Spanish 1

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Unit 1:

Introducción al mundo Español
Introduction to the Spanish world

Content Area: World Language
Course & Grade Level: Spanish I, 9-12

Summary and Rationale

First impressions are the hallmarks of any upcoming relationships. In order to network and connect with the world on a positive note, first impressions are a priority; the awareness of what can cause a good impression is vital. Starting with an “hola” and following with a “gusto en conocerte” makes the difference of a lifetime. A Spanish classroom is not only the stage to multicultural conversations, it is also where you charge your artillery and get ready to give life “sabor.”

Recommended Pacing

3 weeks

State Standards

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in domestic and foreign communities.

CPI # Cumulative Progress Indicator (CPI)

CPI #7.1 A Cumulative Progress Indicator (CPI)
Strand A Interpretive Mode

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

This CPI supports Anchor Standard 1 NJSLS-ELA Reading.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

This CPI supports Anchor Standard 6 NJSLS-ELA-ELA: Writing and Anchor Standard 1 NJSLS ELA Speaking & Listening

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned through oral or written descriptions.

This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age and level appropriate, culturally authentic material.

7.1.IL.A.7 Infer the meaning of the unfamiliar words in some new context.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
**CPI #7.1 B  Cumulative Progress Indicator (CPI)**

**Strand B  Interpersonal Mode**

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<th>7.1.IL.B.1</th>
<th>Use digital tools to participate in short conversations and to exchange information related to targeted themes.</th>
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**CPI #7.1 C  Cumulative Progress Indicator (CPI)**

**Strand C  Presentational Mode**

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<th>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</th>
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<td><strong>This CPI supports Anchor Standards 4, 5, &amp; 6 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking &amp; Listening</strong></td>
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| 7.1. IL .C.5 | Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation. |

### Instructional Focus

**Unit Enduring Understandings:**

- Studying Spanish and learning to greet others will be useful to my future and give me insight into other cultures.
- Analyze the differences between the Spanish and American alphabets.
- Establish a routine by using Spanish in the classroom.

**Unit Essential Questions:**

- Why do people in Spanish-speaking countries use formal and informal greetings?
- Why are there more letters in the Spanish alphabet than in the English alphabet?
- How do cultural differences among Spanish speaking countries and the United State impact communication?
Students will know:
  ● Vocabulary: greetings, farewells.
  ● Responses to introduction questions.
  ● Days of the week.
  ● Numbers from zero to one hundred.
  ● Classroom words and phrases.
  ● Calendar vocabulary (months, days).
  ● Weather phrases (with “hacer”/ “estar”) and seasons.
  ● Parts of the body.
  ● Colors
  ● Schools supplies
  ● Spanish-speaking countries.

Students will be able to:
  ● Greet people and say goodbye using greetings and farewells.
  ● Introduce themselves and others.
  ● Ask and say how to spell names using the alphabet.
  ● Use numbers to give dates, birthdays and holidays.
  ● Say what day of the week it is.
  ● Describe the weather conditions.
  ● Identify parts of the body.
  ● Initiate and respond to classroom commands and phrases.
  ● Locate Spanish countries on maps.
  ● Understand what cognates are.

Resources

Core Text:
  ● Textbook: Realidades 1 -Para empezar.
  ● Workbooks
Suggested Resources:

- Powerpoints on vocabulary and grammar from www.quizlet.com and others
- Games, quizzes, and flashcards from www.quia.com
- Game, quizzes, videos, and music from www.señorwooly.com
- Web sites with relevant informations to the topics or the unit working on Technology (Internet resources, CD, Roms, videos, audio CDs, etc.)
- Authentic materials, visual or hands on: newspapers, magazines (“Que Tal” and “Okapi”), journal
- National Standards document Standards for Foreign Language Learning in the 21st Century

OTHER IMPORTANT RESOURCES WEBSITES THAT ARE GOING TO BE USEFUL TO COMPLETE THESE TASKS.

- www.youtube.com
- www.languagesonline.co.uk
- www.languageresources.co.uk
- http://www.ecopibes.com
- http://www.state.nj.us/atoz.htm#w and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
- www.curriculum21.com
- www.newspaperman.com

Unit 2:

Mis amigos y yo
My friends and I

Content Area: World Language

Course & Grade Level: Spanish I, 9-12
Summary and Rationale

Individuality creates a unique shade of hue each individual portrays. Blues and reds, likes and dislikes, or you and I’s, accentuate the intrinsic diversity of humankind. Some call them hobbies, others talent, and many the routine-based careers, whatever the case may be, there is always something to share. This is where adjectives, verbs and pronouns illustrate feelings and opinions. Worldwide, each individual and culture as a whole, are rich in color, sounds and scents that await for the word to spread.

Recommended Pacing

5 weeks

State Standards

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #7.1 A  Cumulative Progress Indicator (CPI) Please note: CPI alignment to the NJSLS are the same as in the previous unit.

CPI #7.1 B  Cumulative Progress Indicator (CPI)

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<th>Interprettive Mode</th>
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#### Instructional Focus

**Unit Enduring Understandings:**
- Adolescents are involved in various activities with respect to their personal interests, such as music, sports, hobbies, etc.
- Relate to other students in the classroom when describing themselves.

**Unit Essential Questions:**
- How do you emphasize that you do like something or that you do not like it either?
- What impact does gender have on the Spanish language?
- How are the people that I associate with similar to / different from me?
- How have Latino performers and athletes affected popular culture in the United States?

### Students will know:
- Vocabulary: activities, personality adjectives, appearance adjectives, people.
- Subject pronouns (yo, tú, él, ella, Ud.)
- The verb ser.
- Definite and indefinite article.
- Differentiate between masculine and feminine adjectives
- Noun-adjective agreement.
- Pablo Picasso and Frida Kahlo: artwork.
- The dance and music of the world.

### Students will be able to:
- Say what people like and don’t like to do.
- Use subject pronouns.
- Conjugate the verb ser.
- Identify who likes to do an activity using pronouns.
- Use de to describe where people are from.
- Use gustar with an infinitive.
- Describe themselves and others.
- Identify people and things.
- Use the verb *ser* to describe what someone is like.
- Identify definite and indefinite articles.
- Use noun-adjective agreement.
- Explore the dance and music of the world.
- Learn facts about Spain and The Caribbean Islands.

### Resources

#### Core Text:
- Textbook: *Realidades 1* - *Mis amigos y yo.*
- ¡Textbook: ¡Avancemos ! 1 - Un rato con los amigos.
- Workbooks

#### Suggested Resources:
- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
- Games, quizzes, and flashcards from [www.quia.com](http://www.quia.com)
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  - [http://www.ecopibes.com](http://www.ecopibes.com)
  - [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
  - [www.newspaperman.com](http://www.newspaperman.com)
Unit 3:

Actividades Escolares
School Activities

Content Area: World Language

Course & Grade Level: Spanish I, 9-12

Summary and Rationale

As teenagers we tend to be a little bit of everything, chaotic, sensitive and adventurous. Anything concerning us has drama and suspense, not the literary type of drama, but language and words certainly help capture the controversy. “I hate my schedule, do you know what this means,” we usually start with lamentations and follow up with climatic declarations, “this is chaos!” Classrooms turn into stages, subjects into discussion topics, teachers into supporting actors and classmates into the core dilemma. Verbs, in this case, are the most effective allies/enemies depending on the usage given to them. Let the “chismes” begin!

Recommended Pacing

5 weeks

State Standards

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Cumulative Progress Indicator (CPI)

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**Instructional Focus**

**Unit Enduring Understandings:**
- My classmate and I have similarities and differences in our appearance and personalities.
- School schedules in different countries vary because of cultural differences.
- As a student, there are certain requirements that I must meet in order to be successful.

**Unit Essential Questions:**
- How do schools in Spanish-speaking countries differ from those in the US?
- How does my school schedule reflect my culture?
- How does the way students dress reflect a culture?
- Why is it acceptable not to use subject pronouns in Spanish, while it is necessary to use them in English?

**Students will know:**
- Vocabulary: telling time, daily schedules, school subject, classroom activities, classroom objects, feelings, places in the school, numbers (0-100)
- Subject pronouns (nosotros, vosotros, ellos, Uds.)
- Present tense of -ar verbs.
- Prepositions of location.
- The verb *estar*.
- Plural of nouns and articles.
- Sequencing words: (Primero, Segundo, etc.)
- Courses in a school in Mexico.
- What students wear to school in Mexico.

**Students will be able to:** Using all 3 communication modes
- Discuss daily schedules.
- Ask and tell time.
- Use expressions of frequency in communication.
- Form the present tense of regular verbs ending in -ar (enseñar, estudiar, hablar)
- Use verbs tener and tener que.
- Describe classes and classroom objects.
- Identify places in the school.
- Describe where things are located using the verb estar.
- Learn fact about Mexico and Central America.

**Resources**

**Core Text:**
- Textbook: Realidades 1 -La escuela.
- ¡Textbook: ¡Avancemos ! 1 -Vamos a la escuela..
- Workbooks

**Suggested Resources:**
- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
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- [www.languagesonline.co.uk](http://www.languagesonline.co.uk)
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- [http://www.ecopibes.com](http://www.ecopibes.com)
- [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same website can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
- [www.newspaperman.com](http://www.newspaperman.com)

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### Unit 4:

**Saboreando la buena comida!**

Savoring the good food!

### Content Area: World Language

### Course & Grade Level: Spanish I, 9-12

### Summary and Rationale

As teenagers, academic related subjects seem to give us headaches, but when it comes to food everything becomes crystal clear. Food is a subject anyone and everyone can enjoy especially when linked to each other's culture. We all love to make top lists of our favorite restaurants, compare our favorite dishes, and swear our family members make the best versions! There is no better way to make conversion and keep everyone happy than to mention the delights of a good dish. Health, however, always seems to interfere with the fun and that is when we start to dislike vegetables and organic goods! We have to learn how to eat properly and what better place than in school where lunch amendments are a MUST!

### Recommended Pacing

5 weeks

### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in
meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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### CPI #7.1 A
**Cumulative Progress Indicator (CPI)**

**Strand A  Interpretive Mode**

| CPI #7.1.A | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. |
| CPI #7.1.B | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. |
| CPI #7.1.C | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. |
| CPI #7.1.D | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |
| CPI #7.1.E | Demonstrate comprehension of conversations and written information on a variety of topics. |

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### CPI #7.1 B
**Cumulative Progress Indicator (CPI)**

**Strand B  Interpersonal Mode**

| CPI #7.1.B | Identify the main idea, theme, and most supporting details in readings from age and level appropriate, culturally authentic material. |
| CPI #7.1.C | Infer the meaning of a few unfamiliar words in some new context. |
| CPI #7.1.D | Compare and contrast unique linguistic elements in English and the target language. |

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### CPI #7.1 C
**Cumulative Progress Indicator (CPI)**

**Strand C  Presentational Mode**

| CPI #7.1.C | Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. |
| CPI #7.1.D | Use language creatively to respond in writing to a variety of oral or visual prompts. |
| CPI #7.1.E | Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing. |
| CPI #7.1.F | Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation. |

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**Instructional Focus**

**Unit Enduring Understandings:**
• Understand how historical influences affect the food that people eat.
• Express their feeling about foods and drinks.
• There are certain activities that people do on a daily basis to maintain a healthy and productive lifestyle.
• Teens need to learn how to balance their schedules as part of the maturation process.
• Restaurants in different countries offer different meal options.

Unit Essential Questions:
• How do historical influences affect the food that people eat?
• At what time do you eat different meals throughout the day?
• Which foods are good/bad for your health?
• How can I effectively balance my schedule in order to accomplish my goals?
• How can I communicate my needs and preferences in a restaurant setting?

Students will know:
• Vocabulary: food, beverages, snack foods, adverbs of frequency, quantity, adjectives to describe food, commonly used restaurant expressions, table setting.
• Say what food people like and love (me gusta, me encanta)
• Agreement and disagreement: (Creo que sí/no, estoy de acuerdo)
• Expressions to discuss health
• Plural of adjectives
• Present tense of -er and -ir verbs
• The verbs comer, beber, compartir
• Cultural perspectives on meals, diet and health

• Students will be able to: Using all 3 communication modes
• Identify foods and beverages for breakfast, lunch, dinner
• Express feeling about food
• Indicate hunger or thirst
• Express like/dislike/desires
• Discuss food, health, and exercise choices
• Describe meals using specific ingredients
• Describe what people or things are like
• Express how often something is done
• Use verbs comer, beber, compartir
• Communicate needs and preferences in a restaurant
• Make polite requests, orden food, ask for and pay the bill in a restaurant
• Learn facts about South American: (Part North and South)
### Resources

**Core Text:**
- Textbook: Realidades 1 - La comida - Vamos a un restaurante (chapter 5B)
- Textbook: ¡Avancemos! 1 - Comer en familia...
- Workbooks

**Suggested Resources:**
- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
- Games, quizzes, and flashcards from [www.quia.com](http://www.quia.com)
- Games, quizzes, videos and music from [www.señorwooly.com](http://www.señorwooly.com)
- Web sites with relevant informations to the topics or the unit working on Technology (Internet resources, CD, Roms, videos, audio CDs, etc.)
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- OTHER IMPORTANT RESOURCES WEBSITES THAT ARE GOING TO BE USEFUL TO COMPLETE THESE TASKS.
  - [www.youtube.com](http://www.youtube.com)
  - [www.languagesonline.co.uk](http://www.languagesonline.co.uk)
  - [www.languageresources.co.uk](http://www.languageresources.co.uk)
  - [http://www.ecopibes.com](http://www.ecopibes.com)
  - [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
  - [www.newspaperman.com](http://www.newspaperman.com)
Unit 5:
Deportes y Pasatiempos: ¡Adónde vas? Quieres ir conmigo?
Sports and Hobbies: Where do you go? Do you want to go with me?

Content Area: World Language
Course & Grade Level: Spanish I, 9-12

Summary and Rationale
We all love free time for a simple reason, we are free to do what we like! Whether it is soccer or swimming that interests us, that hour or two are the ones that draw a smile on our faces and bring happiness to everyone who shares that interest. Activities vary from nation to nation, therefore, it is always an enjoyable journey to learn about what other teenagers do across the globe. Some develop their artistic talents, others their musical aptitudes and the typical adolescent has fun playing sports! We all need that activity that drives us to believe we can be the best! A single hour of fun can be enough therapy to manage strong feelings and lead us to a healthy mental and social life.

Recommended Pacing
5 weeks

State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
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<tbody>
<tr>
<td><strong>CPI #7.1 A</strong></td>
<td>Cumulative Progress Indicator (CPI)</td>
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<tr>
<td><strong>Strand A</strong> Interpretive Mode</td>
<td><strong>Interpretive Mode</strong></td>
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<tr>
<td>7.1.IL.A.1</td>
<td>Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</td>
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<tr>
<td>7.1.IL.A.2</td>
<td>Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</td>
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<tr>
<td>7.1.IL.A.3</td>
<td>Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</td>
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<tr>
<td>7.1.IL.A.4</td>
<td>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
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<tr>
<td>7.1.IL.A.5</td>
<td>Demonstrate comprehension of conversations and written information on a variety of topics.</td>
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<tr>
<td>7.1.IL.A.6</td>
<td>Identify the main idea, theme, and most supporting details in readings from age and level appropriate, culturally authentic material.</td>
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Please note: CPI alignment to the NJSLS are the same as in the previous unit.
### 7.1.IL.A.7
Infer the meaning of a few unfamiliar words in some new context

### 7.1.IL.A.8
Compare and contrast unique linguistic elements in English and the target language.

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<td><strong>Interpersonal Mode</strong></td>
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<td>7.1.IL.B.1</td>
<td>Use digital tools to participate in short conversations and to exchange information related to targeted themes.</td>
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<tr>
<td>7.1.IL.B.2</td>
<td>Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</td>
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<tr>
<td>7.1.IL.B.3</td>
<td>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</td>
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<td>7.1.IL.B.4</td>
<td>Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</td>
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<tr>
<td>7.1.IL.B.5</td>
<td>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</td>
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<td><strong>Strand C</strong></td>
<td><strong>Presentational Mode</strong></td>
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<tr>
<td>7.1.IL.C.2</td>
<td>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</td>
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### Instructional Focus

**Unit Enduring Understandings:**

- Teens are involved in various activities with respect to their personal interests, such as music, sports, hobbies, etc.
- One can engage in different activities in various places.

**Unit Essential Questions**

- What are my favorite sports?
- How do leisure activities differ in the US and abroad?
- How can I say where someone is going?
- How can I express surprise, enthusiasm or disappointment?

**Students will know:**

- Vocabulary: leisure activities, sports, places
- Expressions to tell where and with whom
- Interrogative words
- Feelings expressions for extending accepting and declining invitations
- The verb IR
- The verb Ir + a + infinitive verb (jugar)
- Spanish painter Francisco de Goya
- Athletes with all types of disabilities compete in the Paralympics.
Students will be able to: Using all 3 communication modes

- Identify places in your community
- Discuss leisure activities
- Tell where do you go and with whom
- Determine when and with whom you do an activity
- Tell what activities you like to do in different seasons
- Extend invitations to others
- Tell when an event happens
- Discuss the “stem” and “endings” of verbs
- Apply the expression ir + a + infinitive to tell where you are going in the future
- Demonstrate how do you ask questions
- Learn about Estados Unidos and the hispanic influence

Resources

Core Text:
- Textbook: Realidades 1 - Los pasatiempos.
- Textbook: Paso a paso 1 - Sports and leisure activities.
- Workbooks

Suggested Resources:
- Powerpoints on vocabulary and grammar from www.quizlet.com and others
- Games, quizzes, and flashcards from www.quia.com
- Games, quizzes, videos and music from www.señorwooly.com
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  - http://www.ecopibes.com
- [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.


- [www.newspaperman.com](http://www.newspaperman.com)