

# Spanish Curriculum



**Grade 8: Unit One**

**Title: Cyber 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 8 consist of the following four thematic units of study:

Unit 1: Cyber World

Unit 2: Let's go shopping!

Unit 3: Entertainment world

Unit 4: The arts

## Pacing Chart – Unit 1

Pacing Chart – Unit 1			
#	Student Learning Objective	CCSS	8 weeks
1	Identify and describe digital devices used in today's technology rich world orally and in writing.	7.1.NM.B.3 7.1.NM.B.2 7.1.NM.A.4	
2	Understand activity vocabulary in context related to the digital world orally and in writing.	7.1.NM.B.2 7.1.NM.C.4 7.1.NM.A.4	
3	Understand and integrate media and web related activities orally and in writing	7.1.NM.A.4 7.1.NM.B.4	
4	Describe and discuss computer safety and social media protocols orally and in writing.	7.1.NM.B.3 7.1.NM.A.1 7.1.NM.A.5 7.1.NM.B.2	
5	Describe and discuss the gaming world orally and in writing.	7.1.NM.C.4 7.1.NM.B.5	

## Educational Technology

### Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ **Technology Operations and Concepts**

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ **Creativity and Innovation**

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ **Digital Citizenship**

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### **CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Career Ready Practices

### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### **CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Enrichment

### **Accommodate Based on Students' individual Needs: Strategies**

- Adaption of Material and Requirements
- Open-ended activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Individual Response Board
- 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:**

- Technology is constantly changing and requires continuous learning of new skills.
- The selection of technology should be based on personal and/or career needs assessment.
- Technological developments affect people’s lives and transform societies.
- Information can be acquired from various sources.
- Technology use can have positive or negative impact on both users and those affected by their use.
- The use of digital tools and media rich resources enhance creativity and the construction of knowledge.

<b>Grade: 8</b>	<b>Unit: One</b>	<b>Topic: Cyber World</b>
<p><b>New Jersey Core Curriculum Content Standards (NJCCCS):</b>  <b>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.4</b></p>		
<p><b>ACTFL Modes of Communication:</b></p> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 1</b>            Identify and describe digital devices used in today's technology rich world orally and in writing.</p> <p><b>Standard: 7.1.NM.B.3</b>            Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.</p> <p><b>Standard:7.1.NM.B.2</b>            Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>Standard: 7.1.NM.A.4</b>            Identify familiar people, places, and objects based on simple oral and/or</p>	<ul style="list-style-type: none"> <li>• What are the pros and cons of living in the digital age?</li> <li>• What steps can I take to maintain cyber security?</li> </ul>	<p><b><u>Sentence Writing</u></b>            Students construct complete sentences with vocabulary words presented identifying what can be done with the devices, etc. (images may also be used).</p> <p><b><u>Listening Comprehension</u></b>            Listen to the list of words from <i>Avancemos!</i> audio. Students raise their hands if the word is part of a computer.</p> <p><b><u>How do you use it?</u></b>            Tell how you use the items pictured in activity # 2 on page 358 of <i>Avancemos!</i> textbook. Pair students to ask/respond.</p>	<p><b>¡Avancemos! 1</b>            Textbook: pp. 354-377            DVD 2            CD 7: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11            Cuaderno: pp. 295-297, 298-300, 301-303, 304-305</p> <p><b>¡Avancemos! 1</b>            Textbook: p. 357            CD 7: Tracks 1, 2</p> <p><b>¡Avancemos! 1</b>            Textbook: p. 358, Activity # 2</p>	<p>Today nearly two-thirds of Americans own a smartphone, and 19% of Americans rely to some degree on a smartphone for accessing online services and information and for staying connected to the world around them. This is either because they lack broadband at home, or because they have few options for online access other than their cell phone.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
written descriptions				
<p><b>SLO # 2</b> Understand activity vocabulary in context related to the digital world orally and in writing.</p> <p><b>Standard: 7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>Standard: 7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Standard: 7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or</p>	<ul style="list-style-type: none"> <li>• How do new technologies result in broader social change?</li> <li>• How can I transfer what I know to new technological situations/experiences?</li> <li>• What are my responsibilities for using technology?</li> </ul>	<p><b><u>Listening comprehension</u></b> Listen for the places Alicia's T-shirt has been in CD 7 track 3. Write the names of cities, states, and countries using arrows for sequencing.</p> <p><b><u>Reading Comprehension</u></b> In groups of three, students read and discuss the previously heard conversation between Florencia and Mariano. Each group reports back to the whole group about the differences they were able to detect between the two versions.</p> <p><b><u>Pair Inquiries</u></b> In pairs, students ask/respond how to do the things listed in Activity # 5 on page 360 of <i>Avancemos!</i></p>	<p><b>¡Avancemos! 1</b> Telehistoria escena 1 Textbook: pp. 359-360 DVD 2 CD 7 Track 3</p> <p><b>¡Avancemos! 1</b> Textbook: p. 360 Activity # 5</p>	<p>For a number of Americans, smartphones serve as an essential connection to the broader world of online information.</p> <p>Overall, 84% of U.S. households own a computer, and 73% of U.S. households have a computer with a broadband connection to the Internet, according to a survey conducted by the Census Bureau.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
written descriptions		<p><b><u>Journal</u></b> Write step-by-step instructions on how to send an e-mail in your journals.</p>	<b>Journals</b>	
<p><b>SLO # 3</b> Understand and integrate media and web related activities orally and in writing</p> <p><b>Standard: 7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p><b>Standard: 7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> <li>• What are the benefits of using multiple media to locate information?</li> <li>• How do I know which resources fit my needs?</li> </ul>	<p><b><u>Integración</u></b> Read the web page on page 317 in <i>Avancemos!</i> and listen to the radio program. Tell where you prefer to go after school and why.</p> <p><b><u>PC Magazine Article</u></b> Write an article for a computer magazine about your computer use. Describe various activities using verbs, adjectives and related vocabulary.</p> <p><b><u>Compare/Contrast</u></b> Compare and contrast your article with a partner using a Venn Diagram and then discuss orally the activities that are most popular among teens.</p>	<p><b>¡Avancemos! 1</b> Textbook: p. 371 Activity # 19 CD 7: Tracks 8, 9</p> <p><b>¡Avancemos! 1</b> Textbook: p. 371 Activity # 20 Provided Rubric</p> <p><b>Venn Diagram</b></p>	<p>Consumers enjoy shopping on Black Friday, yet were more likely to shop on Cyber Monday because of its greater convenience.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 4</b></p> <p>Describe and discuss computer safety and social media protocols orally and in writing.</p> <p><b>Standard: 7.1.NM.B.3</b></p> <p>Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.</p> <p><b>Standard: 7.1.NM.A.1</b></p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Standard: 7.1.NM.A.5</b></p> <p>Demonstrate comprehension of brief oral and written messages</p>	<p>What are social media protocols and are they universal?</p>	<p><b><u>Lectura</u></b>            Read about how to protect your computer from viruses and then complete the virus protection questionnaire.</p> <p><b><u>Chart</u></b>            Based on the previous Lectura reading from <i>Avancemos!</i> create a cause and effect chart for computer viruses.</p> <p><b><u>Protocols</u></b>            In groups, develop a guide and protocols on safe use of Social Media. Post your protocols across the classroom and have groups walk around to learn about the importance of self-protection on Social Media.</p> <p><b><u>Journal Entry</u></b>            Write a journal entry of a behavior and/or post on Social Media that you later regretted. What would you</p>	<p><b>¡Avancemos! 1</b>            Lectura            Textbook: pp 372-374            CD 7: Track 10</p> <p><b>Poster Post its</b>  <b>Charts</b>  <b>Markers</b></p> <p><b>Journals</b></p>	<p>Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.</p> <p>There are multiple measures one can take to prevent hackers from hacking into computers resulting in identity theft.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p><b>Standard: 7.1.NM.B.2</b></p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>		do differently?		
<p><b>SLO # 5</b></p> <p>Describe and discuss the gaming world orally and in writing.</p> <p><b>Standard: 7.1.NM.C.4</b></p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Standard: 7.1.NM.B.5</b></p>	<ul style="list-style-type: none"> <li>• How have Internet games changed and developed over time?</li> <li>• Is Internet gaming universal in degree, frequency and type for young people all over the world?</li> </ul>	<p><b><u>Categorize</u></b> Students categorize games based on genre. Students use a chart for this activity.</p> <p><b><u>Discussion</u></b> Students engage in a class discussion on the impact of the gaming world for teenagers today. Discussion includes the number of hours per day/per week, types of games played, safety issues, etc.</p>	<p><b>List of games Chart</b></p> <p><b>List of games Ratings Genres</b></p>	<p>The computer gaming industry is bigger than the film and music industries and is growing faster than both of them put together. The industry is also changing fast. The typical computer gamer is in his mid 20s. Female gamers make up one of the fastest growing parts of the market.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<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><b><u>Parental Control</u></b>            You're a parent who is trying to set rules for gaming. Create a list of guidelines and rules that is age-appropriate. Divide students to work individually based on the age you provide.</p>	<p><b>Poster Post its Markers</b></p>	

<b>Unit 1 Vocabulary</b>			
<b>Unidad 1: Vocabulario: Cyber World</b>			
<b>Vocabulary/Vocabulario</b>	<b>Activities/ Las actividades</b>	<b>Games/ Los juegos</b>	<b>Adjectives/ Los adjetivos</b>
La dirección electrónica El icono El mensajero instantáneo La pantalla El ratón El sitio Web El teclado Las fotos Los videos Los archivos El virus La información Los correos electrónicos Los datos personales La protección La contraseña El disco compacto El cibercafé El WiFi Los medios de comunicación social Las aplicaciones Las compras en línea/ Compras por Internet El intruso informático	Conectar a Internet Estar en línea Navegar por Internet Hacer clic Quemar un disco compacto Tomar fotos Descargar Adjuntar Instalar software Mandar correos electrónicos Hablar con amigos Buscar una película Buscar informaciones Comprar en línea Sabotear	El videojuego La X-Box Los juegos de ordenador La categoría La clasificación El género Los juegos de acción Los juegos de aventura Los juegos de rompecabezas Los juegos de deportes Los juegos de roles Los juegos educativos Los juegos violentos Los juegos de los medios de comunicación social El jugador	Importante Inteligente Grande Pequeño/ Pequeña Bajo/ Baja Mediano/ Mediana Corto/ Corta Largo/ Larga Nervioso/ Nerviosa Tranquilo/ Tranquila Contento/ Contenta Mal/ Malo/ Mala Seguro/ Segura Protegido/ Protegida Tecnológico/ Tecnológica Adictivo/ Adictiva Interactivo/ Interactiva Necesario/ Necesaria

<b>Unit 1 Vocabulary</b>			
<b>Unidad 1: Vocabulario: Cyber World</b>			
<b>Negative and Indefinite situations</b>	<b>Verbs/Los verbos</b>	<b>Other expressions/Otras expresiones</b>	<b>Devices/</b>
Algo Alguien Algún Alguno/ Alguna Nada Nadie Ni...ni Ningún/ninguno (a) o...o Tampoco	Ser Ir Estar Gustar Hacer Haber Poder Tener Ver Comprar Vender Funcionar Mandar Jugar	Ayer Hoy Antes ayer La semana pasada El año pasado Entonces Luego Más tarde Por fin	iPad La tableta La computadora El pizarra inteligente La pizarra interactiva El proyector La cámara digital El celular El teléfono inteligente

## Unit 1 Grammar

This Unit will focus on the following grammatical concepts:

- Direct and Indirect object 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
- Past tense
- Masculine and feminine adjectives
- Expressions with Hacer
- Prepositions of location
- Comparatives and superlatives
- Possessive adjectives
- Interrogative adjectives
- Question forms
- Command forms
- Negative and indefinite expressions

<b>Hablar</b>	<b>Leer</b>	<b>Prescribir</b>	<b>Ver</b>	<b>Ir</b>
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

<b>Unit Project (Choose 1)</b>	
<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. You are in the market to purchase a new device i.e. Smartphone, laptop, iPad, etc.... Create a chart to show the various companies you researched to make your purchase, indicating prices, product quality, brand name, product details, etc... Present your chart to class and provide an explanation of why you chose the final product.</p> <p><b>RUBRIC REQUIRED</b></p>	<p>2. Design a PSA (Public Service Announcement) illustrating the dangers of the web. What are some of the problems teens face using the Internet and various websites? What are the percentages of the various aspects? Provide important steps that parents and teens should take to avoid difficulties. Present to the whole group.</p> <p><b>RUBRIC REQUIRED</b></p>