

Spanish Curriculum



Grade 7: Unit One

Title: Our World

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 that address the need to prepare all students for an interdependent world.

The World Languages units for Grade 7 consist of the following four thematic units of study:

Unit 1: Our World

Unit 2: Around town

Unit 3: Home, sweet home

Unit 4: Staying healthy

Pacing Chart – Unit 1

Pacing Chart – Unit 1			
#	Student Learning Objective	CCSS	9 weeks
1	Identify target countries, capitals and continents orally and in writing.	7.1.NM.B.2 7.1.NM.C.4	
2	Identify and describe nationalities orally and in writing.	7.1.NM.B.3 7.1.NM.C.4	
3	Discuss and describe climate and weather in Latin and Central America orally and in writing.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.A.4	
4	Identify and locate significant mountains, bodies of water and points of interests in the Spanish-speaking countries.	7.1.NM.A.1 7.1.NM.A.4	
5	Identify, describe and discuss tropical rainforests, animals and plants orally and in writing.	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
- Additional Projects
- Elevated Text Complexity
- Tiered/ Multilevel Activities
- Independent Student Options
- Projects completed individually or with partners
- Open-ended activities
- Individual Response Board
- Learning Centers
- Opportunities to Sustain Discourse
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.

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; Makebeliefscomix to create a comic strip

Enduring Understanding:

- Geography influences needs, interests and skills
- Geography affects climate
- Climate change affects human lives
- National origin and birthplace shape your identity and lifestyle
- The values, norms and perspectives of a culture are reflected in the language used by that culture

Grade: 7	Unit: One	Topic: Our World
<p>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.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4</p>		
<p>ACTFL Modes of Communication:</p> <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 Identify target countries,	<ul style="list-style-type: none"> • How does 	<p><u>Map Activity</u> Use an interactive white board on</p>	<p>¡Avancemos! 1 Maps</p>	There are 21 Spanish-

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>capitals and continents orally and in writing.</p> <p>Standard: 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>geography affect culture?</p> <ul style="list-style-type: none"> • How does geography influence lifestyle and point of view? • What stories do maps and globes tell? • What makes places unique and different? 	<p>which students find and label Spanish-speaking countries, capitals and continents.</p> <p><u>Mini Report</u> Create a mini report on the geography of one Spanish-speaking country. Present to the class including the country's name, capital, continent, and two major mountains and/or water bodies.</p> <p><u>Class Mural</u> Students draw maps of Central and South America and then work together to assemble a large map like a puzzle.</p>	<p>Textbook: pp xlii-xliii</p> <p>¡Avancemos! 1 Textbook: pp. 12-13 CD 1: Tracks 10, 11</p> <p>Flashcards- Quizlet https://quizlet.com/6862730/21-spanish-speaking-countries-their-capitals-flash-cards/</p> <p>Paper Scissors Coloring pencils Markers Crayons Tape</p>	<p>speaking countries in the world.</p>
<p>SLO # 2 Identify and describe nationalities orally and in</p>	<ul style="list-style-type: none"> • What contributes to my identity? • How does my nationality define 	<p><u>Identification Card</u></p> <ol style="list-style-type: none"> 1. Give students cards with a Spanish name and a country. Have students locate the country 	<p>¡Avancemos! 1 Textbook: pp 12-13 CD 1: Tracks 10, 11</p>	<p>Nationality adjectives are defined by gender and number.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>writing.</p> <p>Standard: 7.1.NM.B.3</p> <p>Imitate appropriate gestures and intonation of the target culture(s) and language during greetings, leave-takings, and daily interactions.</p> <p>Standard: 7.1.NM.C.4</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>me?</p> <ul style="list-style-type: none"> • What does it mean to be latino/latina? 	<p>of their card on a map. Students will introduce themselves by using the name on the card, the country they are from and the nationality based on the gender. i.e José/México - Me llamo José. Yo soy de México. Yo soy mexicano.</p> <p>2. In pairs, students can conduct dialogues with the same information, using question/answer format.</p> <p><u>Nationality Identification Map</u> Based on the map on page 14, activity #11, students will identify and write where each person is from, according to the numbers on the map.</p> <p><u>Role Play</u> In pairs, students will converse and ask their partner where he/she is from. The partner will answer with the country listed in activity # 12.</p>	<p>¡Avancemos! 1 Textbook: p. 14 Activity # 11</p> <p>¡Avancemos! 1 Textbook: p. 14 Activity # 12</p>	<p>All Spanish dialects use the same written standard, all spoken varieties differ from the written variety, in different degrees. There are differences between European Spanish and the Spanish of the Americas, as well as many different dialect areas both within Spain and within Hispanic America.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 3 Discuss and describe climate and weather in Latin and Central America orally and in writing.</p> <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</p>	<ul style="list-style-type: none"> • What effect does weather have on people? • What causes seasonal variation? 	<p><u>White Boards</u> The teacher will show an image describing weather or seasonal conditions. Students will write the weather expression on their white boards. The teacher will quickly assess answers before moving forward to the next image.</p> <p><u>El tiempo</u> Listen to the audio, track 19, meteorologists describing weather in their region. Write the letter of the photo that corresponds to the weather descriptions you hear (p. 21, activity 20).</p> <p><u>Kahoot.it</u> Create a Kahoot game on weather and seasons. Students will respond on electronic devices i.e. cell phones, tablets, iPads, etc...</p> <p><u>Journal</u> Write a journal entry on your favorite season and explain why you like that season. Describe the</p>	<p><i>Avancemos! 1</i> Textbook: p. 195 Las estaciones</p> <p>Textbook: pp 20-21 CD 1: Tracks 17, 18, 19 Activities: 20, 21, 22</p> <p>Los huracanes Textbook: p. 158</p> <p>Las estaciones- video https://www.youtube.com/watch?v=XhGkTV84WZM</p> <p>Tipos de clima - video https://www.youtube.com/watch?v=wVhnaEwOy_4</p> <p>Kahoot.it https://create.kahoot.it/ccount/register/</p>	<p>Celsius is a measurement of temperature in which 0 degrees represents the freezing point of water, and 100 degrees represents water’s boiling point at the standard atmosphere, which is the mean barometric pressure at the mean sea level.</p> <p>This temperature scale was developed by Swedish astronomer Andres Celsius in 1742. Celsius is credited with being the first astronomer to analyze the changes in the Earth’s magnetic field, and he developed measuring tools to assess the brightness of stars.</p> <p>Conversion Formulas Celsius to Fahrenheit: Multiply by 9, divide by 5, then add 32</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>on simple oral and/or written descriptions</p>		<p>weather and activities that might be appropriate for the season, feelings, etc...</p> <p><u>Learning Stations around the World</u> Students rotate from one learning center to another to ask/respond to questions about various Spanish-speaking countries' weather conditions based on the images displayed in each station.</p>		<p>Fahrenheit to Celsius: Subtract 32, then multiply by 5, then divide by 9</p>
<p>SLO # 4 Identify and locate significant mountains, bodies of water and points of interests in the Spanish-speaking countries.</p> <p>Standard: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic</p>	<ul style="list-style-type: none"> • Where are the main bodies of water in the world? • In what ways do oceans and seas sustain human and animal life? 	<p><u>Fly Swatter</u> Each side of the room counts off. Using a large map, the teacher will say a location and a pair of students will compete to be the first one to swat the correct answer, winning a point for the team.</p> <p><u>Kahoot.it</u> Create a Kahoot game about mountains, bodies of water or points of interests found in the Spanish-speaking world. Students will</p>	<p>¡Avancemos! 1 Textbook: p. 368 Textbook: pp 352-353 Textbook: pp 298-299 Textbook: p. 245</p> <p>¡Avancemos! 1 Cultural References Points of Interest Textbook: p. T 32</p> <p>South America - Outline Map http://www.worldatlas.com/webimage/countrys/</p>	<p>Civilizations like the Olmec, Maya, Aztec and Inca built pyramids to house their deities, as well as to bury their kings. In many of their great city-states, temple-pyramids formed the center of public life and were the site of much holy ritual, including human sacrifice.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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>respond on electronic devices i.e. cell phones, tablets, iPads, etc...</p> <p>Picture Prompt Each student will be given an image of a monument and/or point of interest. Students will identify its name and location and provide a description in Spanish.</p>	<p>samerica/samera.htm</p> <p>South American Bodies of Water https://quizlet.com/18218519/south-america-bodies-of-water-and-other-features-flash-cards/</p> <p>Kahoot.it https://create.kahoot.it/account/register/</p>	
<p>SLO # 5 Identify, describe and discuss tropical rainforests, animals and plants orally and in writing.</p> <p>Standard: 7.1.NM.C.1 Use basic information at</p>	<ul style="list-style-type: none"> • Where are the world’s rainforests located? • Why should we preserve rainforests? • Why are some animals in danger of extinction? 	<p>Tropical Forests In groups, students are assigned a rain forest from around the world. Students work together to research information about their rainforests and present to the whole group on chart paper in the target language.</p> <p>Journal Entry Write a journal entry about your favorite rainforest, the country it is in and explain why you like it.</p>	<p>¡Avancemos! 1 Un parque nacional Textbook: p. 137</p> <p>Flashcards-Quizlet https://quizlet.com/792312/spanish-vocab-rainforest-flash-cards/</p>	<p><i>El Yunque</i> is a forest located in northeastern Puerto Rico. It is the only tropical rain forest in the United States National Forest System.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Standard: 7.1.NM.C.4</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>Include types of animals and plants that you find fascinating.</p>		

Unit 1 Vocabulary Unidad 1: Vocabulario: Our World			
Countries and Capitals/ Los países y las capitales	Weather and Climate/El tiempo y la clima	Vocabulary/Vocabulario	Adjectives/ Los adjetivos
Argentina – Buenos Aires Bolivia – La Paz, Sucre Chile – Santiago Colombia – Bogotá Costa Rica – San José Cuba – Habana La República Dominicana – Santo Domingo Ecuador – Quito El Salvador – San Salvador Guatemala – Guatemala City Honduras – Tegucigalpa México – México City Nicaragua – Managua Panamá – Panamá City Paraguay – Asunción Perú – Lima Puerto Rico – San Juan España – Madrid Uruguay – Montevideo Venezuela – Caracas Los países hispanohablantes	Las estaciones: El invierno La primavera El verano El otoño El tiempo: ¿Qué tiempo hace? Hace calor Hace sol Hace frío Hace viento Hace fresco Hace niebla Llueve Nieva Hace mal tiempo Hace buen tiempo Está nublado	El mapa El país La capital El clima El tiempo La temperatura La estación El bosque El mar El océano El río El huracán El volcán La selva La selva amazónica La selva lluviosa La tormenta tropical Los animales Las plantas La montaña La frontera El origen Las ruinas	americano/americana argentino/argentina boliviano/boliviana chileno/chilena colombiano/colombiana costarricense/costarricense cubano/cubana dominicano/dominicana ecuatoriano/ecuatoriana salvadoreño/salvadoreña guatemalteco/guatemalteca hondureño/hondureña mexicano/mexicana nicaragüeño/nicaragüeña panameño/panameña paraguayo/paraguaya peruano/peruana puertorriqueño/puertorriqueña español/española uruguayo/uruguaya venezolano/venezolana tropical extinto/extinta

Unit 1 Vocabulary			
Unidad 1: Vocabulario: Our World			
Places/Lugares	Body of water/ Cuerpo de agua	Verbs/Los verbos	Other words and phrases
Los Andes Los Pirineos Cotopaxi volcán La ciudad del fin del mundo Mitad del Mundo - Ecuador Altar de la Patria El Museo al Aire Libre Estatua a Simón Bolívar Estatua de Cristóbal Colón Las Cataratas del Iguazú - Argentina El Gran Agujero de Azul - Beliz El Río Caño Cristales- Colombia Machu Picchu - Perú Chichén Itzá - México Bosque de Arrayanes - Chile Parque Nacional El Boquerón - El Salvador Parque Nacional Tortuguero - Costa Rica Uaxactún - Guatemala Yaxhá - Guatemala Bosque Nuboso Monteverde- Costa Rica	El Océano Pacífico El Océano Atlántico El Mar Caribe El Mar Mediterráneo El Mar Cantábrico El golfo de México El golfo de Panamá El Río Negro El lago	Ser Estar Gustar Hacer Haber Hablar Ver	¿Dónde es...? ¿Cuál es...? ¿Por qué? Porque... ¿Cuál es la temperatura? ¿De dónde es...? Yo soy de... El es de... Ella es de... Yo soy ... El es ... Ella es ... Tan.....como Mas.....que Menos.....que

Unit 1 Grammar

This Unit will focus on the following grammatical concepts:

- Subject pronouns
- Infinitive forms of regular verbs
- Present tense of irregular verbs – ser, estar, tener
- Present tense of Gustar + infinitive
- Nationality adjectives
- Expressions with Hacer
- Prepositions of location
- Comparatives
- Interrogative adjectives
- Question forms

Ser	Estar	Hablar
Yo soy	Yo estoy	Yo hablo
Tú eres	Tú estás	Tú hablas
Él/ella es	Él/ella esta	Él/ella habla
Nosotros (as) somos	Nosotros (as) estamos	Nosotros hablamos
Vosotros (as) sois	Vosotros (as) estáis	Vosotros habláis
Ellos/ellas son	Ellos/ellas están	Ellos/ellas hablan

Unit Project (Choose 1)	
Project (Suggested)	Project (Suggested)
<p>1. Create a Power Point Presentation of a National Park located in a Spanish-speaking country. Include in your PPT images, animals, and plants. Present your PPT to the whole group and be prepared to explain the climate, types of animals present, types of plants, the variety of both, and some adjectives to describe the beauty of the National Park.</p> <p>RUBRIC REQUIRED</p>	<p>2. Select a famous landmark or monument located in a Spanish-speaking country. In groups of two, create a short video clip or PowerPoint presentation informing about the importance, description and location of this place. Draw a comparison to a similar landmark or monument that is found in the United States. Compare and contrast the two.</p> <p>RUBRIC REQUIRED</p>