

**COURSE TITLE**

Spanish 1

**LENGTH**

Full Year

**DEPARTMENT**

World Language

**SCHOOL**

Rutherford High School

**DATE**

Revision Date: 9/10/18

Initial BOE Approval Date (Born on): 6/15/2015

# Spanish 1

## I. Introduction/Overview/Philosophy

The Spanish 1 course has been designed to reflect the philosophy and goals found in both the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 1999) and the *New Jersey Student Learning Standards for World Languages* (2014). The main objective of the Spanish program is to enable the student to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Through an essentially inductive approach, students will gain an understanding of how the language is structured and how they can use this knowledge to express their own needs and talk about the world around them. Grammar and vocabulary are logically sequenced and grouped to make their acquisition as natural as possible. The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented. In order to insure a high interest level, a wide range of exercises, activities, and resources are used.

## II. Objectives

### **Course Outline:**

#### . Objectives

- ask who someone is
- state where someone is from
- describe a person or thing
- identify people or things
- count from 0 to 30
- describe people and things
- talk about more than one person or thing
- discuss classes in school
- express opinions about classes
- tell time
- tell at what time an event takes place
- count from 31 to 90
- identify and describe school supplies
- describe articles of clothing
- state colors and sizes
- count from 100 to 1,000
- talk formally and informally
- talk about going to school
- talk about classes and school events
- greet people and ask how they feel
- count from 1,000 to 2,000,000
- find a table at a café
- order in a café
- identify food
- pay the bill in a café
- identify food
- shop for food

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- describe breakfast, lunch, and dinner
- talk about your family
- describe your home
- talk about birthdays
- tell what you have to do
- discuss what you are going to do
- talk about what belongs to you and others
- talk about team sports and other physical activities
- tell what one wants to do or prefers to do
- discuss what one is able to do
- express what interests, bores, or pleases you
- describe symptoms of a minor illness
- have a prescription filled at a pharmacy
- tell someone where you are from
- describe origin and location
- describe characteristics or conditions
- discuss what happens to you or to someone else
- describe summer and winter weather
- talk about summer and winter sports such as swimming, tennis, and skiing
- relate actions and events that took place in the past
- refer to persons and things already mentioned
- talk about going to cultural events and purchasing a ticket
- discuss movies, plays, and museums
- express cultural preferences
- relate actions or events that took place in the past
- tell for whom something is done
- check in for a flight
- talk about services on board the plane
- talk about the plane crew
- get through the airport after deplaning
- tell what you and others are presently doing
- tell what you and others know
- describe personal grooming habits
- talk about your daily routine
- describe a backpacking trip
- tell about things you do for yourself
- discuss what others do for themselves

## Structure and Grammatical Topics

- Singular forms of definite and indefinite articles--*el, la, un, una*
- Singular forms of adjectives
- singular forms of *ser*
- Plural forms of nouns, articles, and adjectives
- Plural forms of *ser*
- Telling time
- Singular forms of *-ar* verbs
- *Tú* versus *Usted*
- Plural forms of *-ar* verbs

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- *Ir, dar, and estar*
- The contractions *al* and *del*
- *-er* and *-ir* verbs in the present
- The verb *tener*
- *Tener que; Ir a*
- Possessive adjectives
- Radical changing verbs *e - ie*
- Radical changing verbs *o - ue*
- *Interesar, aburrir, and gustar*
- *Ser* and *estar*
- *Me, te, nos*
- *-ar* verbs in the preterite
- Direct object pronouns *-lo, la, los, las*
- *Ir* and *ser* in the preterite
- *-er* and *-ir* verbs in the preterite
- Indirect object pronouns, *le les*
- *Hacer, poner, traer, salir* in the present
- The present progressive
- *Saber* and *conocer* in the present
- Reflexive verbs
- Radical changing reflexive verbs
- *Hacer, querer, and venir* in the preterite
- *Decir* in the present
- Stem-changing verbs in the present
- Stem-changing verbs in the preterite

## Culture

- El Quijote, the novel
- Miguel de Cervantes Saavedra
- Map of Spain (LaMancha) – Windmill in LaMancha
- Alicia Bustelo, a student from Venezuela
- Plaza Simón Bolívar, Caracas
- Two Latin American heroes: Simón Bolívar and San Martín
- Geographical terms in Spanish
- Alejandro Chávez and Guadalupe Garza, two Mexican-Americans
- Raúl Ugarte and Marta Dávila, two Cuban-Americans
- San Antonio, a bilingual city
- The Alamo, San Antonio, Texas
- Coyoacán, a suburb of Mexico City
- The Frida Kahlo Museum
- Julio Torres, a student from Madrid
- Discussing difference between school in the U.S. and in Spanish- speaking countries
- El Retiro, Madrid
- Indigenous clothing in Central and South America
- A famous clothing designer: Oscar de la Rer
- Computer vocabulary Spanish
- Paula and Armando, two students from Peru
- Saquisil, Ecuador

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- Miraflores, a suburb of Lima, Peru
- A famous Chilean poet: Gabriela Mistral
- Punta Arenas, Chile
- Biology terms in Spanish
- Vista de México
- Differences between eating habits in the U.S. and in the Spanish-speaking world
- Eating times in the Spanish-speaking world compared to the U.S.
- Paseo de la Castellana, Madrid
- Buenos Aires, Argentina and Casa Rosada, Argentina
- Open-air markets and supermarkets in Spain and Latin America
- Math terms in Spanish
- The importance of family
- Godparents
- An invitation to a baptism
- La quinceañera
- Las Meninas by Diego Velázquez
- Great artists from Spain and Latin America
- El Real Madrid versus el Atlético de Madrid
- The World Cup of soccer
- The importance of soccer and baseball in the Spanish-speaking world
- The sport of Jai alai
- Archeological sites in Honduras, Mexico, and Puerto Rico
- Vistas de Puerto Rico
- Patricia goes to the doctor with a minor illness
- Differences between pharmacies in the U.S. and pharmacies in Spanish-speaking countries
- a famous Cuban-American doctor: Antonio Gasset
- Information about nutrition in Spanish
- World-class beaches and resorts in the Spanish-speaking world
- Opposite seasons in the northern and southern hemispheres
- Snowboarding in Chile
- Weather and climate in the Spanish-speaking world
- Verónica talks about teen dating customs in the Spanish-speaking world compared to dating customs in the U.S.
- El Teatro Nacional, San José, Costa Rica
- La Zarzuela
- Palacio de Bellas Artes
- Music of the Spanish-speaking world
- The Ballet Folklórico de México
- The importance of air travel in Latin America
- The Andes Mountain
- the Amazon River
- Comparing the flight time from New York to Madrid versus the flight time from Caracas to Buenos Aires
- The Nazca lines of Peru
- Everyday finances in the Spanish-speaking world
- Vista de España
- Iván Orama describes a backpacking trip in Northern Spain
- Picos de Europa, Spain

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- El Parque Nacional de Covadonga, Spain
- San Sebastián
- El Camino de Santiago in northern Spain
- The Cathedral in Santiago de Compostela
- Ecology in the Spanish-speaking world
- José Luis and Maripaz take the AVE train to Seville
- Taking the train from Cuzco to Machu Picchu
- The 24-hour clock and the metric system
- Typical cuisine from Mexico
- Typical cuisine from Spain
- Typical foods from the Caribbean
- Regional vocabulary in the Spanish-speaking world
- Vistas del Ecuador
- Independence Monument, Mexico City
- Colonial Plaza, Santo Domingo
- Calle Ohco in Miami, Florida
- Tenerife, Canary Islands
- Plaza de Armas in Trujillo Peru
- Quito, Ecuador
- Galapagos Islands

### 5. Career

During the sequence of the Spanish program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

### 6. Workplace Readiness

As the students' progress through the course, their communicative competence will increase. They will be able to use Spanish both within and beyond the school setting. They will also be able to use Spanish as an ancillary skill in the workplace.

### **Student Outcomes:**

This course will address the three modes of communication: Interpretive, interpersonal and presentational.

Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also develop:

- Knowledge of vocabulary
- Sociolinguistic knowledge
- Understanding of cultural appropriateness
- Grasp communication strategies
- Develop a cultural awareness

### **New Jersey Student Learning Standards**

#### **CAREER READY PRACTICES**

**CRPI** *Act as a responsible and contributing citizen and employee.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others'

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action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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

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

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

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

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

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

## ***TECHNOLOGY***

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

### ***Strand B. Creativity and Innovation***

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

### ***Strand C. Communication and Collaboration***

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

### ***Strand D. Digital Citizenship***

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

### ***Strand E. Research and Information Fluency***

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

### ***Strand D. Abilities for a Technological World***

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

## ***21ST CENTURY LIFE AND CAREERS***

### **Standard 9.1 Personal Financial Literacy**

#### ***Strand A. Income and Careers:***

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services



## **Standard 9.2 Career Awareness, Exploration, And Preparation**

### ***Strand C. Career Preparation:***

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

### ***NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)***

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

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

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.

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

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

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

7.1.IL.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.C.1 Use knowledge about cultural [products](#) and cultural [practices](#) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate [culturally authentic materials](#) orally and in writing.

7.1.IL.C.5 Explain the cultural [perspective](#) associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.

## **III. Proficiency Levels**

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

### **Speaking**

#### 1. Novice

The Novice level is characterized by an ability to communicate minimally with learned material.

#### 2. Novice-Low

Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.

#### 3. Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

#### 4. Novice-High

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Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

### 5. Intermediate

The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

### 6. Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur.

Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

### 7. Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

### 8. Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

## **Listening**

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

### 1. Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

### 2. Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the

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immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

### 3. Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

### 4. Intermediate-Low

Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

### 5. Intermediate-Mid

Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

### 6. Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

## Reading

These guidelines assume all reading texts to be authentic and legible.

### 1. Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

### 2. Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

### 3. Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

### 4. Intermediate -Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include

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messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

### 5. Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

### 6. Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

## Writing

### 1. Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

### 2. Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

### 3. Novice-High

Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

### 4. Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

### 5. Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

### 6. Intermediate-High

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Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

## IV. Methods of Assessment

### *Student Assessment*

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment
- Group assessment
- Portfolio assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects

### *Curriculum/Teacher Assessment*

Since curriculum development is an on-going process, the teachers will provide the World Language Department supervisor with suggestions for changes and updates as this course requires.

## V. Grouping

The students in this course are heterogeneously grouped according to grade level.

## VI. Articulation/Scope & Sequence/Time Frame

This is a first level of Spanish at the high school. It is a full-year course.

## VII. Resources

### *Texts/Supplemental Reading/References*

- [Spanish 1: ¡Así se Dice!](#) Conrad Schmitt, Glencoe McGraw-Hill. New York (2016)
- Speakers may be invited to address the classes on cultural topics.

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- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Various text and supplemental reading
- Web-based review programs and games such as Kahoot, Quizlet, Google Voice, the studystack.com, conjuguemos.com, the studyspanish.com
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Rutherford High School online data-base and internet resources
- Maps, DVD's, and other authentic resources
- Various magazines and current event focused websites such as: *McGraw Hill eScape, El Diario, CNN en espanol*

## VIII. Suggested Activities

- Modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- web-based activities
- Reading poems and stories
- Current events
- Vocabulary flash cards
- Online textbook exercises
- Games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Watch cultural films
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

## IX. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.

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- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

## X. Interdisciplinary Connections

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
  - Draw with various media

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- Observe art work
- Language Arts
  - Follow a one-step oral direction
  - Compare and contrast language
  - Recall presented materials
  - Listen for a variety of purposes
  - Activate prior knowledge
  - Listen to various forms of music
  - Describe objects/pictures
  - Communicate in complete sentences
  - Obtain information by asking questions
  - Participate in various forms of oral communication
  - Interact verbally in informal situations
  - Make introductions
  - Read and respond to different types of literature
  - State purpose for listening to a story
  - Expand vocabulary
  - Recall sequence of events
  - Identify/restate details
- Mathematics
  - Reason, connect mathematical understandings
  - Observe/compare by measurable attributes
  - Count objects
  - Represent quantities
  - Model number composition
- Music
  - Sing songs in a limited range
  - Perform a repertoire of songs
- Reading
  - Identify the main character (s)
  - Describe the main character (s)
  - Identify the plot
  - Identify the outcome of the story
- Science
  - Observe weather conditions
  - Explore the effects of weather
- Social Studies
  - Recognize similarities between self and others
  - Describe personal feelings
  - Demonstrate the relationship of feelings to actions
  - Demonstrate an understanding of the concept of rule
  - Demonstrate courteous behavior when interacting
  - Apply appropriate personal decision-making skills
  - Recognize the importance of each individual to the group
  - Evaluate the consequences of decisions
  - Define the Earth as being made up of land and water
  - Be introduced to other people and places
  - Recognize human needs



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- Define family in various ways
- State how people are more alike than different

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Pinpoint essential vocabulary
- Small group instruction
- Notebook check
- Internet review games
- Written responses
- Interactive conversations
- Jigsaw Activities
- Graphic organizer
- Mini lessons
- Modified assessments
- Re-teaching and review
- Allotted time for activities and responses
- Partner and group activities
- Multimedia approach
- TPRS

### *Differentiation for Enrichment*

- Elevated vocabulary
- Map/geographical activities
- Sentence completion exercises
- Skits
- Dialogues
- Multiple levels of questions
- Independent Research
- Student driven projects
- Sentence creation exercises
- TPRS

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.



### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> Alphabet, greetings, date, months, numbers, seasons</li> <li>• <i>Grammar:</i> Adjectives that describe people. Define articles, singular and plural adjectives, SER in the singular and plural, Tu vs. Ud. –</li> <li>• <i>Reading:</i> “Amigos Latinos en los Estados Unidos”</li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Pinpointing essential vocabulary from preliminary chapters</li> <li>• Small group instruction</li> <li>• Notebook check on textbook activities</li> <li>• Internet game: Kahoot, Quizlet</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Elevated vocabulary</li> <li>• Map/ geographical activities</li> <li>• Sentence completion exercises</li> </ul>	7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.2 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7 8,9,10,11,1 2	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Anticipatory question on days of the week</li> </ul> <p>Group work</p> <ul style="list-style-type: none"> <li>• Kahoot Review</li> <li>• Preliminary Vocabulary Quiz</li> <li>• Articles/SER/Tu vs. Ud Grammar Quiz</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Chapter Test: <i>Vocabulary:</i> Alphabet, greetings, date, months, numbers, seasons <i>Grammar:</i> Adjectives that describe people. Define articles, singular and plural adjectives, SER in the singular and plural, Tu vs. Ud. –</li> </ul>
<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> Family, pets, house, rooms, and furnishings</li> <li>• <i>Grammar:</i> Tener and possessive adjectives</li> <li>• <i>Reading:</i> “Una familia</li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Written responses when describing family and dwellings</li> <li>• Interactive conversations- (online estudio)</li> <li>• Notebook check on textbook activities</li> </ul> <p><i>For Enhancement:</i></p>	7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.3 9.2.12.C.5	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Class discussion on family</li> <li>• Family Vocabulary Quiz</li> <li>• Tener &amp; Possessive adjective Grammar Quiz</li> <li>• Family Tree hyperdoc</li> </ul>

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<p>Ecuatoriana”</p>		<ul style="list-style-type: none"> <li>• Skits using family vocabulary</li> <li>• Dialogues using TENER</li> <li>• Internet research activities on a typical Spanish family and home</li> </ul>	<p>8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7 8,9,10,11,1 2</p>	<ul style="list-style-type: none"> <li>• Exit ticket: Describe your immediate family members</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Chapter Test: <i>Vocabulary:</i> Family, pets, house, rooms, and furnishings <i>Grammar:</i> Tener and possessive adjectives</li> <li>• Benchmark Q1- reading, writing and listening skills</li> </ul>
<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> School, school clothes, school supplies, what you do after school.</li> <li>• <i>Grammar:</i> -AR verbs present tense, Ir, Dar, &amp; Estar, AL y DEL.</li> <li>• <i>Reading:</i> “Escuelas en Latinoamerica”</li> </ul>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Jigsaw Activities</li> <li>• Graphic Organizers</li> <li>• Interactive conversations (online estudio)</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Student-driven projects: create your schedule for school and describe the classes.</li> <li>• Sentence creation exercises</li> <li>• Independent internet research activities on how schools are the same and different in the United States compared to Spain.</li> </ul>	<p>7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7 8,9,10,11,1 2</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Anticipatory question: What classes do you take this year?</li> <li>• School Vocabulary Quiz</li> <li>• AR verbs present tense, Ir, Dar, &amp; Estar, AL y DEL. Grammar Quiz</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Chapter Test: <i>Vocabulary:</i> School, school clothes, school supplies, what you do after school. <i>Grammar:</i> -AR verbs present tense, Ir, Dar, &amp; Estar, AL y DEL.</li> <li>• Webquest on similarities/differences between schools here and in Spain.</li> </ul>
<p><b>Unit 4</b></p>	<p>4 weeks</p>	<p><i>For Support:</i></p>	<p>7.1.IL.A.1</p>	<p><i>Formative Assessment:</i></p>

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<ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> Food, ordering and shopping for food, meals and beverages at a cafe, places to eat.</li> <li>• <i>Grammar:</i> -ER/-IR verbs present tense, Ir a, Tener que, Acabar de.</li> <li>• <i>Reading:</i> "La Comida en otras partes."</li> </ul>		<ul style="list-style-type: none"> <li>• Internet game: Kahoot, Quizlet</li> <li>• Mini lessons for extra support</li> <li>• Interactive conversations (online estudio)</li> <li>• Modified assessments</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Student-driven projects- creating your own menu for a restaurant</li> <li>• Skits focusing on restaurant activities</li> <li>• TPRS</li> </ul>	<p>7.1.IL.A.3 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7 8,9,10,11,12</p>	<p>Menu Project</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Anticipatory question: List all the food that you remember in Spanish.</li> <li>• Oral Presentations: Ordering in a restaurant</li> <li>• Food Vocabulary Quiz</li> <li>• ER/-IR verbs present tense, Ir a, Tener que, Acabar de Grammar Quiz</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Menu projects- Restaurant research and skit presentations</li> <li>• Benchmark Q2- Cumulative Test</li> </ul>
<p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> Sports, Uniforms, identify colors, and comparing team sports.</li> <li>• <i>Grammar:</i> Stem-changing verbs in the present tense. Verbs like Gustar, Interesar, and aburrir.</li> <li>• <i>Reading:</i> "Los deportes de equipo"</li> </ul>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Partner/group activities</li> <li>• Mini lessons for extra support</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Internet research activities on international sports</li> <li>• Multiple levels of questions</li> </ul>	<p>7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.1 7.1.IL.C.4 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Vocabulary Socratic Review</li> <li>• Quizlet Live</li> <li>• Sports Vocabulary Quiz</li> <li>• Stem-changing verbs in the present tense. Verbs like Gustar, Interesar, and aburrir Grammar Quiz</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Chapter Test: <i>Vocabulary:</i> Sports, Uniforms, identify colors, and comparing team sports. <i>Grammar:</i> Stem-changing verbs in the present tense. Verbs</li> </ul>

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			8,9,10,11,12	like Gustar, Interesar, and aburrir.
<p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> Health, personality, conditions, and emotions.</li> <li>• <i>Grammar:</i> Ser vs. Estar, Indirect Object pronouns.</li> <li>• <i>Reading:</i> “Periquillo Sarniento”</li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Allotted time for activities and responses</li> <li>• Small group instruction</li> <li>• Internet games: Kahoot, Quizlet</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Skits displaying use of vocabulary</li> <li>• Internet research activities</li> <li>• Dialogues using SER/ESTAR</li> </ul>	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.2 7.1.IL.C.4 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Group Work</li> <li>• Class Discussions on SER/ESTAR</li> <li>• Exit Slip: How might you have taught today’s lesson if you were the teacher?</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Chapter Test: <i>Vocabulary:</i> Health, personality, conditions, and emotions. <i>Grammar:</i> Ser vs. Estar, Indirect Object pronouns.</li> <li>• Benchmark Q3-cumulative test</li> <li>• SER/ESTAR Scavenger Hunt and Web-quest</li> </ul>
<p><b>Unit 7</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> Summer and winter weather activities.</li> <li>• <i>Grammar:</i> Preterite -AR verbs, Preterite Ir &amp; Ser, Direct object pronouns.</li> <li>• <i>Reading:</i> “Un día en una</li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Pinpointing essential vocabulary</li> <li>• Multi-media approach to accommodate various learning styles</li> <li>• Modified assessments</li> <li>• TPRS</li> </ul> <p><i>For Enhancement:</i></p>	7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.B.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.5	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Anticipatory question: You’re going to Aruba, what are you packing?</li> <li>• Debate Circle Activity</li> <li>• Exit Ticket: How can you</li> </ul>

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<p>playa de España.”</p>		<ul style="list-style-type: none"> <li>● Student-driven projects- plan your dream tropical/winter vacation</li> <li>● Internet research activities</li> <li>● Skits using the preterite tense</li> </ul>	<p>9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7 8,9,10,11,1 2</p>	<p>apply today’s lesson to the real world?</p> <ul style="list-style-type: none"> <li>● Summer and winter weather activities Quiz</li> <li>● Preterite -AR verbs, Preterite Ir &amp; Ser, Direct object pronouns Grammar Quiz</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Dream Vacation Project</li> <li>● Chapter Test: <i>Vocabulary:</i> Summer and winter weather activities.<i>Grammar:</i> Preterite -AR verbs, Preterite Ir &amp; Ser, Direct object pronouns.</li> </ul>
<p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>● <i>Vocabulary:</i> Birthday party, discuss concerts, movies, and museums.</li> <li>● <i>Grammar:</i> Preterite -ER/-IR verbs. Verbs oír &amp; leer, affirmative and negative words.</li> <li>● <i>Reading:</i> “Un día de cultura latina”</li> </ul>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Partner/group activities</li> <li>● Guided notes</li> <li>● Graphic organizers</li> <li>● Notebook check</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Skits practicing all preterite tense verbs</li> <li>● Internet research activities</li> <li>● TPRS</li> </ul>	<p>7.1.II.A.1 7.1.II.A.2 7.1.II.A.4 7.1.II.A.7 7.1.II.B.1 7.1.II.B.3 7.1.II.C.2 7.1.II.C.4 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7 8,9,10,11,1 2</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Group Work on planning a party</li> <li>● Birthday party, discuss concerts, movies, and museums Vocabulary Quiz.</li> <li>● Preterite -ER/-IR verbs. Verbs oír &amp; leer, affirmative and negative words grammar Quiz</li> <li>● Oral Presentations</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Chapter Test: <i>Vocabulary:</i> Birthday party, discuss concerts, movies, and museums. <i>Grammar:</i></li> </ul>

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				Preterite -ER/-IR verbs. Verbs oir & leer, affirmative and negative words.
<p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary:</i> Buying clothes, buying food, compare shopping in Spanish-speaking countries.</li> <li>• <i>Grammar:</i> Present tense Saber &amp; Conocer, comparative and superlative, demonstrative adjectives and pronouns.</li> <li>• <i>Reading:</i> “Mercados indigenas”</li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Pinpointing essential vocabulary</li> <li>• Small group instruction</li> <li>• Modified assessments</li> <li>• Internet game: Kahoot, Quizlet</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Create and perform dialogue using grammar and vocab</li> <li>• Multiple levels of questions</li> <li>• Internet research activities about Spanish markets</li> </ul>	<p>7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.B.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.5 9.1.12.A.8 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5 ,6,7 8,9,10,11,1 2</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Clothes &amp; food Vocabulary Quiz</li> <li>• Preterite Present tense Saber &amp; Conocer, comparative and superlative, demonstrative adjectives and pronouns Grammar Quiz</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Chapter Test: <i>Vocabulary:</i> Buying clothes, buying food, compare shopping in Spanish-speaking countries. <i>Grammar:</i> Present tense Saber &amp; Conocer, comparative and superlative, demonstrative adjectives and pronouns.</li> <li>• Benchmark Q4-cumulative reading, writing, and listening test</li> </ul>