

Spanish Curriculum



Grade 7: Unit Two

Title: Around town

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 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 2

#	Student Learning Objective	CCSS	9 weeks
1	Identify culturally appropriate specialty stores orally and in writing.	7.1.NM.B.2 7.1.NM.C.4	
2	Identify and describe various products that one may purchase in specialty stores orally and in writing.	7.1.NM.B.3 7.1.NM.B.2	
3	Give and follow directions orally and in writing to be able to navigate around town.	7.1.NM.B.2 7.1.NM.B.3	
4	Describe various professions based on businesses and stores orally and in writing.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.A.4	
5	Describe leisure activities within your community orally and in writing.	7.1.NM.A.1 7.1.NM.A.4 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 • Student’s verbalization of 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 • 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 • Directions read 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
- Opportunities to sustain discourse
- Elevated Text Complexity
- Tiered/ Multilevel Activities
- Independent Student Options
- Projects completed individually or with Partners
- Open-ended activities
- Individual Response Board
- Learning Centers
- Additional Projects
- 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:

- Cultural products that are available in specialty stores
- Products vary according to regions and demands
- Each profession has a set of preparation requirements, experiences, and opportunities for growth
- Maps and other tools guide us in reaching our destination

Grade: 7	Unit: Two	Topic: Around town
<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
<p>SLO # 1</p> <p>Identify culturally appropriate specialty stores orally and in</p>	<ul style="list-style-type: none"> • What goods are for sale in specialty stores? 	<p><u>Around town</u> Create learning stations around the classroom. Each station contains images of various places around town. Students rotate to describe the places they are</p>	<p>Quizlet Flashcards - Where are we going? https://quizlet.com/105713648/spanish-where-are-we-going-</p>	<p>Latin America’s warm climate and sustainable agriculture provide a bounty of fresh food options for consumers,</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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>visiting.</p> <p><u>White Boards</u> Teacher reads sentences describing a location. Students will write the location on individual white boards based on the description. Students hold up their white boards while teacher quickly assesses before moving to the next sentence.</p> <p><u>Guess where!</u> Students write five sentences describing their favorite places in town. Students read these aloud to a partner for identification.</p> <p><u>Billy la Bufanda</u> Students listen to the song and sign along. Or provide students with the lyrics, leaving out some words for them to fill in as a cloze activity.</p>	<p>what-are-we-going-to-do-flash-cards/</p> <p>Billy la Bufanda goes to specialty stores https://www.youtube.com/watch?v=dBTGxLc-lv0</p>	<p>fueling frequent shopping trips for everything from tantalizing fruits to tasty baked goods. Latin Americans shop for fresh foods an average of three times per week, but make four trips a week for bread and bakery products.</p>
<p>SLO # 2</p> <p>Identify and describe various products that one may purchase in specialty stores orally and in</p>	<ul style="list-style-type: none"> • What makes a quality product? 	<p><u>Shopping</u> The teacher sets up various stations as stores. Images of items or actual props can be displayed. Students rotate to identify the items and stores where they may be purchased. i.e. apple/image of an</p>	<p>Quizlet Flashcards - ¿Adónde vamos de compras? https://quizlet.com/71119721/chapter-10-adonde-vamos-de-</p>	<p>Supermarkets in Hispanic oriented cities focus on the interests of the consumers such as providing in-store bakeries that provide</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)/ language during greetings, leave-takings, and daily interactions.</p> <p>Standard: 7.1.NM.B.2</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>		<p>apple: <i>Se puede comprar la manzana en la frutería.</i></p> <p>Scavenger Hunt Based on provided written descriptions of products, students will find the appropriate store/location displayed around the classroom.</p> <p>¿Qué encuentras? In pairs, talk about what you have found in the places based on the images in Activity 10 in <i>Avancemos!</i></p>	<p>compras-flash-cards/</p> <p>Teacher-created resources Web resources</p> <p>¡Avancemos! 1 Textbook: p. 227 Activity # 10</p>	<p>fresh baked goods daily and an international and specialty foods area which offers products from around the globe.</p>
<p>SLO # 3</p> <p>Give and follow directions orally and in writing to be able to navigate around town.</p> <p>Standard: 7.1.NM.B.2</p> <p>Give and follow simple oral and written directions,</p>	<ul style="list-style-type: none"> • How do I know which direction I am facing? • What options do I have when seeking directions? 	<p>Map Activity Using maps from a Latin American city, students work in pairs to provide written directions from one place in the city to another. Make sure maps have points of interest.</p> <p>Role Play In pairs, students ask/respond about how to get from one part of town to another</p>	<p>Quizlet Flashcards-Directions https://quizlet.com/683765/spanish-directions-flash-cards/</p> <p>¡Avancemos! 1 Textbook: p. 117 Activity # 9</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>Standard: 7.1.NM.B.3</p> <p>Imitate appropriate gestures and intonation of the target culture/ 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>based on instructions and locations provided by the teacher.</p> <p><u>Your neighborhood</u> Draw a map of your neighborhood and then provide directions on how to go from school to your house or vice versa.</p> <p><u>El laberinto</u> There is a secret path to go from the front of the classroom to the back. Using the path between desks, students take turns in giving directional commands. If the path is incorrect, teacher will ring a bell and the next student will have to start over in the path. This process will repeat until students make it to the end of the maze.</p>	<p>Textbook: pp 130-131</p> <p>Asking for directions http://www.speakinglatin.com/wp-content/uploads/2013/10/Asking-for-Directions-in-Spanish-Excercise-Maps.pdf</p> <p>Paper Coloring pencils Crayons Markers Desks Bell</p> <p>YouTube - Una canción https://www.youtube.com/watch?v=Gi6Li-iKB5U</p> <p>Rockalingua.com - Una canción- Un paso a la derecha https://rockalingua.com/songs/right-left-</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
			<p>forward-backwards</p> <p>PBS Learning Media - OhNoah - lost and found http://www.pbslearningmedia.org/resource/noah15.lang.sp.direction/give-me-some-direction-lost-and-found/</p> <p>printablespanish.com - prepositions poster http://printablespanish.com/NEW/PrepositionCds.pdf</p>	
<p>SLO # 4 Describe various professions based on businesses and stores orally and in writing.</p> <p>Standard: 7.1.NM.B.1 Use digital tools to exchange basic information at the word</p>	<ul style="list-style-type: none"> • What do people take into account when considering a career? • What are the requirements of the career of my choice? • What jobs are most 	<p><u>Reading comprehension</u> Provide age level appropriate sentences describing various stores and merchants. Students will write the profession for each description.</p> <p><u>Kahoot it</u> Create a game of Kahoot describing professions. Students will use cell phones iPads or tablets to respond.</p>	<p>Teacher created sentences Web resources</p> <p>Kahoot https://getkahoot.com/</p>	<p>A profession is a vocation founded upon specialized educational training.</p> <p>A professional is a person engaged in a specified activity as for pay rather than as a pastime.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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>in demand today and which ones are likely to be in demand in the future?</p>	<p><u>Table Talk</u> Students provide a description for each profession displayed at a given station. Students ask/respond to simple questions related to the topic.</p>	<p>Centers Images Pinterest</p>	
<p>SLO # 5 Describe leisure activities within your community orally and in writing.</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"> • What are the main attractions in the community? • Where are the hot spots for the teens? Why are these places favored by teens? • What is the significance of "la 	<p><u>Las actividades en el centro</u> Write sentences by combining phrases from both columns from activity # 6 in <i>Avancemos!</i> Be sure to change the verb form.</p> <p><u>Compare/Contrast</u> Read Comparación Cultural on page 225 from <i>Avancemos!</i>. Compare and contrast markets from your community with the one from the textbook.</p>	<p>¡Avancemos! 1 Textbook: p. 224 , Activity # 6</p> <p>¡Avancemos! 1 Comparación Cultural Los mercados Textbook: p. 225</p>	<p>Most colonial cities in Spanish America were planned around a square <i>plaza de armas</i>, where troops could be mustered, as the name implies, surrounded by the governor's palace and the main church. In modern usage, a <i>plaza</i> can be any gathering</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>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>plaza" in Spanish culture?</p>	<p><u>Conversations</u> In pairs, students ask/respond to questions about leisure activities they are interested in doing within their community.</p> <p><u>Read and Write</u> Complete what Maribel says using the forms of the verb poder and answer her questions based on the poster in Activity # 6 in <i>Avancemos!</i></p> <p><u>Listen and write</u> Listen to Enrique and Maribel talk about things to do in the city and then respond to the comprehension questions on page 227 of <i>Avancemos!</i></p>	<p>¡Avancemos! 1 Textbook: p. 224 Activity # 5</p> <p>¡Avancemos! 1 Telehistoria escena 2 Textbook: pp 226-227 Activity # 9 DVD 1 CD 4: Track 15</p>	<p>place on a street or between buildings, a street intersection with a statue, etc...</p>

Unit 2 Vocabulary			
Unidad 2: Vocabulario: Around town			
Professions/Profesiones	Places/Lugares	Vocabulary/Vocabulario	Adjectives/ Los adjetivos
El camarero	La cafetería	La calle	Bonito/ Bonita
El obrero	La carnicería	La calle principal	Pequeño/ Pequeña
El cocinero	La frutería	La avenida	Grande
El carnicero	La droguería	La carretera	Bueno/ Buena
El panadero	La lavandería	El camino	Lindo/ Linda
El carpintero	La lechería	La autopista	Delicioso/ Deliciosa
El pescador	La librería	El bulevar	Fresco/ Fresca
El pastelero	La panadería	La comida	Interesante
El peluquero	La pastelería	El café	Inteligente
El comerciante	La pescadería	El té	Caro/ Cara
El farmacéutico	La peluquería	La leche	Rico/ Rica
El pastelero	La verdulería	Los libros	Perezoso/ Perezosa
El comerciante	La tintorería	El carne	Laborioso/ Laboriosa
El zapatero	La mueblería	Las frutas	Divertido/ Divertida
El sastre	La zapatería	Las verduras	Feliz
El joyero	La perfumería	La medicina	Triste
El doctor	La joyería	La ropa	Fácil
El abogado	El parque	El pan	Difícil
El dentista	El teatro	El pescado	
El contador	El cine	Los pasteles	
El cartero	La tienda	Los muebles	
El chofer	El centro comercial	Los zapatos	
El ingeniero	La iglesia	El perfume	
El bombero	La mezquita	Las joyas	

Unit 2 Vocabulary			
Unidad 2: Vocabulario: Around town			
Directions/Direcciones	Activities/Actividades	Verbs/Los verbos	Other words and phrases
	El restaurante La piscina El banco El metro El supermercado La plaza	La selección La película La obra El concierto El billete	
A la derecha A la izquierda Dentro Al lado Cerca Delante Adentro Afuera Entre Enfrente Sobre Encima Detrás Debajo En autobús En coche A pie	Comprar: ○ vestidos ○ verduras ○ frutas ○ comida ○ zapatos ○ muebles ○ joyas Ir a ... ○ la iglesia ○ la mezquita ○ la librería ○ la piscina ○ al parque ○ al restaurante ○ al cine ○ al teatro Ver ○ una obra	Ser Ir Estar Gustar Hacer Haber Hablar Comprar Caminar Visitar Girar Orar Nadar Llevar Llegar Mostrar Leer Ver Vender	¿Dónde está...? ¿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 ... ¿Qué haces en...? ¿Qué vas a hacer ...? Ir a la... Ir al... Muchas cosas Otras cosas

Unit 2 Vocabulary

Unidad 2: Vocabulario: Around town

	<ul style="list-style-type: none">○ una película Leer libros Dar un paseo Apagar el fuego	Poder Prescribir	
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Unit 2 Grammar

This Unit will focus on the following grammatical concepts:

- Subject pronouns
- Infinitive forms of regular verbs ar, er, and ir
- Present tense of irregular verbs – ser, estar, poder, ver, ir
- Present tense of Gustar + infinitive
- Present tense of verbs + infinitive
- Masculine and feminine adjectives
- Expressions with Hacer
- Prepositions of location
- Comparatives
- Interrogative adjectives
- Question forms

Hablar	Leer	Prescribir	Ver	Ir
Yo hablo	Yo leo	Yo prescribo	Yo veo	Yo voy
Tú hablas	Tú lees	Tú prescribes	Tú ves	Tú vas
Él/ella habla	Él/ella lee	Él/ella prescribe	Él/ella ve	Él/ella va
Nosotros hablamos	Nosotros leemos	Nosotros prescribimos	Nosotros vemos	Nosotros vamos
Vosotros habláis	Vosotros leéis	Vosotros prescribís	Vosotros veis	Vosotros vais
Ellos/ellas hablan	Ellos/ellas leen	Ellos/ellas prescriben	Ellos/ellas ven	Ellos/ellas van

Unit Project (Choose 1)	
Project (Suggested)	Project (Suggested)
<p>1. Illustrate a children's book of your town or the town of your dreams. Include colorful images of various buildings, attractions and people. Use adjectives to describe your town. Present your book to the class. Books will be displayed around the classroom.</p> <p>RUBRIC REQUIRED</p>	<p>2. Poll the class about their favorite leisure activities. Transfer your findings in a bar graph or pie chart. Research favorite activities of teens in a Spanish-speaking country. Attach a paragraph to your chart describing your findings.</p> <p>RUBRIC REQUIRED</p>