# PATERSON PUBLIC SCHOOLS

*Preparing All Children for College and Career*

## Spanish Curriculum

**Español**

## Grade 6: Unit One

**Title: 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 at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is divided into four units of study and 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 Grade 6 consist of the following four thematic units of study:

Unit 1: All About Me
Unit 2: School Days
Unit 3: Fun Times
Unit 4: Family Life

| Pacing Chart – Unit 1 | | | 9 weeks |
|---|---|---|---|
| **#** | **Student Learning Objective** | **CCSS** | |
| 1 | Model and apply appropriate intonation for asking different types of questions about age, phone number, and location including where one lives and goes to school. | **7.1.NM.B.3** **7.1.NM.C.4** | |
| 2 | Ask and respond to memorized questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication. | **7.1.NM.B.1** **7.1.NM.B.4** | |
| 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. | **7.1.NM.A.1** **7.1.NM.A.4** | |
| 4 | Describe self and others using gender appropriate physical characteristics and personality qualities. | **7.1.NM.C.4** | |
| 5 | Describe verbally or in writing culturally specific pastimes and activities. | **7.1.NM.C.4** | |
| 6 | Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime. | **7.1.NM.C.1** **7.1.NM.C.4** | |

## Educational Technology

### Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

- ➢ **Technology Operations and Concepts**
  - ☐ Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

- ➢ **Creativity and Innovation**
  - ☐ Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

- ➢ **Communication and Collaboration**
  - ☐ Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

- ➢ **Digital Citizenship**
  - ☐ Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

- ➢ **Research and Information Literacy**
  - ☐ Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

- ➢ **Critical Thinking, Problem Solving, Decision Making**
  - ☐ Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

# 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 Students Individual Needs: Strategies

| Time/General | Processing | Comprehension | Recall |
|---|---|---|---|
| • Extra time for assigned tasks<br><br>• Adjust length of assignment<br><br>• Timeline with due dates for reports and projects<br><br>• Communication system between home and school<br><br>• Provide lecture notes/outline | • Extra Response time<br><br>• Have students verbalize steps<br><br>• Repeat, clarify or reword directions<br><br>• Mini-breaks between tasks<br><br>• Provide a warning for transitions<br><br>• Reading partners | • Precise step-by-step directions<br><br>• Short manageable tasks<br><br>• Brief and concrete directions<br><br>• Provide immediate feedback<br><br>• Small group instruction<br><br>• Emphasize multi-sensory learning | • Teacher-made checklist<br><br>• Use visual graphic organizers<br><br>• Reference resources to promote independence<br><br>• Visual and verbal reminders<br><br>• Graphic organizers |
| **Assistive Technology** | **Tests/Quizzes/Grading** | **Behavior/Attention** | **Organization** |
| • Computer/whiteboard<br><br>• Tape recorder<br><br>• Spell-checker<br><br>• Audio-taped books | • Extended time<br><br>• Study guides<br><br>• Shortened tests<br><br>• Read directions aloud | • Consistent daily structured routine<br><br>• Simple and clear classroom rules<br><br>• Frequent feedback | • Individual daily planner<br><br>• Display a written agenda<br><br>• Note-taking assistance<br><br>• Color code materials |

## 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

## 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, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet

- Homework

- Concept Mapping

- Primary and Secondary Source Analysis

- Photo, Video, Song Analysis

- Create an Original Song, Film, or Poem

- Glogster to make Electronic Posters

- Tumblr to create a Blog

**Enduring Understanding:**

➢ Sounds in languages are presented by a system that is based on letters or pictures

➢ Language and communication skills are present to assist us with learning a second or a third language

➢ Individual experiences help shape identities

➢ Language connects people globally

➢ Language can be used to express thoughts and feelings

| Grade: 6 | Unit: One | Topic: All About Me |
|---|---|---|
| **New Jersey Core Curriculum Content Standards (NJCCCS):** 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 | | |
| **ACTFL Modes of Communication:** <br> • Interpersonal <br> • Interpretive <br> • Presentational | | |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **SLO # 1** <br> Model and apply | • How does intonation convey | **TPR Activity** <br> Have students create flashcards | **¡Avancemos! 1** <br> Mi número de teléfono | *Intonation* is variation of spoken pitch that is |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| appropriate intonation for asking different types of questions about age, phone number, and location including where one lives and goes to school.<br><br>**Standard: 7.1.NM.B.3**<br><br>Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.<br><br><br>**Standard: 7.1.NM.C.4**<br><br>Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | meaning in questions and statements?<br><br>• How do gender, age, and culture impact statements and questions?<br><br>• How is spoken language different from written language? | with the numerals 1-10 on each - the numbers should be large enough for the teacher to see. Call out numbers at random in Spanish and students hold up the correct numeral.<br><br>**¿Cuál es tu número de teléfono?**<br>Students will gather five telephone numbers from their classmates. Allocate time for students to complete the activity, asking and responding in Spanish.<br><br>**Scavenger Hunt**<br>Distribute images and numbers (phone/state) i.e. Marco es de NJ - 201-555-1212. Have students find the matching phone number for each person based on State. In pairs, students will ask/answer questions about the individual's number. Teacher will review and provide feedback. | Textbook: pp 16-17<br>CD 1: Tracks 12, 13<br>Practice activities:<br>Textbook: p. 17 # 14, 15, 16<br><br>**¡Avancemos! 1**<br><br>¿De dónde eres?<br>Textbook pp 12-13<br>CD 1: Tracks 10, 11<br><br><br>**Spanish Nationalities**<br>http://www.spanishspanish.com/nationalities/nationalities_intro_web.html<br><br><br>**Personal information in Spanish/ DatospersonalesenEspañol:**<br><br>https://youtu.be/ViVm3b5j3W8 | not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction. |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **SLO # 2**<br><br>Ask and respond to memorized questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication.<br><br>**Standard: 7.1.NM.B.1**<br>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.<br><br>**Standard:7.1.NM.B.4**<br>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. | • What makes me unique?<br><br>• How does Spanish culture compare to that of the United States?<br><br>• How does body language convey meaning when communicating in a foreign language?<br><br>• How do I use my knowledge of language and culture to enrich my own community and broaden my opportunities?<br><br>• What are common pastimes, likes, and dislikes in the Spanish-speaking world? | **Introductory Video**<br><br>In a whole group setting, students will view an authentic video segment on what Alicia and her friends would like to do. Students will list the activities discussed in the video.<br><br>**Dialogue Centers**<br><br>Students are paired to ask/respond to questions in expressing likes, dislikes and preferences. Students will move from one center to the next to gather information about as many classmates as possible in the allocated time.<br><br>**Introductory Video/Lecture**<br><br>In a whole group setting, students will view an authentic video from *Avancemos!* of various students describing physical characteristics.<br><br>**Compare/Contrast**<br><br>Students will compare and | **¡Avancemos! 1**<br>¿Qué te gusta hacer?<br>Textbook: pp 32-51<br>DVD 1<br>CD 1: Tracks 23, 24, 25, 26, 27, 28<br>Practice activities:<br>Textbook: p. 34 # 1, 2<br>Textbook: p. 36 # 3, 4, 5<br><br>**¡Avancemos! 1**<br>Textbook: pp 56-71<br>DVD 1<br>CD 1: Tracks 34, 35 | The verb *tener* in Spanish which means to have is also used to talk about features a person has when using physical characteristics.<br><br>In Cuba and Puerto Rico, the adjective *guapo*(a) also means bold, daring, or defiant.<br><br>The use of expressions and emotions as culturally appropriate |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| | | contrast their personal information with the students observed in the video. | | |
| **SLO # 3**<br><br>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.<br><br>**Standard: 7.1.NM.A.1**<br><br>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes | • How do you express preferences using the target language?<br><br>• How do people communicate without using language?<br><br>• How do native speakers express their likes and dislikes? | **Avancemos! reading/writing Activities**<br><br>Teacher will distribute writing activities for students to self-assess their reading and writing skills.<br><br>**Vocabulary in context**<br><br>Ask students to predict what the characters are talking about. Show the video with textbooks open on page 59. Play audio while students follow the text. Encourage students to write down descriptive adjectives. Report back to the whole group.<br><br>**Avancemos! listening comprehension activities**<br><br>Students will self-assess their listening comprehension skills | **¡Avancemos! 1**<br>¿Qué te gusta hacer?<br>Cuaderno: pp 1-3, 4-6, 7-9, 10-11<br><br>**¡Avancemos! 1**<br>Mis amigos y yo<br>Telehistoria escena 1<br>Textbook: pp 59-60<br>DVD 1<br>CD 1: Track 36<br>Practice activities:<br>Textbook: p. 60 # 3, 4<br><br>**¡Avancemos! 1**<br>Cuaderno: pp 24-26<br><br>**Spanish Physical characteristics**<br><br>https://quizlet.com/96116/spanish-physical-characteristics- | Common activities practiced in many teenagers lives in Spain is to practice adventure sports such as canoeing, rafting or climbing.<br><br>Spanish teenagers love to hang out with their friends at "el centro" (downtown). They like to eat tapas and socialize with friends. |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard: 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions | | through a series of authentic audio activities. | flash-cards/ <br><br>**¡Avancemos! 1** <br>Cuaderno: pp 27-29 <br>CD 1: Tracks 36, 37 <br><br>**AudioVideo: Spanish Vocabulary for Physical Traits** <br><br>http://study.com/academy/lesson/spanish-vocabulary-for-physical-traits.html | |
| **SLO # 4** <br>Describe self and others using gender appropriate physical characteristics and personality qualities. <br><br>**Standard: 7.1.NM.C.4** <br>Present information from age- and level-appropriate, culturally authentic | • What are the similarities and differences between Spanish and American gender norms? <br><br>• What is gender? <br><br>• How can cultural awareness enhance my language | **Journal** <br>Students will write in their journal the following in complete sentences: <br><br>• name <br>• age <br>• where they live/ are from <br>• where they go to school <br>• two physical characteristics <br>• two personality traits | **Journal/ Notebook** <br><br><br>http://www.pictoaplicaciones.com/ <br>http://www.pictosonidos.com <br><br>http://www.pictotraductor.com/ | In Spanish, the masculine or feminine gender of a noun may be denoted by the article which precedes it, be it the definite article ("the man" *el hombre*) or the indefinite article ("a woman" *una mujer*). |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| materials orally or in writing. | learning? | • two likes, two dislikes and one preference<br>•<br><br>**Birth Announcement**<br>Students will create a personalized birth announcement using their knowledge of Spanish.<br>**Pair Activity**<br>In pairs, students will ask/respond about their physical characteristics and personality traits.<br>Students report back to the whole group describing their partner using gender appropriate descriptions i.e. él es alto, ella es baja. | http://www.languageguide.org<br><br><br>**Paper/ Computer Markers/ coloring pencils**<br><br><br>http://lingtlanguage.com/<br>**http://lingt.com** | |
| **SLO # 5**<br>Describe verbally or in writing culturally specific pastimes and activities. | • What need does pastime activities satisfy?<br>• How does culture | **Fakebook Profile**<br>In pairs, students will create a Fakebook profile chart in Spain, including their picture, physical characteristics, personality | **http://thedaringlibrarian.wikispaces.com/Fakebook_Page**<br><br>**Spanish Vocabulary: Hobbies** | The importance of sports in a Spanish teenager's life. |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard: 7.1.NM.C.4**<br><br>Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | reflect common Spanish pastimes, sports, and music?<br><br>• How can learning and using a language help to assimilate into a new culture?<br><br>• How does the study of another language and culture make the world smaller? (i.e. globalization) | qualities and pastime activities.<br><br>**Reading Analysis/Survey**<br>a) In pairs, students will read "¿Qué te gusta hacer?" Individuals work on interpretation of the information and then record their answers.<br>b) In pairs, have students ask each other whether they like or dislike each activity on the bar graph on p. 49. Have pairs share conclusions in a presentation to the class. | **and Pastimes**<br>http://www.leaflanguages.org/spanish-vocabulary-hobbies-and-pastimes/<br><br><br>**¡Avancemos! 1**<br>Textbook: pp 48-49<br>Lectura: ¿Qué te gusta hacer?<br>CD 1: Track 32 | The significance of soccer in Spain and the Spanish-speaking world. |
| **SLO # 6**<br><br>Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime. | • How are language, culture and identity related?<br><br>• How are pastime activities and preferences influenced by culture?<br><br>• What are culturally specific pastime | **Reading Comprehension**<br>In pairs, assign students to read the "Telehistoria escena 1". Students identify new vocabulary, define, and then answer the questions about the content. The teacher will play the track. Students report and discuss with the whole group.<br><br>**Reading Comprehension**<br>In pairs, assign students to read | **¡Avancemos! 1**<br>Textbook: pp 59-60<br>Telehistoria escena 1<br>CD 1: Track 36<br><br><br><br>**¡Avancemos! 1**<br>Textbook: pp 64-65 | Authentic materials in learning Spanish help the students to develop language skills in listening to native speakers from various parts of the Spanish-speaking world and/or reading age appropriate text to enhance their understanding of the vocabulary taught. |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard: 7.1.NM.C.1**<br><br>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.<br><br>**Standard: 7.1.NM.C.4**<br><br>Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | activities in Spain and the Spanish-speaking world? | the "Telehistoria escena 2". Students identify new vocabulary, define, and then answer the questions about the content. The teacher will play the track. Students report and discuss with the whole group.<br><br>**Listening Comprehension**<br>Play the audio CD for "Telehistoria escena 3". Students work on answering the questions based on their oral comprehension. Students will then discuss the scene with a partner. Students report back to the whole group.<br><br>**Comparison**<br>Create a multi media rich presentation (i.e. PPT, Poster, etc...) concentrating on pastime activities in the target language. | Telehistoria escena 2<br>CD 1: Track 38, 39<br><br><br>**¡Avancemos! 1**<br>Textbook: pp 69-70<br>Telehistoria escena 3<br>CD 1: Track 40<br><br><br>**Power Point Presentation, Poster, Prezi...**<br><br>https://prezi.com/signup/public/<br><br>https://www.pinterest.com/srtanrodriguez/ | |

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

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

# PATERSON PUBLIC SCHOOLS
*Preparing All Children for College and Career*

## Unit 1 Grammar

This Unit will focus on the following grammatical concepts:

- The Spanish Alphabet
- Subject pronouns
- Infinitive forms of regular verbs
- Present tense of irregular verbs – ser, estar, tener
- Present tense of Gustar + infinitive
- Masculine and feminine adjectives
- Prepositions of location
- Comparatives
- Interrogative adjectives
- Question forms

| Tener | Ser | Estar |
|---|---|---|
| Yo tengo | Yo soy | Yo estoy |
| Tú tienes | Tú eres | Tú estás |
| Él/ella tiene | Él/ella es | Él/ella esta |
| Nosotros (as) tenemos | Nosotros (as) somos | Nosotros (as) estamos |
| Vosotros (as) tenéis | Vosotros (as) sois | Vosotros (as) estáis |
| Ellos/ellas tienen | Ellos/ellas son | Ellos/ellas están |

| Unit Project (Choose 1) | |
|---|---|
| **Project (Suggested)** | **Project (Suggested)** |
| 1.  Distribute the outline of a Spanish shield, or escudo.  Students will fill in each block with an icon representing something about themselves.  On the back, they will explain their choices in simple Spanish sentences.<br><br>RUBRIC REQUIRED | 2.  Create a passport.  Fill out a blank form with "datos personales. " Write 4 sentences on the back indicating personality characteristics and free time activity preferences.<br><br>RUBRIC REQUIRED |