

Spanish Curriculum



Español

Grade 6: Unit Two

Title: School Days

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 2

#	Student Learning Objective	CCSS	9 weeks
1	Demonstrate understanding of classroom routines using physical response technique.	7.1.NM.A.2 7.1.NM.A.4	
2	Ask and respond to questions about days of the week, months of the year, dates and birthdays using digital tools and face-to-face communication through the target language.	7.1.NM.A.4 7.1.NM.B.4 7.1.NM.C.4	
3	Ask and respond to questions about academic and social aspects of school life, schedules, time telling, classroom objects, and classroom activities using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.A.4	
4	Skim and scan culturally authentic Spanish language audio, video, or written text to identify words and phrases associated with school life, schedules, classroom objects and activities.	7.1.NM.A.1 7.1.NM.A.4	
5	Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing that compares school life in the home and Spanish culture and culture in Spain.	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

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

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual 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
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, PowerPoint 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:

- School systems in all countries are important for the education of a nation.
- Every child should have the right to an education
- Procedures and routines facilitate a smooth educational experience
- Education empowers the mind and allows individuals to overcome many challenges

Grade: 6	Unit: Two	Topic: School Days
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO #1: Demonstrate understanding of classroom routines using physical response technique.	<ul style="list-style-type: none"> • What is the importance of daily routines and procedures? • How do daily classroom routines 	<u>Classroom routines</u> In groups of three, students create classroom procedures and routines. Groups post their routines on a large poster and then collaboratively create a	¡Avancemos! 1 En la clase Textbook: pp 22-23 CD 1: Tracks 20, 21	Days of the week in relation to the planets. Spanish Calendar starts on a Monday.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NM.A.2 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<p>differ across cultures?</p> <ul style="list-style-type: none"> How do I express daily classroom needs? 	<p>classroom list of procedures to follow. Teacher will assist and facilitate.</p> <p><u>TPR- Simon Says</u></p> <p>Teacher will provide a direct order in reference to a classroom routine i.e. levántense. Students will follow directives.</p> <p><u>Video</u></p> <p>Watch a video module from <i>Avancemos</i> illustrating a typical day in a school in Spain.</p> <p><u>Graphing</u></p> <p>Graph time spent in school, in classes and after school activities of a typical American teen. Compare the same information about a typical Spanish teen.</p>	<p>¡Avancemos! 1 Textbook: pp 84-105 DVD 1 CD 2: Tracks 1, 2</p> <p>Useful sentences in the Spanish classroom https://www.youtube.com/watch?v=FLjkcM8G1Oc</p> <p>School day in Spain https://www.youtube.com/watch?v=khdF4HeiwIM</p> <p>¡Avancemos! 1 Cuaderno pp 50-52</p>	
<p>SLO #2</p>	<ul style="list-style-type: none"> Why are dates 	<p><u>Birthday/Age Identification</u></p>	<p><i>Avancemos! 1</i></p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Ask and respond to questions about days of the week, months of the year, dates and birthdays using digital tools and face-to-face communication through the target language.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Standard: 7.1.NM.C.4 Present information from</p>	<p>important?</p> <ul style="list-style-type: none"> • How are birthdays celebrated across cultures? • Are all calendars the same? 	<p>In pairs, students will identify celebrity birthdays based on the birth year i.e. Enrique Iglesias - 1975 - students will say his actual age in a complete sentence.</p> <p><u>Line up!</u> Given a strip on which is written a month of the year, volunteer students will line up in front of the class in consecutive order, announcing the ordinal number that pertains to their month.</p> <p><u>¿Qué día es?</u> Ask a partner what day of the week it is. Students will reply telling the day of the week for today and tomorrow, based on the digits in activity # 19 on page 19.</p> <p><u>¿Lógico o ilógico?</u> Play CD 1, Track 16 from <i>Avancemos</i> resources. Students listen to the</p>	<p>Los días de la semana Textbook: pp 18-19 CD 1: Tracks 14, 15, 16</p> <p>¡Avancemos! 1 Los meses Textbook: p. 165</p> <p>¡Avancemos! 1 La fecha de nacimiento Textbook: p. 173 # 10</p> <p>¡Avancemos! 1 La quinceañera Textbook: pp 180-181 CD 3: Track 21</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
age- and level-appropriate, culturally authentic materials orally or in writing.		<p>statements about the days of the week. They write L if the statement is lógico or I if the statement is ilógico.</p> <p><u>Data Collection</u> Within the allocated time, students are to use the target language to ask three peers about their birthday. Students are to write the information down and report back.</p>		
<p>SLO #3: Ask and respond to questions about academic and social aspects of school life, schedules, time telling, classroom objects, and classroom activities using digital tools and face-to-face communication through the target language.</p>	<ul style="list-style-type: none"> • How do Spanish schools differ from the ones in the United States? • How can cultural awareness and familiarity enhance language learning? • How does language change in different situations? 	<p><u>Role Play</u> In pairs, students act out dialogues by asking/answering about their favorite class and after school activities.</p> <p><u>TPR Magic Box Activity</u> Teacher withdraws classroom items from the magic box while students show understanding by pointing or answering yes/no, either/or or what is it? Questions.</p>	<p>Spanish Vocabulary Classroom https://quizlet.com/64536/spanish-vocabulary-classroom-flash-cards/</p> <p>¡Avancemos! 1 Horarios y clases Textbook: pp 132-133 DVD 1 CD 2: Track 23</p> <p>¡Avancemos! 1 Textbook: pp 91-93</p>	<p>Expressions associated with various times of the day: a.m. and p.m.</p> <p>The use of the 24 hour clock on timetables and TV schedules in Spain.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>		<p><u>Circumlocution Activity</u> Using partner A and B sheets, students provide clues to a partner about a classroom object. Reverse roles.</p> <p><u>Mi Mochila</u> Volunteer students remove items from a backpack, naming each item in Spanish preceded by an ordinal number: <i>First there is a pencil.....</i></p> <p><u>Class Schedule</u> Create your schedule in Spanish for the current year.</p> <p><u>Venn Diagram</u> Using a Venn Diagram, compare and contrast popular sports in the US and Spain.</p> <p><u>Telling Time</u> Using an analogue clock, students will write the time in Spanish on white boards and show their answers.</p>	<p>Cuaderno: pp 53-55 CD 2: Track 4</p> <p>Somos estudiantes https://quizlet.com/37940762/avancemos-1-unit-2-lesson-1-flash-cards/</p> <p><u>How to tell time in Spanish</u> http://www.europa-pages.co.uk/lessons/spanish-time.html</p> <p>La escuela- tutorial https://www.youtube.com/watch?v=R9TdVS0UIAk</p> <p>Los números ordinales https://quizlet.com/1856136/spanish-ordinal-numbers-1-10-flash-cards/original</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p><u>Matching Manipulatives</u></p> <p>In groups of two, match the time shown on analog clocks and the time written on strips of paper (index cards).</p> <p><u>A que hora?</u></p> <p>Students will reply to teacher’s questions about their daily schedule by posting their answers on padlet.</p>	<p>https://kahoot.it/</p> <p>https://padlet.com/</p>	
<p>SLO #4</p> <p>Skim and scan culturally authentic Spanish language audio, video, or written text to identify words and phrases associated with school life, schedules, classroom objects and activities.</p> <p>Standard: 7.1.NM.A.1</p> <p>Recognize familiar spoken or written words and</p>	<ul style="list-style-type: none"> • How do school course choices and activities reflect culture? • What are some similarities and differences between the typical Spanish classroom and coursework and that of the United States? 	<p><u>Telling Time Listening Comprehension</u></p> <p>Using audio recordings or a teacher-guided activity, students will draw the hands of the clock on white boards. Teacher will check and provide feedback before moving forward to the next time.</p> <p><u>Una Canción</u></p> <p>Listen to the song "Caminito</p>	<p>School Activities in Spanish - video</p> <p>https://www.youtube.com/watch?v=5OC0eaKNbio</p> <p>Caminito del escuela- una canción</p> <p>https://www.youtube.com/watch?v=djk3hrPKAV4</p>	<p>School structure in Spain and the groupings of students.</p> <p>After school programs in Spain as they compare to those in the US.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>		<p>del escuela" and have students identify 5 vocabulary words related to school learned in this lesson.</p> <p><u>Reading Comprehension</u></p> <p>Assign students to read "Comparación Cultural" on p. 92 from the textbook. Open a guided class discussion on the topic.</p> <p><u>Organize</u></p> <p>Provide students with a short written directive on how they have to organize their school supplies using ordinal numbers. Students organize the sentences based on the directives.</p> <p><u>At the table</u></p> <p>Create 4-5 centers (tables) and assign groups of 3-4 students per table. Provide students with images of classroom objects, furniture and related terms. The team that finishes</p>	<p>La escuela- video</p> <p>https://www.youtube.com/watch?v=nnR3tJiCgyQ</p> <p>¡Avancemos! 1</p> <p>Textbook: p. 92 Comparación Cultural</p> <p>Un dos tres, qué hora es? una canción</p> <p>https://www.youtube.com/watch?v=2YhtvRPRNCs</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		matching accurately first gets a point. Add two images, and vocabulary words every round until all words have been explored. Winning team gets a prize i.e. homework passes.		
<p>SLO #5: Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing that compares school life in the home and Spanish culture and culture in Spain.</p> <p>Standard: 7.1.NM.C.1 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>	<ul style="list-style-type: none"> • How does traditional home and school life reflect the characteristics of Spanish culture? • How does audience and purpose (i.e., inform, entertain, persuade) influence a speaker’s technique (i.e. volume, pacing, word choice, intonation)? 	<p><u>Cultural Comparison</u> In groups of 3 or 4, given a text, compare the curriculum of a school student in the US with that of a Spanish teenager in the equivalent grade. List the various subjects and then discuss your preference between the two. Report back to the whole group.</p> <p><u>Listening/Reading Comprehension/Think/Pair/Share</u> Students listen to the telehistoria and/or watch the video. In pairs, students discuss and answer the questions related to the topic, reporting back to the whole</p>	<p>School Schedule</p> <p>¡Avancemos! 1 Textbook: pp 89-90 Textbook: pp 94-95 Textbook: pp. 99-100 Telehistorias DVD 1 CD 2: Track 7</p> <p>Spanish Education System http://www.donquijote.org/culture/spain/society/customs/education-in-spain</p>	<p>Classification of core subjects vs. electives in the US and the target culture(s)</p> <p>Implications of high stakes testing and the Spanish Baccalaureate vs. standardized testing in the US</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>group. Students can also use the written text from the textbook as a reference.</p> <p><u>iMovie</u></p> <p>In groups of two, create an iMovie of your day in school. Conduct a tour of your school, including times, room numbers and subjects studied. Point out various objects that might be available and displayed in the classrooms.</p>		

Unit 2 Vocabulary			
Unidad 2 : Vocabulario : School Days			
Los Objetos de Clase	Las materias	El día y la fecha	La fecha
El horario El lapicero La pluma El bolígrafo El lápiz El cuaderno El papel La mochila La calculadora El pizarrón La tiza El borrador La silla El escritorio El reloj El mapa La ventana La puerta El teléfono	Las matemáticas Las ciencias El ingles El arte El español El francés El árabe El mandarín La historia La geografía La civilización Los físicos La chimisturria La informática La tecnología La música La educación cívica La educación física y deportiva Las materias obligatorias La materias facultativas Las lenguajes modernas	Los días de la semana Lunes Martes Miércoles Jueves Viernes Sábado Domingo	¿Qué día es hoy? Hoy es martes. ¿Cuál es la fecha? Es el ... de... Mañana es miércoles. ¡Hasta sábado! ¡Hasta mañana! ¿Qué es la fecha hoy? Hoy es el 12 de septiembre. Es el primero de julio. Cuando es tu cumpleaños? Mi cumpleaños es el 23 de agosto

Unit 2 Vocabulary			
Unidad 2 : Vocabulario : School Days			
Los meses	Los lugares	Las actividades	Respuestas
Enero Febrero Marzo Abril Mayo Junio Julio Agosto Setiembre Octubre Noviembre Diciembre	La cafetería La clase El gimnasio La biblioteca El pasillo Los baños La oficina del director	El recreo El almuerzo El club de... Los deportes Los diversiones La música La orquesta La banda La coral El ensayo de coro	Mi clase favorita es... Me gusta mucho ... Mi estación favorita es... Mi color favorito es... Me necesita...para la escuela. Si, puedes ir. No, quédate aquí. Seguro Sí, pero rápidamente Se dice... Se escribe... Sabe No sabe Comprendo No comprendo Me voy a... Yo participo ... Es...
Los verbos			
Ser Estar Gustar Necesitar Tener			

Unit 2 Vocabulary
Unidad 2 : Vocabulario : School Days

Numbers /Los números

Uno	Once	Veinte	Cuarenta	Los números ordinales Primero Segundo Tercero Cuarto Quinto Sexto Séptimo Octavo Noveno Décimo
Dos	Doce	Veintiuno	Cincuenta	
Tres	Trece	Veintidós	Sesenta	
Cuatro	Catorce	Veintitrés...	Setenta	
Cinco	Quince	Treinta	Ochenta	
Seis	Dieciséis	Treinta y uno...	Noventa	
Siete	Diecisiete		Cien	
Ocho	Dieciocho			
Nueve	Diecinueve			
Diez				

Unit 2 Grammar

This Unit will focus on the following grammatical concepts:

- Subject pronouns
- Infinitive forms of regular verbs
- Present tense of regular ar verbs
- Present tense of irregular verbs – ser, estar, tener
- Present tense of Gustar + noun
- Masculine and feminine adjectives
- Definite articles
- Prepositions of location
- Comparatives
- Interrogative adjectives
- Question forms
- Negative forms
- Ordinal numbers

Tener	Ser	Estar	Necesitar
Yo tengo	Yo soy	Yo estoy	Yo necesito
Tú tienes	Tú eres	Tú estás	Tú necesitas
Él/ella tiene	Él/ella es	Él/ella esta	Él/ella necesita
Nosotros (as) tenemos	Nosotros (as) somos	Nosotros (as) estamos	Nosotros (as) necesitamos
Vosotros (as) tenéis	Vosotros (as) sois	Vosotros (as) estáis	Vosotros (as) necesitáis
Ellos/ellas tienen	Ellos/ellas son	Ellos/ellas están	Ellos/ellas necesitan

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Design your ideal school and present it in a Power Point Presentation. Include the length of the school days, classes offered, after school activities, size of school, number of students, class sizes and any additional information you would like to include. Create a commercial depicting your school. Why would students want to attend your school?</p> <p>RUBRIC REQUIRED</p>	<p>2. Using <i>A Diary of a Wimpy Kid</i> as a model, write an episode narrating a mishap in the normal school day. Use makebeliefscomix or photostory to relate it to your group.</p> <p>RUBRIC REQUIRED</p>