

Spanish Curriculum



Grade 7: Unit Four Title: Staying Healthy

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 4

Pacing Chart – Unit 4			
#	Student Learning Objective	CCSS	9 weeks
1	Identify and describe body parts orally and in writing.	7.1.NM.B.3 7.1.NM.B.2 7.1.NM.A.4	
2	Identify and describe healthy activities to conduct a healthy lifestyle orally and in writing.	7.1.NM.B.2 7.1.NM.C.4 7.1.NM.A.4	
3	Identify and describe healthy food choices to maintain a healthy lifestyle orally and in writing.	7.1.NM.A.4 7.1.NM.B.5 7.1.NM.C.3	
4	Describe individuals by their body type orally and in writing.	7.1.NM.A.4 7.1.NM.B.4	
5	Discuss and describe common illnesses and pains orally and in writing.	7.1.NM.B.3 7.1.NM.A.1 7.1.NM.A.5 7.1.NM.B.2	

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 individual or with Partners
- Individual Response Boards
- Tiered/Multilevel Activities
- Learning Centers
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

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:

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday behaviors.
- An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
- Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- There are many short and long term health benefits and risks associated with nutritional choices.

Grade: 7	Unit: Four	Topic: Staying Healthy
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.4 , 7.1.NM.A.5, 7.1.NM/B.2, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3, 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
<p>SLO # 2</p> <p>Identify and describe healthy activities to conduct a healthy lifestyle orally and in writing.</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>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</p>	<ul style="list-style-type: none"> How are physical activities helpful in maintaining a healthy lifestyle? 	<p><u>Reading comprehension</u> In groups, students read about and discuss what three people say about sports. Each group reports back on their reading.</p> <p><u>Lectura y Escritura</u> Using the three descriptions as models from <i>Avancemos!</i> "Deportes Favoritos", write a short paragraph about your favorite sport.</p> <p><u>Scenarios</u> Provide written or oral scenarios and have students write on white boards the proper activity to match the scenario. Teacher will quickly assess before moving forward with the next scenario. i.e. Scenario: <i>A Marco le gusta el invierno.</i> Students: <i>El quiere esquiar.</i></p> <p><u>Venn Diagram Discussions</u> In pairs, students discuss activities</p>	<p>¡Avancemos! 1 Textbook pp 348-349 Comparación Cultural Deportes Favoritos DVD 2 Cuaderno pp 292-294</p> <p>Printablespanish.com - la salud y la enfermedad http://printablespanish.com/freebies/EnfermedadPuzzle.pdf</p> <p>printablespanish.com - me duele http://printablespanish.com/FBfree/MeDuele.pdf</p> <p>Health and body http://printablespanish.com/FBfree/SaludCuerpoXwd1.pdf</p> <p>¡Avancemos! 1 Textbook: p. 340 Activity 18</p>	<p>There are multiple living and wellness programs globally that teach us how to eat healthy, exercise regularly, deal with stress and manage relationships.</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>they did last week in an effort to stay healthy. Using a Venn Diagram, students list their activities on each side, and in the middle they list activities they have in common.</p> <p>Compare and Contrast: Poll the class about their physical activities each day. Compare your findings with teens in Spain by taking the wii fit test and completing the Wii Fit activity sheet.</p>	<p>http://ms2.nintendo-europe.com/wiifit/esES</p>	
<p>SLO # 3 Identify and describe healthy food choices to maintain a healthy lifestyle orally and in writing. Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or</p>	<ul style="list-style-type: none"> • Is healthy living a universal concept? • What contributes to adopting a healthy lifestyle? • What are the long-term effects of a healthy lifestyle? 	<p>Journal Tracking Write a journal entry and track your weekend food intake. Include all meals, snacks, and all beverages. Also include any physical activities, sports, training or fitness.</p> <p>Pair discussion In pairs, discuss your journal entry and eating habits. Suggest what changes need to be made to your</p>	<p>Choosemyplate.gov - guide http://www.choosemyplate.gov/teens</p> <p>Choosemyplate.gov en Español http://www.choosemyplate.gov/multilanguage-spanish</p> <p>Posters</p>	<p>Young people experience many changes during their tween and teen years. Building healthy food and physical activity habits will help them now and as they enter adulthood.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>written descriptions</p> <p>Standard: 7.1.NM.B.5</p> <p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>Standard: 7.1.NM.C.3</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p>		<p>partner's diet to establish healthy habits.</p> <p><u>Webquest</u></p> <p>You need to shop online for a few items for your vacation home in Spain. You have 40 Euros to spend. Buy the ingredients for a breakfast, lunch, afternoon snack and dinner.</p> <p><u>Healthy Dietary Plan</u></p> <p>In groups of three or four, create and design a healthy dietary plan for five days using a food plate and/or a food pyramid. Include in your physical and exercise regimen. Present to the whole group.</p> <p><u>Compare/Contrast</u></p> <p>How does the US and Spain measure the quantity of food you can have each day in my plate/pyramid charts? Consider quantity, unit of measure, number of examples and any other comparison that comes to mind.</p>	<p>Markers</p> <p>Food Pyramid/ Food plate Printable</p> <p>http://www.choosemyplate.gov/sites/default/files/printablematerials/MyPlateGraphicsSlick-sp_0.pdf</p> <p>Supermercado Eroski</p> <p>http://www.compraonline.grupoeroski.com</p> <p>US Biotek Sample Report</p> <p>http://www.centerforfoodallergies.com/3_a.pdf</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p><u>Jeopardy</u> Play Jeopardy with the following categories: 1) verdura o fruta? 2) productos lacteos 3) carnes 4) granos 5) los colores</p> <p><u>Interpreting a Graph</u> View printed Spanish language allergy test results in groups and complete an interpretive questionnaire</p> <p><u>Food allergies!</u> You speak Spanish so your friends rely on you to interpret food labels for them. Find a picture of a Spanish product on the Internet that your friend should avoid. Mike is allergic to chocolate products. Ana/soy; Alec/citrus; Sam/wheat; Natalie/seafood; Frank/dairy products; Daniel/potatoes; Sandra/eggs; Mary/fish; Rob/nuts.</p>	<p>NJDOE – Living Healthy/Vive Sano http://www.state.nj.us/education/cccs/2014/wl/21cu/index.html</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 4 Describe individuals by their body type 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>	<ul style="list-style-type: none"> How does society shape our opinion of body image? What factors predict a healthy body? 	<p><u>Descriptions</u> Using cut outs from magazines, students will work in pairs to describe a person’s body type using descriptive adjectives. i.e. <i>Manuel es bajo pero muy muscular.</i></p> <p><u>Journal Entry</u> Write a journal entry describing your body using the proper form and gender.</p> <p><u>Centers</u> Place various images of celebrities, models, and other people from magazines, catalogs and the web. Have students rotate to ask/respond to questions about example at each station.</p>	<p>Body Descriptions - Quizlet Flashcards https://quizlet.com/22427526/body-description-spanish-adjectives-flash-cards/</p> <p>Journals</p> <p>Magazines, catalogs, websites, etc.</p>	<p>Anorexia nervosa is a serious, potentially life-threatening eating disorder characterized by self-starvation and excessive weight loss.</p>
<p>SLO # 5 Discuss and describe common illnesses and pains orally and in writing.</p>	<ul style="list-style-type: none"> What must we do to achieve optimal health? Is it only based on what we eat? 	<p><u>Create a story</u> Watch the animation video in <i>Nace un Dibujo - el doctor Luli</i>. In groups of three, write a story line, dialogue and scenario based on the images. Send it to the teacher</p>	<p>Nace un dibujo- El doctor, Luli TV https://www.youtube.com/watch?v=9NiAylUpDlk www.makebeliefscomix.com</p>	<p>Anorexia nervosa involves self-starvation; The body is denied the essential nutrients it needs to</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>Standard: 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.</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>Standard: 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>		<p>electronically as a comic.</p> <p><u>Listening Comprehension</u> Watch the video "Caillou va al medico" and then answer comprehension questions in writing. Report back to the whole group.</p> <p><u>Role Play</u> In pairs, students role play doctor and patient scenarios in an office visit and/or emergency room visit. Doctor asks specific questions, patient responds describing condition. The doctor provides advice.</p> <p><u>Picture Prompt</u> Provide a picture prompt, or various picture prompts about people who are sick/look sick to students and ask them to write a description of what may be wrong with the person in the image.</p>	<p>Caillou va al médico - video https://www.youtube.com/watch?v=tzCLADasW5Q</p>	<p>function normally, so it is forced to slow down all of its processes to conserve energy. This “slowing down” can have serious medical consequences.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<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>				

Unit 4 Vocabulary
Unidad 4: Vocabulario: Home, Sweet Home

Body Parts/ Los partes del cuerpo	Vocabulary/Vocabulario	Health/ La salud	Adjectives/ Los adjetivos
El cuerpo El brazo/ los brazos El corazón El estómago La mano/ las manos La pierna/ las piernas La rodilla/ las rodillas El tobillo/ los tobillos El pie/ los pies La espada La hombro/ Las hombros La cabeza La cara El cuello La oreja/ las orejas El ojo/los ojos La nariz La boca El labio/ los labios Los dientes La garganta	La playa El mar El parque El bloqueador del sol El casco El dolor La energía El médico El farmacéutico La enfermera La dentista El fisioterapeuta	Los escalofríos El catarro El consultorio El hospital La sala de emergencia El síntoma El diagnóstico El examen El medicamento El antibiótico Los comprimidos La fiebre La gripe La consulta La tos La diagnosis La alergia La inyección La medicina La aspirina La farmacia La receta Las pastillas/las píldoras/las cápsulas/la tableta La dosis	Fuerte Herido/ Herida Sano/ Sana Enfermo/ Enferma Atlético/ Atlética Muscular Grande Pequeño/ Pequeña Bajo/ Baja Cansado/ Cansada Débil Delgado/ Delgada Gordo/ Gorda Flaco/ Flaca Mediano/ Mediana Corto/ Corta Largo/ Larga Nervioso/ Nerviosa Triste Feliz Tranquilo/ Tranquila Contento/ Contenta Mal/ Malo/ Mala

Unit 4 Vocabulary
Unidad 4: Vocabulario: Home, Sweet Home

Unit 4 Vocabulary			
Unidad 4: Vocabulario: Home, Sweet Home			
		Estar resfriado/a La enfermedad La vitamina	
Directions/Direcciones	Activities/Actividades	Verbs/Los verbos	Other words and phrases
La izquierda La derecha La cima El fondo El frente Delante de Detrás de	Caminar Hacer esquí acuático Bucear Levantar pesas Nadar Correr Montar en bicicleta Dar un paseo Tomar el sol Comer sano Patinar Jugar el fútbol Jugar al voleibol Jugar al basquetbol Estar de vacaciones Bucear Esquiar	Ser Ir Estar Gustar Hacer Haber Poder Tener Ver Limpiar Seguir Llegar Habitar Comer Comprar Ayudar Examinar Estornudar Recetar Tose	Anoche Ayer Le duele Lo siento ¿Qué hiciste (tú)? ¿Qué hicieron ustedes? ¿Estás enfermo?/ enferma? ¿Qué te pasa? De buen humor De mal humor Me duele(n)... Tengo dolor de ¡Achis!

Unit 4 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
- Possessive adjectives
- Interrogative adjectives
- Question forms
- Command 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 lean	Ellos/ellas prescriben	Ellos/ellas ven	Ellos/ellas van

Unit Project (Choose 1)	
<p>Project (Suggested)</p> <p>1. Create a Power Point Presentation (PPT) of your favorite athlete. Take us on a tour of his/her entire career including sport played, number of years active, prizes and rewards. Present to the whole group and describe in the target language the areas we are visiting.</p> <p>2. Go to the web page http://www.dietas.com/articulos/12-consejos-para-estar-saludable.asp and illustrate each piece of advice. Elaborate on the advice in Spanish explaining why it is important to follow.</p> <p>RUBRIC REQUIRED</p>	<p>Project (Suggested)</p> <p>3. Create a five day exercise routine to stay healthy and in shape. Describe activity, length of time and calories burned.</p> <p>4. Your health class is creating brochures to inform your community about things they should do to stay healthy (nutrition, exercise, etc.). Your teacher has asked you to create a brochure in Spanish so that your school can also provide this information to Spanish-speaking members of the community. Your brochure must contain:</p> <ol style="list-style-type: none"> 1) a cover page with title 2) three forms of advice about nutrition 3) three forms of advice about exercising 4) one form of advice about any other aspect of being healthy <p>RUBRIC REQUIRED</p>