

Southern Regional High School District Course of Study

Department WORLD LANGUAGE Course Number-5510

Course Title:	Spanish I	August 2008
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Essential Questions of the Course:

- 1. What is culture?**
- 2. How does culture define who we are?**
- 3. How does language serve as a vehicle for transmitting a culture?**
- 4. How do I communicate, function and interact in another culture?**

Assessment Options:

- 1. Students will complete two standard departmental benchmarks. Each will assess students' reading, listening and writing abilities, and understanding of the uniqueness and diversity of Hispanic cultures throughout the world. (Interpretive and Presentational and Culture-Perspectives, Practices, and Products)**
- 2. Students will complete a minimum of 2 speaking assessments, created by their teacher, in the course of the year (dialogue, interview, presentation of information...) (Interpretive, Interpersonal, and Presentational)**
- 3. Students will complete tests and quizzes and collaborative tasks.**

Preliminary Unit of Study: Chapters A-D

Unit Title: Introduction to Spanish 1 – Elements and Phrases of Basic Communication.

Essential Questions of the Unit:

- 1. How does someone begin to communicate in Spanish?**
- 2. How does Spanish sound?**

Assessment Options:

- 1. Students will create and perform original dialogues based on particular situations. This task assesses writing and speaking skills, and students' understanding of punctuation system, sound and formal vs. informal language. (Interpretive, Interpersonal, and Presentational)**
- 2. Students will complete dictations (Interpretive) which will assess listening comprehension and focus on written accuracy including spelling (Presentational). This assessment addresses listening, sound recognition and discrimination.**
- 3. Students will complete assessments related to the writing of Spanish words using the appropriate letters that represent the sounds that they hear pronounced. This assessment focuses on specific sounds unique to Spanish phonetic system. (Interpretive and Presentational)**
- 4. Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)**
- 5. *Any additional assessments that the teacher deems necessary**

Content:

Vocabulary:

1. Greetings and farewells
2. Simple weather expressions (teacher supplement)
3. The alphabet – phonetic system
4. Phrases for courtesy (ordering food politely)
5. Calendar related vocabulary (date, seasons, birthdays, etc.)
6. *Any classroom-related vocabulary that the teacher deems necessary

Grammar:

1. Subject pronoun tú
2. Spelling
3. Uses of “es” and “hay”
4. Negatives
5. Use of “llamarse” (to call oneself)
6. Idioms
7. Cognates
8. Punctuation
9. Interrogatives and question formation:
 - a. ¿Qué?
 - b. ¿Cuál(es)?
 - c. ¿Cuántos(as)?

Culture:

1. Formal vs. informal (tú vs. Ud.)
2. Gestures
3. Letter/sound system
4. Punctuation
5. Relevant cultural holidays and celebrations

Skills:

1. **Pronounce words**
2. **Greet one another**
3. **Pose and answer patterned questions and responses (including short conversations)**
4. **Spell familiar words**
5. **Listen and repeat appropriate sounds and phrases**
6. **Use familiar Spanish words and phrases in classroom**

Purpose / Rationale of the unit:

This introductory unit allows students to gain an understanding of the wonderful Spanish language that they will study throughout the year. Primary emphasis is placed on developing students' listening, reading, writing and speaking skills. Students are introduced to the Spanish phonetic system so that they have a conscious understanding of how they can develop their Spanish skills. It is expected that students will understand simple spoken Spanish in the classroom setting and that they will be provided opportunities for usage. This lesson also introduces students to the concept of cultural differences as expressed in the language. Phrases of courtesy and formal and informal structures are introduced. It is the hope that by the end of this unit, students will gain an understanding of how culture and courtesies are reflected and embedded in the Spanish language.

New Jersey Core Curriculum Content Standards:

- 7.1 **(Communication)** All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.
- 7.2 **(Culture)** All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Time Frame of Unit:

Four Weeks

Materials and Resources:

1. **Buen Viaje text book**
2. **Overhead transparencies**
3. **Picture file**
4. **Buen Viaje cassettes / compact discs**
5. **Writing, listening and viewing activities workbooks**

Instructional Activities:

1. **Oral paired dialogues using greetings and introductions**
2. **Situations/role-plays where students use expressions of courtesy appropriately.**
3. **Spelling bee / contest**
4. **Write dialogues in pairs using greetings, introductions and other expressions**
5. **Using cue cards or pictures; students ask questions using tú or Ud. as deemed culturally appropriate.**

VOCABULARIO

See page 11 of Buen Viaje

Unit Title: Los Amigos y la Escuela

Essential Questions of the Unit:

- 1. Who are we and what are we like?**
- 2. How are we different or similar?**
- 3. How do stereotypes affect our perceptions?**
- 4. What is our school day like?**

Assessment Options:

- 1. Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)**
- 2. Students will, in open-ended questions, compare and contrast their perceptions of stereotypes in the Hispanic world. (Presentational) (Culture-Perspectives)**
- 3. Students will, either orally or in written form, explain how their life would be different if they were to live in an assigned Hispanic country. (Culture-Practices, Products and Perspectives)**
- 4. Students will, in a well-written paragraph, describe themselves. This is done to assess students' ability to create and manipulate vocabulary and grammar of the unit. (Presentational)**
- 5. *Any additional assessments that the teacher deems necessary.**

Content:

Vocabulary:

1. **Adjectives of physical characteristics and personality traits**
2. **Nationalities and countries**
3. **Geography**
4. **Cognates**
5. **All cardinal numbers and ordinal numbers 1-10**
6. **All 12 subject pronouns**
7. **School subjects**
8. **Time expressions**

Grammar:

1. **Adjectives of nationality including the use of de, del, de la**
2. **All forms of ser (including its use with time)**
3. **Interrogatives :**
 - a. **¿Quién(es)/ ¿Con quién(es)? (Who? (singular) Who? (plural), With whom?)**
 - b. **¿Dónde/¿De dónde?/ ¿Adónde? (Where? From where, To where?)**
 - c. **¿Cómo (How/What... like?)**
 - d. **¿Qué/¿A qué? (What? At/To what?)**
4. **Agreements of verbs, nouns and adjectives**
5. **Definite and Indefinite articles**

Culture:

1. **Geography**
2. **Countries**
3. **Stereotypes**
4. **<<El Quijote>>**
5. **U.S. schools vs. schools in Spanish-speaking countries**
6. **Public versus private school**
7. **Number of subjects**
8. **System of grading**
9. **Exams: task; courses; timetable**
10. **Extracurricular activities**
11. **University (free city college versus private)**
12. **Time (structure of day)**
13. **Relevant cultural holidays and celebrations**

Skills:

- 1. Reinforce map skills using Spanish.**
- 2. Pose and answer questions about origin and location through speaking and writing activities.**
- 3. Accurately identify the nationalities of selected Spanish-speaking nations.**
- 4. Provide the appropriate adjective of nationality of selected Spanish-speaking country.**
- 5. Read for information**
- 6. Think in spatial terms related to geography.**
- 7. Describe themselves and others**
- 8. Compare and contrast**
- 9. To demonstrate knowledge of 1st, 2nd, 3rd person singular/plural pronouns**
- 10. To tell time in the present tense (es la una, son las dos) etc.**
- 11. To be able to indicate time in the future using (a la una, a las dos) etc.**
- 12. To compare and contrast educational systems in United States and Hispanic countries**
- 13. To describe people and things**
- 14. To use the Spanish number system with proficiency**

Purpose / Rationale of the unit:

- 1. To enable students to understand where and how Spanish is spoken in various parts of our world.**
- 2. This unit allows students to see how their daily school schedule and academic school year differs from that of Hispanic students.**
- 3. Overall communication skills are further developed as students acquire more complex grammar and vocabulary.**
- 4. Students will be introduced to idiomatic expressions and will continue to acquire vocabulary for obtaining information.**

New Jersey Core Curriculum Content Standards:

7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Time Frame of Unit:

Seven Weeks

Instructional Activities:

- 1. Introduce vocabulary using overhead transparencies**
- 2. Students form and answer sí/no, choice and interrogative questions**
- 3. Interview classmates, record responses in writing then present their findings**
- 4. Practice listening to native speakers through audio and video**
- 5. Draw the people you hear described by teacher**
- 6. Map relays**
- 7. Number bingo**
- 8. Textbook activities, also personalizing to classmates and self**
- 9. Bell ringer reviews followed by discussion in Spanish**
- 10. Venn Diagram (Don Quijote and Sancho Panza/cultural aspects)**
- 11. Write and present short conversations**
- 12. Prepare and speak about oneself**
- 13. Write out schedule of classes**
- 14. Complete Internet activities in Capítulos 1 and 2**
- 15. *Any additional activities that the teacher deems necessary**

Materials and Resources:

1. Buen Viaje text book
2. Overhead transparencies
3. Picture file
4. Buen Viaje cassettes / compact discs
5. Buen Viaje writing, listening and viewing activities workbooks

VOCABULARIO -

See pages 19 and 38 of Buen Viaje

Unit of Study 2: Chapter 3

August 2008

Unit Title: Things we need/buy for the new school year

Essential Questions of the Unit:

What do we need to buy for school?

Assessment Options:

1. Students will complete tests, quizzes and collaborative work. (Interpersonal, Interpretive, and Presentational)
2. Given a series of picture prompts students will either orally or in written form effectively describe the images using appropriate grammar and vocabulary. This is done to assess students' ability to create with the language on an individual basis manipulating familiar vocabulary and grammatical structures. (Presentational)
3. Students will complete a cloze reading passage. This is done to assess students' ability to analyze vocabulary and grammatical forms in context. (Interpretive and Presentational)
4. *Any additional assessments that the teacher deems necessary.

Content:

Vocabulary:

1. School supplies
2. Articles and description of clothing (including size and color)
3. Types of stores
4. Shopping terminology

Grammar:

1. Introduce all forms of present tense regular -AR verbs (Focus of Ch. 3 testing is on singular forms only; plural forms will be tested in Ch. 4)
2. Tú vs. Ud.
3. Continue with the agreement and placement of adjectives
4. Interrogatives: ¿Cuánto?, ¿De qué?, ¿Con quién(es)?

Culture:

1. Comparisons and contrasts of clothing and school life in America and some Spanish-speaking countries

Skills:

1. Posing and answering questions
2. Comparing and contrasting cultures
3. Describing and narrating
4. Listening for comprehension of vocabulary and grammar in context

Purpose / Rationale of the unit:

1. This unit builds student understanding of similarities and differences between American and Hispanic youth as it relates to school shopping and school life.

New Jersey Core Curriculum Content Standards:

7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Time Frame of Unit: Four Weeks

Instructional Activities:

1. **Introduce vocabulary using overhead transparencies**
2. **Students form and answer sí/no, choice and interrogative questions**
3. **Interview classmates, recording in writing then presenting**
4. **Practice listening to native speakers with the audiocassettes**
5. **Textbook activities, also personalizing to classmates and self**
6. **Bell ringer reviews followed by discussion in Spanish**
7. **Venn Diagram (applicable to Ch. 3 content)**
8. **Write and present short conversations**
9. **Prepare and speak about self**
10. **Capítulo 3 internet activities**
11. ***Any additional activities that the teacher deems necessary**

Materials and Resources:

1. **Buen Viaje text book**
2. **Overhead transparencies**
3. **Picture file**
4. **Buen Viaje cassettes / compact discs**
5. **Buen Viaje writing, listening and viewing activities workbooks**

Unit of Study 3: Chapter 4

August 2008

Unit Title: School Life

Essential Questions of the Unit:

- 1. What is a typical school day like?**

Assessment Options:

- 1. Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)**
- 2. Given a series of picture prompts students will either orally or in written form effectively describe the images using appropriate grammar and vocabulary. This is done to assess students' ability to create with language and manipulate vocabulary and grammatical structures in context on an individual basis. (Interpretive and Presentational)**
- 3. Students will complete a cloze reading passage. This is done to assess students' ability to analyze vocabulary and grammatical forms in context. (Interpretive and Presentational)**
- 4. *Any additional assessments that the teacher deems necessary.**

Content:

Vocabulary:

1. **Modes of transportation**
2. **Classroom objects and activities**
3. **Discussing club activities**
4. **Idiomatic expressions**

Grammar:

1. **Continue all forms of present tense regular -AR verbs (focus of Ch. 4 testing is on plural forms)**
2. **Introduction of irregular verbs Ir, Dar and Estar (all forms)**
3. **Contractions al and del**
4. **Interrogatives:**
 - a. **¿Cuándo?**
 - b. **¿Adónde?**
 - c. **¿A qué hora?**

Culture:

1. **Continue knowledge-base of schools in the Spanish-speaking world**
2. **Continue knowledge-base of Spanish-speaking authors**

Skills:

1. **Talk about going to school**
2. **Talk about some school activities**
3. **Greet people and ask how they feel**
4. **Tell how you feel**
5. **Describe where you and others go**
6. **Describe where you and others are**
7. **Discuss some differences between schools in the United States and schools in Spanish-speaking countries**

Purpose / Rationale of the unit:

This unit continues to develop students' communication skills by providing them ongoing opportunities to speak, read, write and listen in the target language, regarding school life.

New Jersey Core Curriculum Content Standards:

- 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**
- 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

Time Frame of Unit:

Seven Weeks

Instructional Activities:

1. Introduce vocabulary using overhead transparencies
2. Students form and answer *sí/no*, choice and interrogative questions
3. Interview classmates, recording in writing then presenting
4. Practice listening to native speakers with the audiocassettes
5. Textbook activities, also personalizing to classmates and self
6. Bell ringer reviews followed by discussion in Spanish
7. Venn Diagram (applicable to Ch. 4 content)
8. Write and present short conversations
9. Prepare and speak about oneself
10. Capítulo 4 internet activities
11. * Any additional instructional activities that the teacher deems necessary

Materials and Resources:

1. Buen Viaje text book
2. Overhead transparencies
3. Picture file
4. Buen Viaje cassettes / compact discs
5. Buen Viaje writing, listening and viewing activities workbooks

Unit of Study 4: Chapter 5

August 2008

Unit Title: Talking about Food

Essential Questions of the Unit:

- 1. What do we eat?**
- 2. Where do we buy our food?**
- 3. Where do we eat and how do we order our food?**

Assessment Options:

- 1. Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)**
- 2. Given a series of picture prompts students will either orally or in written form describe the images effectively using appropriate grammar and vocabulary. This is done to assess students' ability to create with language and manipulate vocabulary and grammatical structures in context on an individual basis. (Interpretive and Presentational)**
- 3 Students will complete a cloze reading passage. This is done to assess students' ability to analyze vocabulary and grammatical forms in context.**
- 4 *Any additional assessments that the teacher deems necessary.**

Content:

Vocabulary:

1. Vocabulary for dining out
2. Snacks and beverages
3. Shopping for food
4. Identifying foods and meals
5. Idiomatic expressions

Grammar:

1. All forms of present tense regular -ER and -IR verbs
2. Interrogatives:
 - a. ¿A cuánto _____?

Culture:

1. Build knowledge-base of eating habits, shopping for and consuming foods in the Spanish-speaking world.

Skills:

1. Order food or a beverage at a café
2. Identify some food
3. Shop for food
4. Talk about activities
5. Talk about differences between eating habits in the United States and in the Spanish-speaking world.

Purpose / Rationale of the unit:

This unit continues to develop students' communication skills by providing them further opportunities to speak, read, write and listen in the target language, regarding food purchase and consumption.

New Jersey Core Curriculum Content Standards:

7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Time Frame of Unit: Seven Weeks

Instructional Activities:

1. Introduce vocabulary using overhead transparencies
2. Students form and answer *sí/no*, choice and interrogative questions
3. Interview classmates, recording in writing then presenting
4. Practice listening to native speakers with the audiocassettes
5. Textbook activities, also personalizing to classmates and self
6. Bell ringer reviews followed by discussion in Spanish
7. Venn Diagram (applicable to Ch. 5 content)
8. Write and present short conversations
9. Prepare and speak about self
10. Capítulo 5 internet activities
11. * Any additional instructional activities that the teacher deems necessary

Materials and Resources:

1. Buen Viaje text book
2. Overhead transparencies
3. Picture file
4. Buen Viaje cassettes / compact discs
5. Buen Viaje writing, listening and viewing activities workbooks

Unit Title: **Our Family and Home**

Essential Questions of the Unit:

1. Who are the members of your family?
2. What does your home look like?

Assessment Options:

1. **Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)**
2. **Given a series of picture prompts students will either orally or in written form describe the images effectively using appropriate grammar and vocabulary. This is done to assess students' ability to create with language and manipulate vocabulary and grammatical structures in context on an individual basis. (Interpretive and Presentational)**
3. **Students will complete a cloze reading passage. This is done to assess students' ability to analyze vocabulary and grammatical forms in context. Interpretive and Presentational)**
4. ***Any additional assessments that the teacher deems necessary.**

Content:

Vocabulary:

1. **Vocabulary for family members**
2. **Family affairs and events**
3. **Rooms in the house**
4. **Home-related vocabulary**
5. **Home activities**

Grammar:

1. **All forms of present tense TENER**
2. **Tener que + infinitivo; Ir + a + infinitivo**
3. **Possessive adjectives**

Culture:

1. **Build knowledge-base of the Hispanic family, family celebrations and traditions.**
2. **Further the knowledge-base of art of the Spanish-speaking world.**

Skills:

1. **Talk about your family**
2. **Describe your home**
3. **Tell your age and find out someone else's age**
4. **Tell what you have to do**
5. **Tell what you are going to do**
6. **Tell what belongs to you and to others**
7. **Talk about families in Spanish-speaking countries**

Purpose / Rationale of the unit:

This unit continues to develop students' communication skills by providing them with ongoing opportunities to speak, read, write and listen in the target language, regarding family and home as well as traditions.

New Jersey Core Curriculum Content Standards:

7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Time Frame of Unit:

Seven Weeks

Instructional Activities:

1. **Introduce vocabulary using overhead transparencies**
2. **Students form and answer sí/no, choice and interrogative questions**
3. **Interview classmates, recording in writing then presenting**
4. **Practice listening to native speakers with the audiocassettes**
5. **Textbook activities, also personalizing to classmates and self**
6. **Bell ringer reviews followed by discussion in Spanish**
7. **Venn Diagram (applicable to Ch. 6 content)**
8. **Write and present short conversations**
9. **Prepare and speak about self**
10. **Capítulo 6 internet activities**
11. ***Any additional instructional activities that the teacher deems necessary**

Materials and Resources:

1. **Buen Viaje text book**
2. **Overhead transparencies**
3. **Picture file**
4. **Buen Viaje cassettes / compact discs**
5. **Buen Viaje writing, listening and viewing activities workbooks**

Unit Title: Team Sports

Essential Questions of the Unit:

- 1. What sports do you play?**
- 2. What sports do you prefer/are you interested in?**

Assessment Options:

- 1. Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)**
- 2. Given a series of picture prompts students will either orally or in written form describe the images effectively using appropriate grammar and vocabulary. This is done to assess students' ability to create with language and manipulate vocabulary and grammatical structures in context on an individual basis. (Interpretive and Presentational)**
- 3. Students will complete a cloze reading passage. This is done to assess students' ability to analyze vocabulary and grammatical forms in context. Interpretive and Presentational)**
- 4. *Any additional assessments that the teacher deems necessary.**

Content:

Vocabulary:

- 1. Identifying sports**
- 2. Describing sports events**
- 3. Equipment**
- 4. Expressions of likes and interests**
- 5. Body parts**

Grammar:

- 1. All forms of present tense stem-changing verbs (u > ue; o > ue; e > ie)**
- 2. Interesar, aburrir and gustar**

Culture:

Build knowledge-base of sports in the Spanish-speaking world.

Skills:

- 1. Talk about team sports and other physical activities**
- 2. Tell what you want to begin to and prefer to do**
- 3. Talk about people's activities**
- 4. Express what interests, bores or pleases you**
- 5. Discuss the role of sports in the Hispanic world**

Purpose / Rationale of the unit:

This unit continues to develop students' communication skills by providing them with ongoing opportunities to speak, read, write and listen in the target language, regarding sports and preferences.

New Jersey Core Curriculum Content Standards:

- 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**
- 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

Time Frame of Unit:

Seven Weeks

Instructional Activities:

1. Introduce vocabulary using overhead transparencies
2. Students form and answer *sí/no*, choice and interrogative questions
3. Interview classmates, recording in writing then presenting
4. Practice listening to native speakers with the audiocassettes
5. Textbook activities, also personalizing to classmates and self
6. Bell ringer reviews followed by discussion in Spanish
7. Venn Diagram (applicable to Ch. 7 content)
8. Write and present short conversations
9. Prepare and speak about self
10. Capítulo 7 internet activities
11. *Any additional instructional activities that the teacher deems necessary

Materials and Resources:

1. Buen Viaje text book
2. Overhead transparencies
3. Picture file
4. Buen Viaje cassettes / compact discs
5. Buen Viaje writing, listening and viewing activities workbooks

Unit of Study 7: Chapter 8

August 2008

Unit Title: A Visit to the Doctor

Essential Questions of the Unit:

- 1. How are you feeling?**
- 2. Where do you go when you don't feel well?**

Assessment Options:

- 1. Students will complete tests, quizzes and collaborative work. (Interpretive, Interpersonal, and Presentational)**
- 2. Given a series of picture prompts students will either orally or in written form describe the images effectively using appropriate grammar and vocabulary. This is done to assess students' ability to create with language and manipulate vocabulary and grammatical structures in context on an individual basis. (Interpretive and Presentational)**
- 3. Students will complete a cloze reading passage. This is done to assess students' ability to analyze vocabulary and grammatical forms in context. Interpretive and Presentational)**
- 4. *Any additional assessments that the teacher deems necessary.**

Content:

Vocabulary:

1. **Minor health problems**
2. **Doctor-related terms**
3. **Emotions**
4. **More body parts**
5. **Pharmacy-related terms**

Grammar:

1. **Continue Ser vs. Estar**
2. **Object pronouns – me, te, nos**

Culture:

Build knowledge-base of the healthcare system in the Spanish-speaking world.

Skills:

1. **Explain a minor illness to a doctor**
2. **Describe some feelings**
3. **Have a prescription filled at a pharmacy**
4. **Describe characteristics and conditions**
5. **Tell where things are and where they're from**
6. **Tell where someone or something is now**
7. **Tell what happens to you or someone else**

Purpose / Rationale of the unit:

This unit continues to develop students' communication skills by providing them with ongoing opportunities to speak, read, write and listen in the target language, regarding health and the healthcare system.

New Jersey Core Curriculum Content Standards:

7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Time Frame of Unit:

Seven Weeks

Instructional Activities:

1. **Introduce vocabulary using overhead transparencies**
2. **Students form and answer sí/no, choice and interrogative questions**
3. **Interview classmates, recording in writing then presenting**
4. **Practice listening to native speakers with the audiocassettes**
5. **Textbook activities, also personalizing to classmates and self**
6. **Bell ringer reviews followed by discussion in Spanish**
7. **Venn Diagram (applicable to Ch. 8 content)**
8. **Write and present short conversations**
9. **Prepare and speak about self**
10. **Capítulo 8 internet activities**
11. ***Any additional instructional activities that the teacher deems necessary**

Materials and Resources:

6. **Buen Viaje text book**
7. **Overhead transparencies**
8. **Picture file**
9. **Buen Viaje cassettes / compact discs**
10. **Buen Viaje writing, listening and viewing activities workbooks**