogative formation
- Expressing like/dislike

**Unit Project (Choose 1)**

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Design and create a postcard or video message in Spanish that you will send to your South American pen pal. Include personal information, name, age, as well as description of yourself.</p> <p>Rubric Required</p>	<p>2. Using Makebeliefscomix, design a cartoon that shows a conversation between two characters in Spanish. The characters must greet each other and engage in a minimum of four (4) exchanges, sharing personal characteristics</p> <p>Rubric Required</p>