



MIDDLE SCHOOL SPANISH CURRICULUM

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.

- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.

- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.

- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.

BOE Approval: 2/12/2015

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Educational Technology

Indicators: 8.1.8.B.1 , 8.1.8.C.1 , 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1

- Synthesize and publish information about a local or global issue or event.
- Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- Demonstrate the application of appropriate citations to digital content.
- Research and understand the positive and negative impact of one's digital footprint.
- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Careers Skills

Indicators: 9.1.8.A.4

- Relate earning power to quality of life across cultures.

Career Ready Practices

Indicators: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12

- Act as responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT

Spanish Curriculum Guide

Grade: 6

Unit: Spanish Speaking World

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵/₁₇ Appreciating and understanding the variety of cultures that exist in a society enriches us as a society.</p>	<p>³⁵/₁₇ What are the basic geography, demographics and history of various Spanish speaking countries?</p> <p>³⁵/₁₇ What similarities can you find between our culture and language and other Spanish speaking countries?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵/₁₇ the positive impact the studying of the Spanish language can have on their lives and their futures.</p> <p>³⁵/₁₇ the Spanish speaking world map.</p> <p>³⁵/₁₇ basic greetings in Spanish.</p>	<p>Students will be able to:</p> <p>³⁵/₁₇ explain the advantages of learning a second language.</p> <p>³⁵/₁₇ identify the location of various Spanish speaking countries.</p> <p>³⁵/₁₇ communicate in the target language, asking how some is doing and answering in complete phrases.</p>	<p>7.1.IL.C.2-5</p> <p>7.1.IM.C.2,3,5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>el mundo el pais-los paises el continente Norteamerica Sudamerica Centroamerica Europa la capital Donde esta..... ? saludos hola, Buenos dias, buenas tardes, buenas noches Como estas? Como esta usted? bien, gracias Quien es tu amigo-a? hasta luego, adios, hasta manana Que tal?</p>	<p><u>Avencemos 1a</u></p> <p>world map</p>	<p><u>Formative</u> Class Discussion Role Play Dialogue Map Activity Verbal/written response</p> <p><u>Summative</u> Quiz: Map Quiz: Greetings Project: Country Research</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Subjects and Pronouns

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Basic vocabulary knowledge supports new second language acquisition. ³⁵ ₁₇ A strong English foundation can assist in learning a second language.	³⁵ ₁₇ Are numbers a universal language? ³⁵ ₁₇ How do patterns help us to recall the names of numbers in foreign languages? ³⁵ ₁₇ How does communicating about everyday life help me carry on an understandable conversation?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ subject pronouns. ³⁵ ₁₇ subject and verbs (formal/informal). ³⁵ ₁₇ #s 0-60 (review). ³⁵ ₁₇ date, days of the week, and months of the year (review).	Students will be able to: ³⁵ ₁₇ identify subjects and verbs. ³⁵ ₁₇ apply and substitute subject pronouns for nouns. ³⁵ ₁₇ recall and write numbers 0-60 in Spanish. ³⁵ ₁₇ count different items orally. ³⁵ ₁₇ add, subtract, multiply in the target language. ³⁵ ₁₇ recall and name the date and days. ³⁵ ₁₇ recall the months of the year.	7.1.IL.C.3-5 7.1.IM.C.2,3,5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
verbo ser yo soy – nosotros somos tu eres – vosotros/as sois usted es – ustedes son el es – ellos son, ella es – ellas son Quien es el? Quien es ella? el, ella, ellos, ellas son mi, mis, amigo, a, os, as Que fecha es hoy? Que dia es hoy? hoy es lunes, martes, miercoles, jueves, viernes, sabado, domingo el primero hoy, ayer, manana es, fue enero, febrero, marzo, abril, mayo, junio, Julio agosto, septiembre, octubre, noviembre, diciembre el dia, el mes, el ano mi mama, papa, hermano-a, profesor-a	<u>Avencemos 1a</u> Flashcards PowerPoint: verb: ser student hand out	<u>Formative</u> Class Discussion Observation Match Activity Bingo Flashcards HW Practice <u>Summative</u> Quiz Oral Assessment Create a Calendar

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Getting to Know Each Other

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Effective communication is dependent on spoken and written language.	³⁵ ₁₇ How do I initiate a conversation in a foreign language when just beginning to learn it? ³⁵ ₁₇ How do I greet people and exchange personal information? ³⁵ ₁₇ Why does it matter if I use a formal or informal greeting?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ appropriate vocabulary and structure when introducing others. ³⁵ ₁₇ correct formal and informal format when communicating. ³⁵ ₁₇ vocabulary and sentence structure to tell time.	Students will be able to: ³⁵ ₁₇ greet and introduce themselves and others. ³⁵ ₁₇ apply and understand the difference in addressing people as tu or usted. ³⁵ ₁₇ begin telling time and in indicating morning, afternoon, and evening.	7.1.NM.C.2,3,5 7.1.IL.C.2,3,5 7.1.IM.C.2,3,5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Como te llamas? Me llamo... Mi nombre es... mucho gusto encantado igualmente Y tu? Y usted? Como se llama? Quiero presentarte a... Quiero presentarle a... Quien es ella? Senor, senora, senorita Que hora es? Es la una en punto. Son las tres y media. Son las ocho y cuarenta de la mañana, noche, tarde	<u>Avencemos 1a</u> Written group dialogue	<u>Formative</u> Class Discussion Observations Role Play Dialogue HW Practice <u>Summative</u> Quiz Oral Assessment

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Nationality

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Aspects of a language serve as a communication function which highlights the connections between cultures and languages.	³⁵ ₁₇ How can role play increase my ability to engage in conversation in a foreign language? ³⁵ ₁₇ Of all the different places Spanish is spoken, are there variances?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ the appropriate use of the preposition “de”. ³⁵ ₁₇ the proper way to ask where someone is from in Spanish. ³⁵ ₁₇ classroom phrases, basic greetings, and introductions.	Students will be able to: ³⁵ ₁₇ greet and introduce one another. ³⁵ ₁₇ say where they and others are from. ³⁵ ₁₇ express themselves in complete phrases relating to their backgrounds and those of others.	7.1.NM.C.2-5 7.1.NH.C.2,5 7.1.IL.C.2,4,5
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
De donde eres? Soy de... De donde es el, ella, Maria, amigo companero de clase? De donde es la profesora? El, ella es de... Soy Mexicano-a Expanol-a Estadounidense Puertorriqueno-a Chileno-a Argentino-a Dominicano-a Peruano-a Costarricense Texano-a	<u>Avencemos 1a</u> Group dialogue Listening activity Audio CD	<u>Formative</u> Class Discussion Role Play Dialogue <u>Summative</u> Project: Cartoon

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Physical Descriptions & Personality Traits

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Aspects of a language serve as a communication function which highlights the connections between cultures and languages.</p> <p>³⁵₁₇ A strong English foundation can assist in learning a second language.</p>	<p>³⁵₁₇ How do I make myself clearly understood when speaking and writing?</p> <p>³⁵₁₇ How does my understanding of the English language help me learn a second language?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵₁₇ physical and personality trait descriptive vocabulary.</p> <p>³⁵₁₇ subject pronouns.</p> <p>³⁵₁₇ noun and adjective agreement.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ describe people.</p> <p>³⁵₁₇ utilize written and verbal communication phrases and sentences with the correct form of 'ser'.</p>	<p>7.1.NM.C.2,3,5</p> <p>7.1.NH.C.2,3</p> <p>7.1.IL.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Como eres?</p> <p>Soy moreno-a bonita rubia- o comica-o baja-a delgada-o atletico-a timido-a popular alto- a inteligente tonto-a</p> <p>Como son?</p> <p>Son guapos feos simpatico-a pelirrojo-a tambien</p>	<p><u>Avencemos 1a</u></p> <p>PowerPoint Presentation</p> <p>Pictures of Famous People</p> <p>transparency</p>	<p><u>Formative</u></p> <p>Observation Class Discussion Bingo HW Practice</p> <p><u>Summative</u></p> <p>Quiz Oral Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

**Unit: Verb Conjugation: tener “to have”
singular/plural**

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ A strong English foundation can assist in learning a second language.</p> <p>³⁵₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</p>	<p>³⁵₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them?</p> <p>³⁵₁₇ How can I better understand what I hear and read when I have just begun learning a new language?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ the verb: tener.</p> <p>³⁵₁₇ infinitive and conjugated forms.</p> <p>³⁵₁₇ school items in Spanish.</p> <p>³⁵₁₇ definite and indefinite articles.</p> <p>³⁵₁₇ the verb: hay.</p> <p>³⁵₁₇ number and gender agreement.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ write phrases and sentences using the correct form of the verb tener/hay.</p> <p>³⁵₁₇ create and write phrases using the correct articles.</p> <p>³⁵₁₇ list classroom supplies in Spanish.</p> <p>³⁵₁₇ ask and answer questions about items they have or do not have.</p> <p>³⁵₁₇ listen and talk about what items are in the classroom or backpack.</p>	<p>7.1.NM.C.2-4</p> <p>7.1.NH.C3</p> <p>7.1.IL.C.2-4</p> <p>7.1.IM.C.2-4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>tener yo tengo tu tienes usted tiene el/ella tiene tener- hay el papel-un el lapiz-un la escuela-una la mesa-una la silla-una los cuadernos-unos los estudiantes-unos las mesas-unos las calculadoras-unas las mochilas-unas hay, no hay para el colegio el boligrafo el lapiz el borrador la calculadora la mochila los libros la regla la carpeta el cuaderno la lista tambien un/una el/la unos escritorios la clase el estudiante una pizarra las mesas las sillas Que es? los pupitres Que hay?</p>	<p><u>Avencemos 1a</u> PowerPoint Presentation Flashcards Bingo game</p>	<p><u>Formative</u> Observation Bingo Flashcards Whiteboards Listening Activity HW Practice <u>Summative</u> Quiz Project: Pair Activity Oral Assessment</p>

Grade: 6

Unit: Verb Conjugation: estar “to be”

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ A strong English foundation can assist in learning a second language.</p> <p>³⁵₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</p>	<p>³⁵₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them?</p> <p>³⁵₁₇ How can I better understand what I hear and read when I have just begun learning a new language?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ the verb: estar.</p> <p>³⁵₁₇ school subjects and schedules in Spanish.</p> <p>³⁵₁₇ places on a school campus</p> <p>³⁵₁₇ correct way to tell time.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ talk about location of people or things.</p> <p>³⁵₁₇ utilize thematic vocabulary to discuss their school schedules.</p> <p>³⁵₁₇ respond to visual and audio prompts.</p> <p>³⁵₁₇ define the verb: estar and explains its various uses.</p>	<p>7.1.IL.C.2-4</p> <p>7.1.IM.C.2,3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Donde estas?</p> <p>Estoy en la biblioteca.</p> <p>Donde esta la profesora torres?</p> <p>Esta en el salon de clase.</p> <p>la clase de espanol, musica, arte, matematicas, ingles, computacion, ciencias</p> <p>el teatro</p> <p>el gimnasio</p> <p>la cafeteria</p> <p>la oficicina del director</p> <p>el patio</p> <p>nosotros estamos</p> <p>ellos estan</p> <p>tu estas</p>	<p><u>Avencemos 1a</u></p>	<p><u>Formative</u></p> <p>Class Discussion</p> <p>Observation</p> <p><u>Summative</u></p> <p>Interview/Speaking Assessment</p> <p>Quiz</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Greetings & Goodbyes

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as ourselves.	³⁵ ₁₇ How do I start, carry on, and end a conversation more effectively? ³⁵ ₁₇ How can I ask question in a foreign language and be understood? ³⁵ ₁₇ How do I greet people using formal and informal expressions?

KNOWLEDGE	SKILLS	NJSLs
Students will know: ³⁵ ₁₇ greetings and goodbyes as studied in grade 6. ³⁵ ₁₇ introduction and asking where you and others are from. ³⁵ ₁₇ the difference between formal and informal greetings and when to apply them.	Students will be able to: ³⁵ ₁₇ greet students and teachers formally and informally. ³⁵ ₁₇ introduce themselves and say farewell to others using the third person. ³⁵ ₁₇ ask how others are doing. ³⁵ ₁₇ say and ask where someone is from.	7.1.IL.C.2-5 7.1.IM.C.2-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Como te llamas? Como estas? Como esta usted? Como se llama usted, tu amigo-a? me llamo se llama estoy bien Este es mi companero de clase. Esta es Maria mi major amiga. buenos dias/tardes/noches Que tal? Y tu? Quien es ella, el? Ella es la profesora Garcia. De donde eres? De donde es usted? De donde es Jose? El es de Colombia. Soy de Mexico Hasta luego/manana/pronto nos vemos tengo que irme	<u>Avancemos 1a</u>	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> Quiz : <u>Avancemos 1a</u>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Verb: Ser

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ A strong English foundation can assist in learning a second language.</p> <p>³⁵₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</p>	<p>³⁵₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them?</p> <p>³⁵₁₇ How can I better understand what I hear and read when I have just begun learning a new language?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵₁₇ the identification and application of subjects, pronouns, and verbs orally and in writing.</p> <p>³⁵₁₇ the conjugation of the verb ser in sentences</p> <p>³⁵₁₇ various facts and attributes of Spain.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ use the correct form of the verb in oral and/or written discourse.</p> <p>³⁵₁₇ differentiate formal/informal subject and pronouns.</p> <p>³⁵₁₇ locate Spain and its capital on a map.</p> <p>³⁵₁₇ tell in Spanish, Spain’s location and its capital.</p> <p>³⁵₁₇ compare greetings from Spain, Mexico, and USA.</p>	<p>7.1.IL.C.3-5</p> <p>7.1.IM.C.3-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Verbo ser: to be Yo soy - no somos Tu eres – vosotros/as sois Usted es – ustedes son El, ella es – ellos, ellas son Quien es? Quien es quien? De quien hablas?</p>	<p><u>Avencemos 1a</u></p> <p>World Map, Map of Spain</p>	<p><u>Formative</u> Map Activity Class Discussion HW Practice</p> <p><u>Summative</u> Test: <u>Avencemos 1a</u> Quiz: <u>Avencemos 1a</u></p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Getting and Giving Information

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Basic vocabulary knowledge supports new second language acquisition.</p> <p>³⁵₁₇ A strong English foundation can assist in learning a second language.</p>	<p>³⁵₁₇ Are numbers a universal language?</p> <p>³⁵₁₇ How do patterns help us to recall the names of numbers in foreign languages?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵₁₇ numbers 0 through 60 and to recite phone numbers in Spanish.</p> <p>³⁵₁₇ various ways of giving/getting information (i.e. date, weather, time, contact information, phone number, email).</p>	<p>Students will be able to:</p> <p>³⁵₁₇ recall and count numbers 0 to 60.</p> <p>³⁵₁₇ ask and give phone numbers.</p> <p>³⁵₁₇ tell time</p> <p>³⁵₁₇ recall and name days of the week and months of the year.</p> <p>³⁵₁₇ recall and tell the date.</p> <p>³⁵₁₇ talk about age and birthday.</p>	<p>7.1.IL.C.2-5</p> <p>7.1.IM.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>los numeros de cero a sesenta contando</p> <p>Que numeros faltan?</p> <p>Cual es tu telefonos?</p> <p>es nueve, siete, tres...</p> <p>Cual es es telefonos de Rosita?</p> <p>antes despues</p> <p>Cuando es tu cumpleanos?</p> <p>El primero de marzo.</p> <p>El quince de enero</p> <p>Cuantos anos tienes?</p> <p>Tengo quince anos.</p> <p>Que hora es?</p> <p>Son las diez de la tarde.</p> <p>Es la una de la manana.</p> <p>Es medio dia.</p> <p>Es media</p>	<p>SmartBoard</p> <p>Birthday Game</p> <p><u>Avencemos 1a</u></p>	<p><u>Formative</u></p> <p>Observation</p> <p>Role Play Dialogue</p> <p>HW Practice</p> <p>White Boards</p> <p> </p> <p><u>Summative</u></p> <p>Written Quiz</p>

<p>En punto cuarto/tres curators Que fech es hoy? El el primero de mayo. Que dia es? Hoy es lunes. lunes, martes, miercoles, jueves, viernes, sabado, domingo enero, febrero, marzo, abril, mayo, junio, Julio, agosto, septiembre, octubre, noviembre, diciambre. Como se escribe...? Se escribe... Cual es tu correo electronico? Es eme ene... Cual es el correo electronic de...?</p>		
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ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Telling Time & Alphabet

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Basic vocabulary knowledge supports new second language acquisition.</p> <p>³⁵₁₇ To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond accordingly.</p>	<p>³⁵₁₇ How is the Spanish alphabet different from the English alphabet?</p> <p>³⁵₁₇ Can I carry on an understandable conversation?</p> <p>³⁵₁₇ How can being able to tell time in a foreign language help me engage in a new culture?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ number up to 100.</p> <p>³⁵₁₇ time in Spanish.</p> <p>³⁵₁₇ alphabet pronunciation.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ recall numbers up to 60 previously studied and increase number knowledge and application to 100.</p> <p>³⁵₁₇ tell time.</p> <p>³⁵₁₇ listen, identify, and pronounce letters.</p> <p>³⁵₁₇ ask how words are spelled and give spellings orally.</p> <p>³⁵₁₇ ask and spell email addresses.</p>	<p>7.1.IL.C.2-5</p> <p>7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Que hora es? Es la una y media. Son las ocho de la noche. El el medio dia. Es la media noche. Son las doce menos diez. Es la una y cuarto. Son las dos y tres curators. Son las siete en punto. De la tarde. Es la una de la mañana. Como se escribe...? Se escribe... Cual es tu correo electronic? Es...</p>	<p><u>Avencemos 1a</u></p> <p>individual student clocks</p> <p>audio tape/CD</p>	<p><u>Formative</u> Observation Communication Activity HW Practice</p> <p><u>Summative</u> Quiz: <u>Avencemos 1a</u></p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Getting to Know You

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as ourselves.	³⁵ ₁₇ How can I talk about myself and the world around me in another language and be understood by others? ³⁵ ₁₇ How do you greet people and exchange personal information using formal and informal expressions?

KNOWLEDGE	SKILLS	NJSLs
Students will know: ³⁵ ₁₇ descriptive vocabulary referring to themselves, their like and dislikes. ³⁵ ₁₇ the appropriate way to ask someone's age and birthday in the third person.	Students will be able to: ³⁵ ₁₇ get to know a person and ask their likes and dislikes. ³⁵ ₁₇ describe someone. ³⁵ ₁₇ ask someone's age and birthday. ³⁵ ₁₇ dialogue with another in a friendly conversation.	7.1.IL.C.2-5 7.1.IM.C.3-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Como es...? El es moreno... Como eres? Yo soy tímida. también bastante trabajador extrovertido-a, simpático-a, aburrido-a, activo-a, tonto-a, atlético-a, romántico-a, serio-a, intelectual, gracioso-a, alto, bajo-a, pelirrojo-a, rubio-a, un poco, perezoso-a, bonito-a Cuántos años tienes? Tengo... Cuántos años tiene María? Él tiene... Cuando es tu cumpleaños? Es el... Cuando es el cumpleaños de...?	<u>Avencemos 1a</u> Expresión Vision DVD Listening Activity audio tape Communication Activity	<u>Formative</u> Observation HW Practice Role Play Dialogue <u>Summative</u> Quiz: <u>Avencemos 1a</u>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Ser with Adjectives Describing People

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵/₁₇ A strong English foundation can assist in learning a second language.</p> <p>³⁵/₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</p>	<p>³⁵/₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them?</p> <p>³⁵/₁₇ How can I better understand what I hear and read when I have just begun learning a new language?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵/₁₇ ser with adjectives.</p> <p>³⁵/₁₇ the correct way to form questions.</p>	<p>Students will be able to:</p> <p>³⁵/₁₇ conjugate in written and oral form ser with adjectives.</p> <p>³⁵/₁₇ properly write and speak with gender and adjective agreement.</p> <p>³⁵/₁₇ utilize plurals in using proper grammar.</p> <p>³⁵/₁₇ formulate questions orally and in writing.</p>	<p>7.1.IL.C.3-5</p> <p>7.1.IM.C.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Como son...?</p> <p>Ellas/mis amigas son... intelectuales trabajadores com, cuando, que, quien, quienes De donde, cual? Eres, es, son?</p>	<p><u>Avencemos 1a</u></p> <p>Communication Activity: yo soy, y tu?</p> <p>Listening Activity Audio CD</p>	<p><u>Formative</u> Reading & Written Practice (activity 20, p59) Listening Practice(activity 18, p58) HW Practice</p> <p><u>Summative</u> Quiz: <u>Avencemos 1a</u></p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Likes and Dislikes

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond accordingly.	³⁵ ₁₇ How can I talk about myself and the world around me in another language and be understood by others?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ vocabulary to assist them in holding discussions with others about their likes and dislikes. ³⁵ ₁₇ descriptive words in Spanish.	Students will be able to: ³⁵ ₁₇ inquire about someone's likes/dislikes. ³⁵ ₁₇ respond to questions orally. ³⁵ ₁₇ describe objects.	7.1.IL.C.2-5 7.1.IM.C.2-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Te gusta/n....? Si, no me gusta/n... Te gusta/n mas... o...? Me gusta mas... Me de igual El ajedrez, la musica El helado, las hamburguesas La comida Mexicana, italiana Los libros de amor, aventuras, misterio, etc Las peliculas de ciencia ficcion Las fiestas, los deportes, las verduras, las frutas, los videojeuvos, los amimales, los carros Que tal? Que te gusta? Que les gusta? Es muy delicioso, horrible Es pesimo (a), fenomenal, formidable Es algo divertido (a), interesante Es bastante bueno (a), malo (a) Te gustan o no?	<u>Avencemos 1a</u> Interactive DVD Powerpoint	<u>Formative</u> Observation Role Play Dialogue Bingo HW Practive <u>Summative</u> Quiz: <u>Avencemos 1a</u>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Basic Foundations Review

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Basic vocabulary knowledge supports new second language acquisition.	³⁵ ₁₇ How does our English vocabulary assist us in learning new vocabulary in a foreign language? ³⁵ ₁₇ How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> ³⁵ ₁₇ various Spanish speaking countries in our world (review). ³⁵ ₁₇ greetings (review). ³⁵ ₁₇ singular and plural introductions (review). ³⁵ ₁₇ geography relating to Spain.	<p>Students will be able to:</p> ³⁵ ₁₇ identify the location on a map of various Spanish speaking countries. ³⁵ ₁₇ describe verbally the major areas and countries where Spanish is spoken. ³⁵ ₁₇ greet and ask how someone is doing, where they are from, and their name. ³⁵ ₁₇ use the correct subject pronoun (formal/informal). ³⁵ ₁₇ identify Spanish geography, holidays/celebrations, food, architecture, and art.	7.1.IL.C.2,4,5 7.1.IM.C.2-5
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Donde esta....? Esta en... Donde se habla espanol? Cual es la capital de Espana? Como se llama usted? tu amigo, (a)? Como esta usted?, Como estas? Mi amiga se llama.... Estoy muy bien Galicia, Barcelona, Madrid, Andalucia, Sevilla, Altamira, la Mancha, Avila, Mar Mediterraneo los pirineos paella, la comida, tortilla Espanola el pintor Joan Miro las castanuelas	<u>Avencemos 1b</u> Video: Flamenco and Use of Castanets	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> <u>Avencemos 1b</u>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Grammar Review

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ A strong English foundation can assist in learning a second language.	³⁵ ₁₇ How does my understanding of the English language help me learn a second language?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ the verb: ser and application to time, date, and telephone. ³⁵ ₁₇ punctuation marks and written accents. ³⁵ ₁₇ the negative form of ser.	Students will be able to: ³⁵ ₁₇ apply and make connections when using the verb ser to give their telephone number. ³⁵ ₁₇ say the date, the day and the time in complete sentences. ³⁵ ₁₇ construct sentences negative with the verb ser. ³⁵ ₁₇ apply the correct punctuation marks and written accents, tilde, accents, question and exclamation marks.	7.1.IL.C.2-4 7.1.IM.C.2-4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
You soy de... Mi telefono es..... Hoy es el diez de marzo, hoy es viernes Son las tres de la tarde. mañana companero Que tal? adios, hasta luego Quien es tu profesora? Somos de Espana Hasta pronto Empecemos Comunicacion senorita, senora, senior Caundo? Como? Donde? Cual? Cuantos? Mucho gusto No es correcto No somos de Peru No soy.....	<u>Avencemos 1b</u> <u>Gramavision DVD</u> Novela en Video pp. 30-33	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> <u>Avencemos 1b</u>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Geocultura de Puerto Rico

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Learning about diverse cultures provides a context in which to compare and contrast our customs with others.	³⁵ ₁₇ How does learning about different countries/cultures have us reflect upon our own? ³⁵ ₁₇ How can I ask for directions in a foreign country and be understood?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ factual information of Puerto Rico. ³⁵ ₁₇ the cultural, governmental, and geographic similarities and differences between Puerto Rico and the United States.	Students will be able to: ³⁵ ₁₇ locate Puerto Rico and its capital, and other important geographic places on a map. ³⁵ ₁₇ tell in Spanish that Puerto Rico is located in the Caribbean. ³⁵ ₁₇ explain basic information about Puerto Rico: currency, places of interest, food, holidays, culture, celebrations, architecture. ³⁵ ₁₇ compare different facts between Puerto Rico and the United States like currency and government.	7.1.IL.C.4-5 7.1.IM.C.4,5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
el mapa, el pais, la isla, la capital, el dinero, la comida, la arquitectura, el arte, el idioma- language, el caribe Donde esta? las celebraciones, el parquet, el festival, la cultura, la mascot, la musica, el baile, cierto, falso, radio novellas Pollo frito con tostones el gobierno Sabias que...? El Viejo San Juan. El Yunque El coqui	<u>Avencemos 1b</u> Laptops Library: Pair Research Activity Video: City/Rural	<u>Formative</u> Class Discussion <u>Summative</u> <u>Avencemos 1b</u>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Like

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ A strong English foundation can assist in learning a second language. ³⁵ ₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.	³⁵ ₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them? ³⁵ ₁₇ How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ the conjugation of the verb: gustar and its correct application in verbal and written form. <div style="text-align: center;"> me gusta te gusta le gusta nos gusta les gusta </div> ³⁵ ₁₇ gustar with infinitives	Students will be able to: ³⁵ ₁₇ correctly conjugate the verb: gustar (like). ³⁵ ₁₇ use prepositions and pronouns. ³⁵ ₁₇ conjugate the negative: does not like.	7.1.IL.C.2-4 7.1.IM.C.2-5
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
a mi, a ti, a el, a ella, a usted hacer ejercicio escuchar musica correr nadar ver television pasear jugar a juegos de mesa leer jugar al beisbol Que te gusta hacer? a mi me gusta hablar por telefono bailar descansar jugar al basqetbol, al beisbol, al futbol Con quien? conmigo, contigo, con mi familia Por que? porque montar en bicicleta comer navegar por internet pasar el rato solo (a) salir	<u>Avencemos 1b</u> <u>Vocabulario y Gramatica:</u> pp. 4,7,9 SmartBoard DVD Tutor Audio CDs	<u>Formative</u> Observation Bingo Flashcards HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Be

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ A strong English foundation can assist in learning a second language.</p> <p>³⁵₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</p>	<p>³⁵₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them?</p> <p>³⁵₁₇ How can I better understand what I hear and read when I have just begun learning a new language?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ the conjugation of the verb: estar and its correct application in verbal and written form.</p> <p style="padding-left: 40px;">yo estoy tu estas el esta ella esta usted esta nosotros (as) estamos vosotros (as) esttais ellos estan ellas estan</p>	<p>Students will be able to:</p> <p>³⁵₁₇ conjugate and apply correctly the different forms of the verb to be: estar orally and in written form.</p>	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>delante del escritorio al lado de la puerta lejos del patio Donde esta (n)? estoy en casa estamos en la piscine cerca de la habitacion encima del sofa estamos muy bien estan felices, tristes, en la clase de ingles/biologia con mi mama con el perro con ella, Maria</p>	<p><u>Avencemos 1b</u></p> <p>SmartBoard</p> <p>DVD Tutor Audio CDs</p>	<p><u>Formative</u> Observation Role Play Dialogue Flashcards HW Practice</p> <p><u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Mexico

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Learning about diverse cultures provides a context in which to compare and contrast our customs with others. ³⁵ ₁₇ Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as our own.	³⁵ ₁₇ How does learning about different countries/cultures have us reflect upon our own? ³⁵ ₁₇ How can I ask for directions in a foreign country and be understood?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ Some traditional food/dishes of Mexico. ³⁵ ₁₇ The location of Mexico on North America between the United States and Guatemala. ³⁵ ₁₇ The body of water Golfo de Mexico and the Pacific Ocean. ³⁵ ₁₇ The currency of Mexico is the peso. ³⁵ ₁₇ The language of Mexico is Spanish. ³⁵ ₁₇ The capital of Mexico is ciudad de Mexico. ³⁵ ₁₇ Various landmarks of Mexico: Tulum, Teotihuacan, Volcan Popocatepetl, Taxco.	Students will be able to: ³⁵ ₁₇ locate Mexico on a map. ³⁵ ₁₇ name Mexico's capital, language, currency, landmarks, food, celebrations. ³⁵ ₁₇ recognize its art and architecture. ³⁵ ₁₇ identify some of its art and music.	 7.1.IL.C.4,5 7.1.IM.C.4,5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
la ciudad el pais la capital Donde esta? esta en norte-america. moneda- pesos idioma espanol el arte la arquitectura la comida las celebraciones El festival de la Guelaguetza el 16 de septiembre La biblioteca de la Universidad Nacional Autonoma de Mexico	<u>Avencemos 1b</u> DVD-Video Teen Skit Map	<u>Formative</u> Observation Class discussion HW Practice <u>Summative</u> Quiz/Test Class Map Activity

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Regular 'ar' Verbs

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ A strong English foundation can assist in learning a second language. ³⁵ ₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.	³⁵ ₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them? ³⁵ ₁₇ How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> ³⁵ ₁₇ various verbs ending in 'ar' and its conjugation in the present tense. yo – o tu – as el, ella, usted – a nosotros (as) – amos vosotros (as) – ais ellos, ellas, ustedes - an ³⁵ ₁₇ appropriate use of possessive adjectives in conversational and written form.	<p>Students will be able to:</p> ³⁵ ₁₇ conjugate and apply the different forms of regular verbs ending in 'ar'. ³⁵ ₁₇ correctly use possessive adjectives.	7.1.IL.C.2-4 7.1.IM.C.2-4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
verbo-infinitivo conjugacion tiempo presente cantar hablar por telefono nadar caminar estudiar trabajar descansar practicar bailar escuchar patinar navegar por internet tocar	<u>Avencemos 1b</u> DVD - Interactive Tutor	<u>Formative</u> Observation Bingo Flashcards HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Home & Family

Time Frame: 20 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Basic vocabulary knowledge supports new second language acquisition.	³⁵ ₁₇ How does our English vocabulary assist us in learning new vocabulary in a foreign language? ³⁵ ₁₇ How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLs
Students will know: ³⁵ ₁₇ various vocabulary to write and dialogue about home and family. ³⁵ ₁₇ how to describe people and family relationships.	Students will be able to: ³⁵ ₁₇ name the different family members. ³⁵ ₁₇ ask and answer how many members are in their family. ³⁵ ₁₇ ask and answer descriptions of home and family. ³⁵ ₁₇ engage in conversational Spanish regarding their homes and where they live.	7.1.IL.C.2-5 7.1.IM.C.2-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Cuantas personas hay en tu familia? En mi familia somos cuatro. mi madre, mi padre mi hermana y yo. Como son tus hermonos? Ellos son delgados y altos. usan lentes Donde viven ustedes? Que haces para ayudar en casa? el hijo- la hija el abuelo – lo abuela el nieto – la nieta el hermano – la hermana personas hay la familia Tienes hermanos mayores o menores? Vivo en un apartamento , una casa de 2 niveles/pisos. Vivo en la ciudad.	<u>Avencemos 1b</u> DVD Tutor Video: Family in Costa Rica	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> <u>Avencemos 1a 1A Assessment:</u> Vocabulario 1 Chapter 5 Grammatica 1 Chapter 5

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Regular Verbs: ‘er’ and ‘ir’

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ A strong English foundation can assist in learning a second language. ³⁵ ₁₇ The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.	³⁵ ₁₇ How do I conjugate verbs in a foreign language and is there a pattern to be found in them? ³⁵ ₁₇ How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> ³⁵ ₁₇ various verbs ending in ‘er’ and its conjugation in the present tense. yo – o tu – es el, ella, usted – e nosotros (as) – emos vosotros (as) – eis ellos, ellas, ustedes - en ³⁵ ₁₇ various verbs ending in ‘ir’ and its conjugation in the present tense. yo – o tu – es el, ella, usted – e nosotros (as) – imos vosotros (as) –is ellos, ellas, ustedes – en ³⁵ ₁₇ verbs with irregular forms of yo: salir – yo salgo hacer – yo hago traer – yo traigo ver – yo veo poner – yo pongo saber – yo se	<p>Students will be able to:</p> ³⁵ ₁₇ conjugate the verbs ending in er – ir in present tense and use them to communicate in oral and written formats. ³⁵ ₁₇ Conjugate the verbs ending in er - ir in present tense with irregular yo forms.	7.1.IL.C.2,3 7.1.IM.C.2,3
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
comer beber leer escribir, asistir, abrir Con que frecuencia? Casi todos los dias casi nunca los fines de semana el sabado	<u>Avencemos 1b</u> Video DVD: Gramavision	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: En el restaurante

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Communicating in a second language helps us gain knowledge of other cultures, as well as our own.	³⁵ ₁₇ How do I start, carry on, and end a conversation more effectively? ³⁵ ₁₇ Can I use different verbs and new vocabulary in a real world situation? ³⁵ ₁₇ How do meal times of most Americans compare to those in Spanish speaking countries?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ various vocabulary to write and dialogue about food/dining/restaurant experiences.	Students will be able to: ³⁵ ₁₇ engage in conversational Spanish and simulate a restaurant experience with fluency. ³⁵ ₁₇ correctly utilize the verbs ser, estar, pedir, server, preperir, poder, and probar.	7.1.IL.C.2-5 7.1.IM.C.2-5

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
la comida el resturante Que vas pedir? Que prefieres? muy caliente frio picante riquisimo Que tal si pruebas un sandwich? Son muy benos aqui. No me gusta (no) no estoy de acuerdo Que ricas eston las papas Si, me enconton Que tal esta la sopa (de verduras)?	<u>Avencemos 1a 1B:</u> pp. 40-51 <u>Cuaderno de Vocabulario y Gramatica:</u> pg 17-19 Video DVD: Expresavision Audio CD	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation

