

Spanish Curriculum



Grade 8: Unit Four

Title: Going Places

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 4

Pacing Chart – Unit 4			
#	Student Learning Objective	CCSS	9 weeks
1	Identify types of transportation used for traveling orally and in writing.	7.1.NM.B.3 7.1.NM.B.2 7.1.NM.A.4	
2	Identify and demonstrate your knowledge on various steps needed for planning a trip.	7.1.NM.C.4 7.1.NM.B.2 7.1.NM.A.4	
3	Demonstrate your knowledge and describe the various places of interest of your travel destination orally and in writing.	7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.4	
4	Identify and demonstrate your knowledge of places to shop and bargaining 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

- Adaptation 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

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:

- Different forms of transportation have positive and negative impacts on communities
- Traveling broaden horizons and provides a deeper understanding of culture.
- Documentation required for travel may vary from one country to another.
- Cultural and idiomatic differences may be tricky and may lead to misunderstandings.
- Forms of transportation may vary based on destination.

Grade: 8	Unit: Four	Topic: Going Places
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.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 Identify types of	<ul style="list-style-type: none"> • How do things move? 	<u>Las vacaciones</u> In pairs, students ask/respond if they did the things pictured in	¡Avancemos! 1 Textbook: p. 412 Activity 2	El tren de las nubes is one of the three highest railways in the world. It starts in Salta,

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>transportation used for traveling orally and in 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>Standard: 7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<ul style="list-style-type: none"> What is the impact of different forms of transportation on our environment? 	<p>Activity 2 on p. 412 during their vacation.</p> <p><u>Telehistoria</u> Listen to the <i>Telehistoria</i> and identify the words Susana uses to talk about what she likes to do. In pairs, discuss the scenario and respond to the guided questions on p. 14 Activity 3. Report back to the whole group.</p> <p><u>Journal Entry</u> Write a journal entry on a trip you recently took. Describe when, where, and the type of transportation you used. The trip can be anything from a day trip, to a weekend, to traveling out of state or out of the country.</p> <p><u>Gap activity</u> Pairs of students alternate roles at the train station asking questions about the train schedule and purchasing a ticket to the desired destination.</p>	<p>Cuaderno: pp 344-346</p> <p>Tren a las Nubes http://www.argentina.travel/en/xp/tren-a-las-nubes-train-to-the-clouds-on-rails-but-very-close-to-the-sky/4300#.VynpCj8sdoU</p> <p>¡Avancemos! 1 Telehistoria Escena 1 Textbook: pp 413-44 DVD 2 CD 8: Track 3</p> <p>Journals</p>	<p>Argentina and ends at la Polvorilla Viaduct.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 2 Identify and demonstrate your knowledge on various steps needed for planning a trip.</p> <p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Standard: 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<ul style="list-style-type: none"> • Why do we travel? • Why do we need documentation and passports? 	<p><u>Documentation Needed</u> You are planning a trip out of the country. Discuss with a partner and list the documentation needed for your trip. Report back to the whole group.</p> <p><u>Table Talk</u> Provide images of various items one needs to include in their luggage while packing for a trip. Students ask/respond to questions based on images provided.</p> <p><u>Listen and Write</u> Listen to Susana's description and put the drawings in order. Once you have everything in order, write a paragraph.</p> <p><u>Gap activity</u> In pairs, students use a sample passport to have a conversation. One takes the role of the customs agent and the other takes the role of a traveler. They ask and answer questions about the passport information.</p>	<p>Notebooks Paper Pens</p> <p>Images from the web or magazines</p> <p>¡Avancemos! 1 Textbook: p. 419 CD 8: Track 5 Audio Script in TE textbook: p. 407b</p>	<p>A <i>passport</i> is a travel document, usually issued by a country's government, that certifies the identity and nationality of its holder for the purpose of international travel. Standard passports contain the holder's name, place and date of birth, photograph, signature, and other identifying information.</p> <p>A <i>visa</i> (from the Latin <i>charta visa</i>, meaning "paper which has been seen") is a conditional authorization granted by a country (typically to a foreigner) to enter and temporarily remain within, or to leave that country. Visas typically include limits on the duration of the foreigner's stay, territory within the country they may enter, the dates they may enter, or the number of permitted visits.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>SLO # 3 Demonstrate your knowledge and describe the various places of interest of your travel destination 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.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words</p>	<ul style="list-style-type: none"> • What well-known points of interest exist in the Spanish-speaking world? • What well-known festivals or other activities exist in the Spanish-speaking world? 	<p><u>Reading Comprehension</u> Read Lectura Cultural on Museos excepcionales and compare the two museums by making a table as suggested on page 396. In pairs, discuss the text and answer the guided questions on page 397.</p> <p><u>Postcard</u> Create and write a postcard to a friend or family member describing briefly your visit to a destination of your choice. Tell the person about some of the places you visited and a few of the activities you did while there. Design your postcard. Read aloud your postcard to a partner.</p> <p><u>Centers</u> Create centers around the classroom and place a few images related to travel and/or places to visit and things to do. Students rotate from center to center to describe and ask/respond to questions about the images placed in the centers.</p>	<p>¡Avancemos! 1 Lectura Cultural Museos excepcionales Textbook: pp 396-397 CD 7: Track 21</p> <p>¡Avancemos! 1 Costa Rica Textbook: p. 407</p> <p>Index cards Markers Pens</p> <p>Images from the web or magazines</p>	<p><i>Puntaneros, Costa Rica</i> offers the tourists several beaches for outdoor sports and leisure. Wildlife lovers will enjoy observing the scarlet macaws that nest in the foliage there.</p> <p>Costa Rica has many bodies of water: beaches, lakes, rivers, bays, and lagoons. Pavones Beach is known by surfers for having the longest waves in the world.</p> <p><i>Machu Picchu</i> is an Incan citadel set high in the Andes Mountains in Peru, above the Urubamba River valley. Built in the 15th century and later abandoned, it's renowned for its sophisticated dry-stone walls that fuse huge blocks without the use of mortar, intriguing buildings that play on astronomical alignments, and panoramic views. Its exact former use remains a mystery.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
and phrases.				
<p>SLO # 4</p> <p>Identify and demonstrate your knowledge of places to shop and bargaining orally and in 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.A.1</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>Standard: 7.1.NM.A.5</p> <p>Demonstrate comprehension of brief</p>	<ul style="list-style-type: none"> Is it customary to bargain in your culture? in the target culture(s)? 	<p><u>Role Play</u> Role play a scene in a shop with a partner, where one is a shop owner and the other the client. Use terminology appropriate to your dialogue. Practice bargaining or negotiating the price of things.</p> <p><u>Create and ad</u> Create an ad for a souvenir shop with a partner. Decide on a name and location for your store. Talk about what kind of souvenirs you want to sell. Your ad should include photos or drawings of the items, as well as prices and brief descriptions. Display all ads around the classroom and have students do a gallery walk. This activity could also be turned into a scavenger hunt.</p> <p><u>Integración</u> You would like to communicate on line with two friends from Costa Rica. Read the email on p. 425 Activity 18 and decide if the</p>	<p>Paper Pictures Markers Scissors Glue</p> <p>¡Avancemos! 1 Textbook: p. 425 CD 8: Tracks 8, 9 Audio Script in TE textbook: p. 407b</p>	<p>The town of Sarchí holds an annual festival for their <i>carretas</i>, and wooden oxcarts. The carts were used to transport coffee in Costa Rica in the 1800s, before the construction of the railroad. Today's <i>carretas</i> are elaborately painted by hand, often have musical wheels, and can be found in all sizes, even as miniature souvenirs.</p> <p>When shopping for souvenirs in the <i>Dominican Republic</i>, tourists will discover jewelry with semi-precious stones like amber, sculptures, traditional dolls, paintings or statues.</p> <p>A <i>vejigante</i> is a folkloric character in Puerto Rican festival celebrations (mainly seen in Carnival time). Traditional ribbons of the <i>vejigantes</i> were black, red, white, and yellow. Today, <i>vejigantes</i> wear brightly</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</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>three of you can be on line together before school. Explain why or why not.</p> <p><u>Journal Entry</u> You are on a phenomenal trip. Write a journal entry describing your daily routine using reflexive verbs and what you are doing on this trip.</p>	<p>¡Avancemos! 1 Textbook: p. 425 Activity 19 Rubric</p>	<p>colored, ornate masks and a costume with bat-like wings. They make great souvenirs.</p> <p>Silver from <i>Taxco Silver</i>, which comes from a charming town, of that name, in which one of the oldest and most prolific silver-mining sites in Mexico is located. Renowned by its appealing craftsmanship and purity, silver items from Taxco can be found anywhere in Mexico.</p>

Unit 4 Vocabulary			
Unidad 4: Vocabulario: Going Places			
Places/ Lugares	Vocabulary/Vocabulario	Transportation/ La transportación	Adjectives/ Los adjetivos
El lugar El país El museo El parque El monumento La playa El hotel El mar La ciudad El campo La tienda de recuerdos El aeropuerto Las montañas El océano El zoológico El monumento La catedral El mercado al aire libre El parque de diversiones El teatro E acuario La feria	El viaje La rutina Las vacaciones El champú La toalla El secador de pelo El jabón El peine El cepillo de dientes La pasta de dientes El pasaporte La carta de identificación El visado El recuerdo/ el souvenir El edificio de la terminal La aduana El equipaje La línea aérea La fila El pase de abordar El agente de viaje El billete/ el boleto El comandante El copiloto La salida	En tren/ el tren En avión/ el avión En barco/ el barco En autobús/ el autobús En coche/ el coche En taxi/ el taxi En metro/ el metro En bicicleta/ la bicicleta	Fuerte Sano/ Sana Enfermo/ Enferma 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 Interesante Perdido/ Perdida Barato/ Barata Caro/ Cara Demasiado/ Demasiada

Unit 4 Vocabulary Unidad 4: Vocabulario: Going Places			
	La llegada El vuelo La maleta El turista/ la turista La tarifa El equipaje La mapa		Bello/ Bella
Directions/Direcciones	Reflexive Verbs/Los verbos reflexivos	Verbs/Los verbos	Other words and phrases
A la ciudad A la playa Al campo Al hotel La izquierda La derecha En frente de... Detrás de... Adelante de... Cerca de...	Acostarse Dormirse Despertarse Levantarse Lavarse la cara Maquillarse Peinarse Vestirse Ponerse la ropa Afeitarse Quedarse en Bañarse Lavarse la cara Secarse Cepillarse los dientes Ducharse Secarse el pelo	Ser / Estar Ir Gustar Hacer Haber Poder Tener Ver Llegar Comer Comprar Ayudar Viajar Ir en avión Esperar Necesitar Desembarcar	Se requiere un visado Hacer un viaje Igualmente Demasiado Generalmente Normalmente Pasar por la aduana Tomar fotos En este momento En tiempo Tarde A bordo ¡Qué miedo! ¡Qué divertido! Un momento ¿Cuándo sale el vuelo? ¿Cuándo llega el vuelo?

Unit 4 Vocabulary			
Unidad 4: Vocabulario: Going Places			
		Despegar Inspeccionar Hacer la maleta Reclamar Traer Subir Abrir Regatear	Necesito ir ... ¿hay algo más barato? ¿A cómo está el dólar? Buscando ...

Unit 4 Grammar

This Unit will focus on the following grammatical concepts:

- Direct and Indirect object pronouns
- Reflexive verbs
- 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
- Colors
- Prepositions of location
- Comparatives and superlatives
- Possessive adjectives
- Interrogative adjectives
- Question forms
- Command forms
- Negative and indefinite expressions

Hablar	Leer	Prescribir	Ver	Divertirse
Yo hablo	Yo leo	Yo prescribo	Yo veo	Yo me divierto
Tú hablas	Tú lees	Tú prescribes	Tú ves	Tú te diviertes
Él/ella habla	Él/ella lee	Él/ella prescribe	Él/ella ve	Él/ella se divierte
Nosotros hablamos	Nosotros leemos	Nosotros prescribimos	Nosotros vemos	Nosotros nos divertimos
Vosotros habláis	Vosotros leéis	Vosotros prescribís	Vosotros veis	Vosotros os divertís
Ellos/ellas hablan	Ellos/ellas leen	Ellos/ellas prescriben	Ellos/ellas ven	Ellos/ellas se divierten

Unit Project (Choose 1)	
Project (Suggested)	Project (Suggested)
<p>1. Think of your ideal vacation place. It can be a favorite destination you've gone to before or somewhere you wish to visit. Create a brochure for this destination that describes the accommodations and activities that are available to the guests. Your brochure should have a title, illustrations, and six to eight sentences to present information.</p> <p>RUBRIC REQUIRED</p>	<p>2. Oral Presentation - Describe to the whole group a vacation or favorite trip you took with your family, friends, or any organized group. Describe where you went, how you traveled there, where you stayed, and what you did. Bring photos with you to share and use as part of your presentation. Plan to speak between two to three minutes.</p> <p>RUBRIC REQUIRED</p>