

Spanish Curriculum



Grade 7: Unit Three

Title: Home, Sweet Home

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 3

Pacing Chart – Unit 3			
#	Student Learning Objective	CCSS	8 weeks
1	Describe different types of communities orally and in writing.	7.1.NM.B.3 7.1.NM.B.2 7.1.NM.A.4	
2	Identify types of dwellings and characteristics of a home orally and in writing.	7.1.NM.C.4 7.1.NM.A.4 7.1.NM.C.4	
3	Identify and describe rooms found in a home orally and in writing.	7.1.NM.A.4 7.1.NM.B.4 7.1.NM.A.1	
4	Identify and describe household furniture items orally and in writing.	7.1.NM.B.3 7.1.NM.B.2	
5	Identify and describe household chores and responsibilities orally and in writing.	7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 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
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individually or with Partners
- Individual Response Board
- Tiered/Multilevel Activities
- Learning Centers
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

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:

- Location and financial conditions determine the types of dwellings we live in
- Landscapes reflect a community's way of life
- Living arrangements depend on family and financial circumstances
- Contributions by all family members is necessary to complete all chores
- Furnishings are indicative of individual style and social status

Grade: 7	Unit: Three	Topic: Home, Sweet Home
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		
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	<ul style="list-style-type: none"> • What is a community? 	<u>Think/Pair/Share</u> Think about the	Unit Vocabulary	Neighborhoods vary based on geographical location,

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Describe different types of communities orally and in writing.</p> <p>Standard: 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture and language during greetings, leave-takings, and daily interactions.</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.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> Why is it important to be part of a community? What type of neighborhood do you live in? 	<p>neighborhood you live in and how you would describe it. Pair with a partner and describe your neighborhood/community. Share with the whole group.</p> <p>Directions In groups, students will follow directions given by the teacher to arrive to the various city neighborhoods indicated around the classroom.</p> <p>Song Listen to the song "Bienvenidos a mi barrio" and list all the places mentioned in the song. Select two places from your list and describe them in writing based on your neighborhood</p>	<p>Teacher-created directions Index cards</p> <p>Neighborhood song - Bienvenido a mi barrio https://www.youtube.com/watch?v=M3_6qtuipA8</p>	<p>demographics and social characteristics.</p>
<p>SLO # 2</p>	<ul style="list-style-type: none"> What type of dwellings 	<p><u>Manuel's House</u> Watch DVD 2 and visit</p>	<p>¡Avancemos! 1 Vivimos aquí</p>	<p>Around the world, people live in many different</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Identify types of dwellings and characteristics of a home orally and in writing.</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>Standard: 7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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>can we find in our town?</p> <ul style="list-style-type: none"> What are the characteristics of urban and suburban homes? 	<p>Manuel to learn about his house. Compare your house to that of Manuel's and share with a partner.</p> <p><u>Think/Pair/Share</u></p> <p>Ask students to think about houses and dwellings from the country of their origin. Share the information with a partner and then with the larger group. Discuss differences and similarities in design, size, and location.</p> <p><u>Journal Entry</u></p> <p>Write one or two paragraphs in your journal describing your home. Include the type of dwelling you live in, number of rooms, bathrooms, garden, garage etc. Use adjectives to describe size, shape, and color.</p>	<p>Textbook: pp 246-269 DVD 2 CD 5: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 Cuaderno: pp 197-199, 200-202, 203-205, 206-207</p> <p>Practical Spanish- Reading excerpt - Una nueva casa (audio and script)</p> <p>http://www.learnpracticalspanishonline.com/beginner/beginner-readings/absolute-beginner-reading4.html</p>	<p>types of houses. Some houses are very large, some are made with expensive materials, some are very simple, and others are extremely old.</p> <p>Spanish style homes were very popular in the United States from 1915-1945. The Spanish style has a stucco exterior, a clay-tile roof, exposed beams, wrought-iron details and repeated arches around an entry walkway. Front doors are of heavy carved wood and porches sometimes feature spiral columns. Walls and floors are often covered with patterned tiles. The floor plan may also include an enclosed courtyard.</p>
<p>SLO # 3</p>	<ul style="list-style-type: none"> How many rooms 	<p><u>House Plans</u></p> <p>Design or create your house</p>	<p>Las partes de la casa - una canción</p>	<p>The average home size in the United States is 2,300</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Identify and describe rooms found in a home orally and in writing.</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.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes</p>	<p>constitute a comfortable home?</p> <ul style="list-style-type: none"> How do the floor plans of American and Spanish homes differ? 	<p>plans. Take turns sharing your plans with a partner and giving him/her a tour of your home by identifying the various rooms.</p> <p><u>Real Estate</u> In groups, role-play customers (house hunters) and a real estate agent. Ask and respond to questions related to the size of a home, location, number of rooms, bathrooms, and any additional feature that you request.</p> <p><u>Lectura</u> Have students read the advertisements for houses and apartments for sale in Ecuador and then compare the two places. In pairs, students discuss their preference and where they would prefer to live.</p>	<p>https://www.youtube.com/watch?v=TK5u4c6s8uQ</p> <p>Casa Casita - una cuenta-video https://www.youtube.com/watch?v=79lX Js-FpE</p> <p>¡Avancemos! 1 Lectura Textbook: pp 265-266 CD 5: Track 10</p>	<p>square feet while the average home size in Spain is 1,044 square feet.</p> <p>In multi-storied dwellings in Spain, the first floor is counted as the ground floor. What we consider the second floor is called the first floor in Spain and Latin American countries.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 4</p> <p>Identify and describe household furniture items orally and in writing.</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.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>	<ul style="list-style-type: none"> • Is furniture universal? • What styles of furniture have contemporary appeal? • What are the most important pieces of furniture in a household? 	<p><u>Apartment Rental</u> You are looking to rent a furnished apartment for three weeks on the beach. Write an ad stating exactly what you need in the apartment, including number of rooms, number of bathrooms, furniture and any additional amenities.</p> <p><u>Picture prompt</u> Create discussion centers around the classroom. At each center, place several images of furnished rooms. Students will rotate and each set will take turns to describe an image orally.</p> <p><u>White Boards</u> Project an image of a furnished room. Instruct students to follow your directions and then write the vocabulary word of the item on their individual white board. Teacher will quickly</p>	<p>Miguel del mundo y Sabo en La casa y los muebles - video https://www.youtube.com/watch?v=MZgYF0cO2iQ</p> <p>¡Avancemos! 1 Textbook: pp 248-249</p> <p>Printablespanish.com- Printable activities http://printablespanish.com/freebies/CuartosArticulos.pdf</p>	<p>The two most prominent characteristics of Spanish-style furniture are scale and color. Chair legs are broad and square, and chair backs are high and wide. The lids and doors on chests and cabinetry are substantial in weight.</p> <p>Carved from wood, many Spanish-style pieces are painted in bright colors, gold being a favorite. Chests and cabinets, in particular, may be painted in bold colors or covered in fine leather and decorated with metal ornamentation. Wrought iron is often used as a decorative element.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>assess before moving forward to the next direction.</p>		
<p>SLO # 5 Identify and describe household chores and responsibilities 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.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.B.3 Imitate appropriate gestures and intonation of</p>	<ul style="list-style-type: none"> • What are your responsibilities in your household? • Are household chores gender and age specific across cultures? 	<p><u>Chore identification</u> Teacher displays images. Students will identify the chore by writing it on their white board. Teacher will quickly assess before moving to the next image.</p> <p><u>Role Play- Las obligaciones en casa</u> In pairs, students will take turn to ask/respond questions about each other's responsibilities at home based on Activity 4 on page 276 in <i>Avancemos!</i> after watching DVD 2.</p> <p><u>Survey</u> Students will conduct a class survey on household chores. They will then create a chart and find out the percentage of students who do the various chores.</p>	<p>¡Avancemos! 1 Textbook: pp 272-273 DVD 2 CD 5: Tracks 12, 13</p> <p>Textbook: p. 276 Activity 4</p> <p>Los quehaceres domésticos - Quizlet flash cards https://quizlet.com/16219214/los-quehaceres-domesticos-flash-cards/</p> <p>Printable Activities https://www.teachervision.com/tv/printables/phdirect/0876287577_163-164_key.pdf</p> <p>printablepsnaish.com - la casa y los quehaceres domésticos http://printablespanish.com/reebies/CasaQuehaceres.pdf</p>	<p>Through a draft bill approved in the Spanish Parliament, children under 18 will be legally obliged to do chores and be 'respectful'. If it is passed, children in Spain will have to help out with the housework in accordance with their age and regardless of their gender. They will also have to participate in family life and respect their parents and siblings.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>the target culture(s)/ 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><u>¿Qué vas a hacer?</u></p> <p>Look at the pictures on page 274 Activity 2 in <i>Avancemos!</i> textbook, and identify in writing what must be done.</p>	<p>¡Avancemos! 1</p> <p>Textbook: p. 274 Activity 2</p>	

Unit 3 Vocabulary
Unidad 3: Vocabulario : Home, Sweet Home

Vocabulary/Vocabulario	Places/Lugares	Furniture/ Los muebles	Adjectives/ Los adjetivos
La cocina	El pueblo	Los muebles	Bonito/ Bonita
El comedor	El campo	La cómoda	Pequeño/ Pequeña
El salón	El barrio	El sillón	Grande
El cuarto	La esquina	La cama	Bueno/ Buena
La escalera	La calle	La silla	Lindo/ Linda
La sala	La cuadra	La mecedora	Interesante
El baño	El centro	El banco	Caro/ Cara
El jardín	El edificio	El estante	Barato/ Barata
El patio	La casa	La mesa	Perezoso/ Perezosa
El garaje	El apartamento	El sofá	Laborioso/ Laboriosa
El piso	La planta baja	La lámpara	Divertido/ Divertida
El suelo	El primer piso	El armario	Moderno/ Moderna
La puerta	Los rascacielos	La alfombra	Contemporáneo/ Contemporánea
La ventana	Las zonas residenciales	El espejo	Clásico/ Clásica
La entrada	Las zonas comerciales	La cortina	Antiguo/ Antigua (de época)
La terraza	Las zona rurales	El televisor	Pesado/Pesada
	Las zonas urbanas	El teléfono	Ligero/ Ligera
	Las zonas suburbanas	El radio	Feliz
		La estantería	Triste
			Fácil
			Difícil
			Ideal
			Sucio/ Sucia
			Limpio/ Limpia

Unit 3 Vocabulary			
Unidad 3: Vocabulario : Home, Sweet Home			
Directions /Direcciones	Chores/los quehaceres	Verbs/Los verbos	Other words and phrases
A la derecha A la izquierda Adentro Al lado Cerca Delante adentre Afuera Entre Enfrente Sobre Encima Detrás Debajo En autobús En coche En pie	Limpiar Sacar la basura Lavar los platos Barrer el suelo Hacer la cama Planchar la ropa Pasara la aspiradora Cortar el césped Darle de comer al perro Cocinar Poner la mesa Quitar la mesa	Ser Ir Estar Gustar Hacer Haber Poder Tener Ver Limpiar Seguir Llegar Habitar Bajar	¿Dónde está...? ¿Cuál es...? ¿Por qué? Porque... ¿De dónde es...? ¿Qué haces en...? ¿Qué vas a hacer ...? Muchas cosas Otras cosas Muy Mucho Poco Más Un poquito

Unit 3 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)	
<p>Project (Suggested)</p> <p>Create a Power Point or video presentation of your house. Take us on a tour of all rooms including outdoor areas (garage, front yard, back yard). Present to the whole group and narrate the areas we are visiting using the target language.</p> <p>RUBRIC REQUIRED</p>	<p>Project (Suggested)</p> <p>Design a room in your house to suit your taste. Add the necessary furniture of your choice, color scheme, and accessories. You may draw a picture or create a Prezi. Write a paragraph in Spanish to accompany your work.</p> <p>RUBRIC REQUIRED</p>