

# **Spanish Curriculum**



**Español**

**Grade 6: Unit Four**

**Title: Family Life**

## *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 4

Pacing Chart – Unit 4			
#	Student Learning Objective	CCSS	8 weeks
1	Ask and respond to questions describing family members, pets and friends.	<b>7.1.NM.B.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.C.4</b>	
2	Describe and discuss family activities.	<b>7.1.NM.A.4</b> <b>7.1.NM.B.4</b>	
3	Identify and demonstrate knowledge of various cultural holidays and celebrations.	<b>7.1.NM.A.4</b> <b>7.1.NM.B.4</b> <b>7.1.NM.C.1</b> <b>7.1.NM.C.4</b>	
4	Identify and describe traditional holiday clothing, foods, and special customs observed.	<b>7.1.NM.B.1</b> <b>7.1.NM.B.4</b>	

## 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><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 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, Integrated Performance Assessment
- 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, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters, Makebeliefscomix to make comic strips
- Tumblr to create a Blog

**Enduring Understanding:**

- Where you grow up shapes your identity
- Humans have a need to belong
- Family structure has changed over the years
- Knowledge of cultural holidays can enhance understanding and acceptance of diverse cultures
- People can learn about family and history through customs and traditions

<b>Grade: 6</b>	<b>Unit: Four</b>	<b>Topic: Family Life</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.2, 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> Ask and respond to questions describing	<ul style="list-style-type: none"> <li>• How do I describe my family?</li> </ul>	<b><u>Photo Album</u></b> Students bring pictures or photo album of their family. In pairs, students will	<b>¡Avancemos! 1</b> Textbook: p. 178 La familia ideal Activity # 18	Spanish families are typically open and welcoming, eager to make a good impression. Spanish

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>family members, pets and friends.</p> <p><b>Standard:</b> <b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.</p> <p><b>Standard:</b> <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><b>Standard:</b> <b>7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in</p>	<ul style="list-style-type: none"> <li>• Who is in charge?</li> <li>• How big/small is my family?</li> <li>• What is friendship?</li> <li>• Why do I need friends?</li> <li>• Do I belong?</li> </ul>	<p>ask/respond to questions about each other's families including name, age and physical description and personality traits.</p> <p><b><u>Journal Entry</u></b> Write a journal entry about family members who live with you. Include pets and relatives who might be living in the same house.</p> <p><b><u>Integración</u></b> Read the flyer on page 179 from <i>Avancemos!</i> Textbook and listen to the radio announcement. Match each dog to someone in your family and explain your choices.</p> <p><b><u>¿Cómo son?</u></b> In pairs, talk about your family and pets using <i>Avancemos!</i>, page 171 Activity 8.</p>	<p><b>¡Avancemos! 1</b> Comparación Cultural Textbook: p. 176</p> <p><b>¡Avancemos! 1</b> Textbook: p. 179 Integración Activity # 19 CD 3: Tracks 19, 20</p> <p><b>¡Avancemos! 1</b> Textbook: p. 171 Activity # 8 Textbook: p. 56 (descriptions)</p>	<p>families—including the extended family—tend to be close-knit, visiting each other frequently and sharing in large weekend gatherings.</p> <p>Family roles are modernizing in Spain, as they are around the world, and more and more women have jobs outside the home; but traditionally, the mother manages the household while the father works outside the home.</p> <p>Homes and apartments in Spain tend to be small, so siblings often share rooms.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
writing.				
<p><b>SLO #2</b> Describe and discuss family activities.</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>Standard:</b> <b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> <li>• What is family time?</li> <li>• How is my family time spent?</li> <li>• Do we get along?</li> </ul>	<p><b><u>Un amigo nuevo</u></b> Write a letter to an exchange student sharing time spent with your family and activities conducted during the weekend. Use rubrics</p> <p><b><u>Picture Prompt</u></b> Create various stations with images of activities. Students will visit each station and describe the activities, including whether it's something they do with their families, they would love to do, and what they prefer to do.</p>	<p><b>Journal</b> <b>Computer</b> <b>Letter Paper</b></p> <p><b>Images</b> <b>Pictures</b> <b>Drawings</b></p>	<p>Spanish families normally eat lunch or dinner together daily and those who no longer live at home normally return on the weekends for a big family meal. Traditional Spanish food and Spanish recipes are served and the weekend family gathering can last for several hours.</p> <p>Female friends kiss each other on both cheeks, starting with the left.</p> <p>Many men use a two-handed shake where the left hand is placed on the right forearm of the other person.</p>
<p><b>SLO # 3</b> Identify and demonstrate knowledge of various</p>	<ul style="list-style-type: none"> <li>• What are celebrations?</li> <li>• Why do we observe</li> </ul>	<p><b><u>La Quinceañera</u></b> In groups of three, assign students to read about “La quinceañera” from the</p>	<p><b>¡Avancemos! 1</b> La quinceañera Textbook: pp 180-181 CD 3: Track 21</p>	<p><i>Málaga</i> is a port city on southern Spain’s Costa del Sol, known for its high-rise hotels and resorts jutting up</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>cultural holidays and celebrations.</p> <p><b>Standard:</b> <b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>Standard:</b> <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><b>Standard:</b> <b>7.1.NM.C.1</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>holidays?</p> <ul style="list-style-type: none"> <li>How are holidays related to culture?</li> </ul>	<p>textbook. Discuss the text. Using a Venn Diagram, students compare and contrast celebrations in Perú and Puerto Rico. Teacher might play the audio before the reading. Compare this to a Sweet 16 party in the US.</p> <p><b><u>Party Planner</u></b> In pairs or groups of three, students create a scenario/skit between parent(s)/party planner. Planner asks questions about what parent(s) is/are looking for in planning a birthday party for their child.</p> <p><b><u>Birth Announcements</u></b> Students design a birth announcement card including, birth date of the child, birth place, gender, name, and kilos. (Students must convert pounds to</p>	<p><b>¡Avancemos! 1</b> Feria de Málaga Textbook: pp C2-C3</p> <p><b>¡Avancemos! 1</b> Día de la Independencia Textbook: pp C4-C5</p> <p><b>¡Avancemos! 1</b> El 12 de Octubre Textbook: pp C6-C7</p> <p><b>¡Avancemos! 1</b> Carnaval Textbook: pp C14-C15</p> <p><b>¡Avancemos! 1</b> Las Fallas Textbook: pp C16-C17</p> <p><b>¡Avancemos! 1</b> Cinco de Mayo Textbook: pp C20-C21</p> <p><b>Metric Conversions</b> <a href="http://www.convertunits.co">http://www.convertunits.co</a></p>	<p>from yellow-sand beaches.</p> <p>Many countries such as Mexico, Guatemala, and Costa Rica celebrate Independence Day.</p> <p>October 12 has many different meanings for the Spanish-speaking world.</p> <p><i>Carnaval</i> marks a period of festivity prior to the beginning of Lent and is a big celebration in the Spanish-speaking world.</p> <p><i>Las Fallas</i> is a weeklong celebration that takes place in Valencia, Spain.</p> <p><i>Cinco de Mayo</i> is a Mexican holiday; celebrations include parades and theatrical</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>Standard:</b>  <b>7.1.NM.C.4</b>                      Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>kilograms and ounces to grams).</p> <p><b><u>Compare/Contrast</u></b>                      Using a Venn Diagram, compare and contrast two authentic holidays in the Spanish-speaking world.</p>	<p><a href="#">m/from/pounds/to/kg</a></p>	<p>performances.</p>
<p><b>SLO # 4</b>                      Identify and describe traditional holiday clothing, foods, and special customs observed.</p> <p><b>Standard:</b>  <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>	<ul style="list-style-type: none"> <li>• What is traditional wear?</li> <li>• What are customs?</li> <li>• Why is eating such an integral part of holiday celebrations?</li> </ul>	<p><b><u>Design</u></b>                      Design one traditional costume of a Spanish or Hispanic holiday. Designs can be drawn or computer generated. Write a descriptive paragraph under your design.</p> <p><b><u>Menu</u></b>                      Create a menu for a celebration of your choice. Include one appetizer, one main course, desert and beverage. Present to the whole group.</p>	<p><b>¡Avancemos! 1</b>                      Cultura Interactiva                      my.hrw.com</p> <p><b>¡Avancemos! 1</b>                      Bailes Folklóricos de Ecuador y Panamá                      Textbook: pp 288-289                      CD 5: Track 21</p> <p><b>¡Avancemos! 1</b>                      La ropa tradicional                      Textbook: p. 245</p> <p><b>¡Avancemos! 1</b>                      Las costumbres regionales                      Textbook: p. 191</p>	<p>During <i>Fiestas Patrias</i> (Patriotic Holidays), students dress in the colors of their country's flag.</p> <p>As part of the Independence Day celebration, a torch is carried from Guatemala to Costa Rica.</p> <p><i>El pan de muertos</i> is a bread made only for Día de los Muertos.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>Standard:</b>  <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><b><u>Think/Pair/Share</u></b>                      How do you celebrate Independence Day? Discuss with a partner and then share with the whole group.</p> <p><b><u>Cultural Awareness</u></b>                      In pairs, assign students a holiday; each pair should have a different holiday. Students will ask/respond to how it is celebrated in the target country and/or culture, including the aspects of clothing, food and music.</p>	<p><b>¡Avancemos! 1</b>                      Textbook: pp C2-C24</p>	<p><i>La rosca de reyes</i> is a sweet bread eaten on January 6 in celebration of El Día de los Reyes Magos.</p>

<b>Unit 4 Vocabulary</b>			
<b>Unidad 4 : Vocabulario : Family Life</b>			
<b>La familia</b>	<b>Vocabulario</b>	<b>Las celebraciones</b>	<b>Los verbos</b>
La familia Los abuelos La abuela El abuelo Los padres El padre (papá) La madre (mamá) Los hijos El hijo La hija Los hermanos El hermano La hermana El padrastro La madrastra Los parientes Los tíos El tío La tía Los primos El primo La prima  El gato/ la gata El perro/ la perra	Las tradiciones Los costumbres La raza La comida La bebida La música La canción El baile La feria Las fiestas patrias Los bailarines El disfraz Las máscaras Los flores Los músicos El amigo La amiga	La quinceañera Feria de Málaga Día de la Independencia El 12 Octubre ¡Día de los Muertos! Las Navidades ¡Año Nueva! ¡Carnaval! Las Fallas Semana Santa ¡Cinco de Mayo Inti Raymi Día de Simón Bolívar	Ser Estar Gustar Necesitar Tener Querer Preferir Pensar Comprar Llevar Empezar Entender Volver Almorzar Dormir Comer Beber Bailar Proclamar

<b>Unit 4 Vocabulary</b> <b>Unidad 4 : Vocabulario : Family Life</b>				
Los adjetivos	Los adjetivos posesivos		Comparativos	Otras expresiones
Mayor Menor Mejor Peor Feo (a) Lindo (a) Alto (a) Bajo (a) Viejo (a) Simpático (a) Bonito (a) Bueno (a) Buen Cómico (a) Pequeño (a) Grande Amable Sensible Horrible Ideal	<u><b>Singular</b></u> Mi Tu Su Su Nuestro (a) Vuestro (a) Su Su	<u><b>Plural</b></u> Mis Tus Sus Sus Nuestros (as) Vuestros (as) Sus Sus	Más ... que Menos ... que Tan ... como Tanto como	Allí Aquí Durante Tal vez Conmigo Contigo Con el Con ella ¿Cuántos años tiene ...? Tiene...años El/ella tiene... ¿De dónde es su familia? Mi familia es de...

## Unit 4 Grammar

This Unit will focus on the following grammatical concepts:

- Subject pronouns
- Infinitive forms of regular verbs
- Present tense of regular ar, er, and ir verbs
- Present tense of irregular verbs – ser, estar, tener
- Present tense of Gustar + noun
- Stem changing verbs – e to ie -
- Masculine and feminine adjectives
- Noun adjective agreement
- Definite articles
- Indefinite articles
- Prepositions of location
- Comparatives
- Interrogative adjectives
- Question forms
- Negative form
- Ordinal numbers
- Possessive adjectives
- Affirmative words
- Negative words

## Unit 4 Grammar

<b>Tener</b>	<b>Ser</b>	<b>Estar</b>	<b>Necesitar</b>	<b>Comer</b>	<b>Escribir</b>	<b>Preferir</b>
Yo tengo	Yo soy	Yo estoy	Yo necesito	Yo como	Yo escribo	Yo prefiero
Tú tienes	Tú eres	Tú estás	Tú necesitas	Tú comes	Tú escribes	Tú prefieres
Él/ella tiene	Él/ella es	Él/ella esta	Él/ella necesita	Él/ella come	Él/ella escribe	Él/ella prefiere
Nosotros (as) tenemos	Nosotros (as) somos	Nosotros (as) estamos	Nosotros (as) necesitamos	Nosotros (as) comemos	Nosotros (as) escribimos	Nosotros (as) preferimos
Vosotros (as) tenéis	Vosotros (as) sois	Vosotros (as) estáis	Vosotros (as) necesitáis	Vosotros (as) coméis	Vosotros (as) escribís	Vosotros (as) preferís
Ellos/ellas tienen	Ellos/ellas son	Ellos/ellas están	Ellos/ellas necesitan	Ellos/ellas comen	Ellos/ellas escriben	Ellos/ellas prefieren

## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Create your family tree and present in class in the target language. Students must present a minimum of six family members, state their relationship using possessive adjectives, say their name, and say their age in complete sentences.</p> <p>RUBRIC REQUIRED</p>	<p>2. Invent your own holiday in 1-2 paragraphs. Tell the reason for the celebration. Describe the activities and food involved. Include whether gifts are given and where the celebrating takes place. Note what people wear to the celebration. Illustrate your holiday and attach it to your description for display.</p> <p>RUBRIC REQUIRED</p>