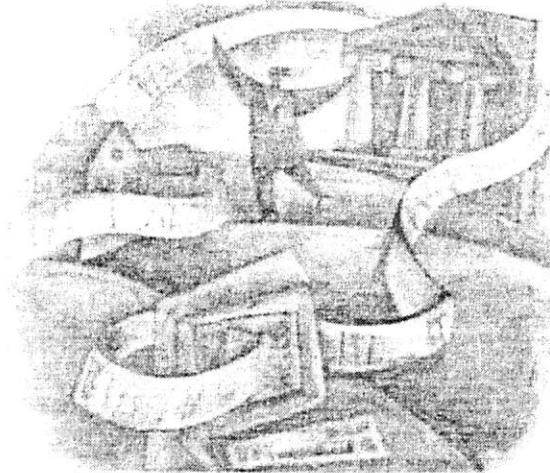


# CURRICULUM GUIDE

## Spanish I



CEDAR GROVE PUBLIC SCHOOLS

520 Pompton Avenue

Cedar Grove, New Jersey 07009

Approved by the Cedar Grove Board of Education  
August 21, 2012

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## Description

The *Spanish I* course offers the students expanded opportunities to study the Spanish language and Hispanic culture. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are: Interpretive, Interpersonal, and Presentational.

- ***The Interpretive Mode.*** Students understand and interpret within the appropriate cultural context spoken and written communication.
- ***The Interpersonal Mode.*** Students engage in direct oral and/or written communication.
- ***The Presentational Mode.*** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact.

Built on the foundation of *Spanish Grades 5-7*, students continue their exploration of the Spanish language in this full-year course in preparation for more advanced studies of the target language at the high school level.

## UNIT 1 - LA CASA (THE HOUSE)

Course Objective(s)	Student Objectives	2009 NJ CCCS World Languages	Suggested Timeframe
Introduce vocabulary and grammar in the context of describing a bedroom in the present tense	<ul style="list-style-type: none"> <li>• Identify bedroom items</li> <li>• Discuss a bedroom with new vocabulary</li> <li>• Compare and contrast bedrooms</li> <li>• Create a diorama of a bedroom</li> </ul>	7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.6 7.1.IM.A.7 7.1.IM.A.8	3-5
Introduce vocabulary and grammar in the context of discussing electronic equipment in the present tense	<ul style="list-style-type: none"> <li>• Use verbs 'poder' and 'dormir' in the present tense</li> <li>• Identify electronic equipment</li> <li>• Use comparatives and superlatives</li> <li>• Review colors in order to describe flags of Spanish-speaking countries</li> <li>• Apply new vocabulary to daily conversation</li> </ul>	7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.3 7.1.IM.B.4 7.1.IM.B.5  7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.4 7.1.IM.C.5	3-5
Introduce vocabulary and grammar in the context of vocabulary expansion and comprehension development in the present tense	<ul style="list-style-type: none"> <li>• Role-play the characters of Ignacio and Mama in 'El Cuarto de Ignacio'</li> <li>• Identify additional vocabulary from the video</li> <li>• Conclude the video with 'Cierto o Falso?'</li> <li>• Apply new vocabulary to daily conversation</li> </ul>		3

<p>Introduce vocabulary and grammar in the cultural context of Latin musicians</p>	<ul style="list-style-type: none"> <li>• Label music genres with new vocabulary             <ul style="list-style-type: none"> <li>• Identify Latin musicians, past and present</li> <li>• Discuss the Latin Grammy Awards</li> </ul> </li> <li>• Analyze Latin music by listening to CD's in class</li> <li>• Research information on 'Selena' before viewing her biographical film in class</li> </ul>		<p>3-5</p>
<p>Introduce vocabulary and grammar in the context of vocabulary expansion and comprehension development in the present tense comprehension</p>	<ul style="list-style-type: none"> <li>• Read 'El Desastre en mi Dormitorio'</li> <li>• Use cognates to read the letter and response</li> <li>• Create a mental image of the bedroom</li> <li>• Describe what is happening between the sisters and why one of them is asking for advice</li> <li>• Discuss the problems of sharing a room with siblings</li> <li>• Write three sentences offering their own advice to Rosario</li> <li>• Conclude the lesson by completing 'Comprendes?' and Y tu, que dices?</li> </ul>		<p>3-5</p>
<p>Introduce vocabulary and grammar in the context of describing the layout of a</p>	<ul style="list-style-type: none"> <li>• Identify rooms in a house/apartment with the new vocabulary</li> </ul>		<p>3-5</p>

house/apartment in the present tense	<ul style="list-style-type: none"> <li>• Create a flyer to sell a house/apartment</li> </ul>		
Introduce vocabulary and grammar in the context of vocabulary expansion and comprehension development in the present tense	<ul style="list-style-type: none"> <li>• Role-play the characters of 'Los quehaceres de Elena'</li> <li>• Identify additional vocabulary from the video</li> <li>• Conclude the video by completing 'Comprendes?'</li> <li>• Apply new vocabulary to daily conversation</li> </ul>		2-4
Introduce vocabulary and grammar in the context of discussing the layout of a house/apartment in the present tense	<ul style="list-style-type: none"> <li>• Describe the rooms of a house</li> <li>• Identify the different floors/levels of a house/apartment</li> <li>• Create a conversation telling someone how to do something</li> <li>• Discuss the importance of 'el patio' in Spain</li> <li>• Produce a detailed floor plan of a house</li> <li>• Discuss how often household chores are done</li> </ul>		3-5
Introduce vocabulary and grammar in the context of creating conversation using affirmative 'tu' commands	<ul style="list-style-type: none"> <li>• Discuss the formation of affirmative familiar commands</li> <li>• Identify verbs that have irregular command forms</li> <li>• Use affirmative 'tu' commands in daily conversation</li> </ul>		3-5

<p>Introduce vocabulary and grammar in the context of using the present progressive tense in daily conversation</p>	<ul style="list-style-type: none"><li>• Identify the formation of the present progressive tense</li><li>• Create conversation using the present progressive tense</li><li>• Identify irregular verbs in the present tense</li><li>• Label pictures from magazines describing the activity in each using present progressive tense</li></ul>		<p>3-5</p>
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## UNIT 2 - DE COMPRAS (SHOPPING)

Course Objective(s)	Student Objectives	2009 NJ CCCS World Languages	Suggested Timeframe
Talk about clothes, shopping and prices	<ul style="list-style-type: none"> <li>• Use vocabulary to talk about shopping, clothing, gifts, and prices</li> <li>• Read, listen to, and understand information about shopping for clothes, plans, desires, and preferences.</li> <li>• Discuss how clothes fit and how much they cost</li> <li>• Create and perform a skit about buying an article of clothing</li> </ul>	7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.6 7.1.IM.A.7 7.1.IM.A.8  7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.3 7.1.IM.B.4 7.1.IM.B.5	4-5
Describe plans, ordinal numbers, schedules and people	<ul style="list-style-type: none"> <li>• Use stem changing verbs 'pensar', 'preferir', and 'querer'</li> <li>• Talk about shopping for clothes</li> <li>• Ask and tell what they/others want and prefer</li> </ul>	7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.4 7.1.IM.C.5	4-5
Point out specific items	<ul style="list-style-type: none"> <li>• Point things out using demonstrative adjectives</li> </ul>		3-4
Talk about buying gifts	<ul style="list-style-type: none"> <li>• Read, listen to, and understand information about stores, shopping for gifts and accessories.</li> </ul>		4-5

	<ul style="list-style-type: none"> <li>• Talk about stores and where they are located.</li> <li>• Ask and tell about shopping and buying <ul style="list-style-type: none"> <li>• Write a letter describing a gift that they bought.</li> </ul> </li> </ul>		
<p>Talk about what happened in the past</p> <p>Use the preterite endings of regular -ar verbs</p>	<ul style="list-style-type: none"> <li>• Read, listen to, and understand information about things done in the past.</li> <li>• Talk about the past.</li> <li>• Use the preterite endings of regular '-ar' verbs.</li> <li>• Use the preterite conjugations of '-car' and '-gar' ending verbs.</li> </ul>		4-5
Use the direct object pronouns	<ul style="list-style-type: none"> <li>• Use direct object pronouns 'lo, la, los, las'</li> </ul>		4-5
Understand cultural perspectives on shopping and gift-giving	<ul style="list-style-type: none"> <li>• Read about traditional clothing of Panama</li> <li>• Learn about and make a mola</li> <li>• Read about shopping in four Hispanic communities in the United States.</li> <li>• Learn about differences between consumers in Chile and the United States.</li> <li>• Watch the 'Eres tu, Maria" (Episodes 5 &amp; 6)</li> </ul>		4



## UNIT 3 - DE VACACIONES (VACATIONS)

Course Objective(s)	Student Objectives	2009 NJ CCCS World Languages	Suggested Timeframe
Introduce vocabulary about travel and vacations and modes of transportation	<ul style="list-style-type: none"> <li>• Practice, develop, and apply new vocabulary and new grammar structures.</li> <li>• Read and understand a fairytale, traditional rhyme, journal entries, a picture-based story</li> </ul>	7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.6 7.1.IM.A.7	5-7
Introduce and use past tense grammar <ul style="list-style-type: none"> <li>• Preterite tense of <i>—er</i> and <i>-ir</i> verbs and the preterite of the verb <i>IR</i>. Use the personal <i>a</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and discuss a trip in the past tense</li> <li>• View, understand, and discuss a video mystery series</li> </ul>	7.1.IM.A.8  7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.3 7.1.IM.B.4 7.1.IM.B.5	5-7
Introduce culture aspects of various Spanish speaking countries	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of tourist destinations in Spanish speaking countries; specifically Mexico, Peru, Costa Rica and Puerto Rico</li> </ul>	7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.4 7.1.IM.C.5	5-7

## UNIT 4 - AYUDANDO EN LA COMUNIDAD (HELPING IN THE COMMUNITY)

Course Objective(s)	Student Objectives	2009 NJ CCCS World Languages	Suggested Timeframe
<p>Introduce vocabulary about recycling, places in the community, volunteer work, and conservation</p>	<ul style="list-style-type: none"> <li>• Practice, develop, and apply new vocabulary and new grammar structures.</li> <li>• Talk about helping your community, recycling and volunteering</li> <li>• Read and understand about an international volunteer organization and protected areas</li> </ul>	<p>7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.6 7.1.IM.A.7 7.1.IM.A.8</p> <p>7.1.IM.B.1</p>	<p style="text-align: center;">6-8</p>
<p>Introduce and use past tense grammar Use the present tense of DECIR and the preterite tense of HACER and DAR. Use indirect object pronouns</p>	<ul style="list-style-type: none"> <li>• Describe and discuss activities in which people engaged in the past tense</li> <li>• View, understand, and discuss a video mystery series and a video about recycling and volunteer work.</li> </ul>	<p>7.1.IM.B.2 7.1.IM.B.3 7.1.IM.B.4 7.1.IM.B.5</p> <p>7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.4 7.1.IM.C.5</p>	<p style="text-align: center;">6-8</p>
<p>Introduce culture aspects of various Spanish speaking countries</p>	<ul style="list-style-type: none"> <li>• Discuss recycling in Spain, conservationists in Costa Rica, and volunteers in Seville</li> <li>• Describe Mexico's glass art made from recyclables</li> </ul>		<p style="text-align: center;">4-6</p>

## UNIT 5 - EL CINE Y LA TELEVISION (THE MOVIES AND TELEVISION)

Course Objective(s)	Student Objectives	2009 NJ CCCS World Languages	Suggested Timeframe
Introduce vocabulary about movies and television, and movie genres	<ul style="list-style-type: none"> <li>• Practice, develop, and apply new vocabulary and new grammar structures.</li> <li>• Describe movies and television programs</li> <li>• Express opinions and preferences about media entertainment</li> <li>• Read and understand about TV-watching habits of teens</li> </ul>	7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.6 7.1.IM.A.7 7.1.IM.A.8  7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.3	7-9
Introduce and use <i>acabar de + infinitive</i> to talk about things you have just done Introduce and use <i>gustar</i> and similar verbs	<ul style="list-style-type: none"> <li>• Talk and write about what you have done recently</li> <li>• Talk and write about likes and dislikes</li> <li>• View, understand, and discuss a video mystery series</li> </ul>	7.1.IM.B.4 7.1.IM.B.5  7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.4 7.1.IM.C.5	7-9
Introduce culture aspects of various Spanish speaking countries	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of film director Luis Bunuel, and painter Salvador Dali</li> <li>• Telenovelas</li> <li>• Sabado Gigante</li> <li>• Common gestures</li> </ul>		9-11

## UNIT 6 - LA TECNOLOGIA (TECHNOLOGY)

Course Objective(s)	Student Objectives	2009 NJ CCCS World Languages	Suggested Timeframe
Introduce vocabulary about ways to communicate, the ways to use computers and the internet	<ul style="list-style-type: none"> <li>• Practice, develop, and apply new vocabulary and new grammar structures.</li> <li>• Talk about traditional and electronic forms of communication</li> <li>• Express opinions about computers</li> <li>• Read and understand about the internet and its impact on the Spanish language</li> <li>• Talk about <i>cybercafes</i></li> <li>• Write an e-mail defending use of computers</li> </ul>	7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.6 7.1.IM.A.7 7.1.IM.A.8  7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.3 7.1.IM.B.4 7.1.IM.B.5	7-9
Introduce and use <i>e to i stem-changing verbs: pedir and servir</i> Apply proper use of <i>saber</i> and <i>conocer</i>	<ul style="list-style-type: none"> <li>• Learn to ask for something and to tell what something is used for</li> <li>• Talk and write about knowing people or knowing how to do things</li> <li>• View, understand, and discuss a video mystery series</li> </ul>	7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.4 7.1.IM.C.5	7-9
Introduce culture aspects of various Spanish speaking countries	<ul style="list-style-type: none"> <li>• Understand cultural perspectives on using technology</li> <li>• Discuss Picasso and his</li> </ul>		6-7

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paintings

## RESOURCES

Textbook: Realidades 1

Pearson Prentice Hall, 2008

Supplementary Materials

- Videos
- Workbooks
  - Realidades 1, Practice workbook
    - Pearson Prentice Hall, 2008
  - Realidades 1, Video/Audio/Writing workbook
    - Pearson Prentice Hall, 2008
- Websites
  - [www.phsuccessnet.com](http://www.phsuccessnet.com)
- **Realidades A/B-1 DVD Program, *El Cuarto de Ignacio*, 2008, *Los quehaceres de Elena*, 2008; *Selena*, 1997**
- **Realidades Level 1 Practice Workbook, Pearson Prentice Hall, 2008; *Realidades Level 1 Teacher's Resource Book (Para empezar-Tema 4)*, 2008; *Realidades Level 1 Assessment Program*, Pearson Prentice Hall, 2008; *Realidades Level 1 Alternate Assessment Program*, Pearson Prentice Hall, 2008; *Realidades A/B-1 TPR Stories*, Pearson Prentice Hall, 2008; *Realidades Level 1 Guided Practice Activities Teacher's Guide*, Pearson Prentice Hall, 2008**
- **Realidades Level 1 Audio Program, Pearson Prentice Hall, 2008; *Realidades Level 1 Presentation EXPRESS CD-ROM*, Pearson Prentice Hall, 2008; *Realidades Level 1 Teacher EXPRESS CD-ROM*, Pearson Prentice Hall, 2008, *Realidades Level 1 Guided Practice Audio CD*, Pearson Prentice Hall, 2008**
- [www.PHSchool.com](http://www.PHSchool.com)

## ACTIVITIES

Lecture  
Class discussions  
Multiple intelligences activities  
Student presentations  
Cooperative Learning structures  
Guided practice  
Performance assessments  
Projects  
Technology infusion  
Differentiated Instruction  
Homework review  
Research

- Using the vocabulary and patterns for counting numbers into the thousands, different students will be prompted to come up to the board and write a complex number. Other classmates will say the number depicted on the board and, as a class, we will verify whether or not the number has been correctly said.
- 'Veo, Veo'... (I spy game) students will describe a classmate's clothing and appearance to the class and students will have to guess the identity of the classmate.
- Students will work in groups to create a drawing of a shopping mall. They will create a name for their mall and label the different stores in their drawing. Each group will present their drawing to the class and describe the mall and the stores they have included. Each student will describe what stores they would chose to shop in and what items they would logically be able to purchase in that particular store.
- Flashcards: use the flashcards to introduce and identify chapter vocabulary.
- Pair and group activities: students will be paired or grouped and based on unit specific vocabulary and task-specific prompts, students will formulate and use the vocabulary and grammatical concepts acquired in class.
- Video activity: recognizing scenarios, context and related vocabulary and expressions with a follow up worksheet and class discussion.
- Do-nows: quick written warm-up activities to set the tone of the class and recall current vocabulary and grammatical concepts that will be used in further classroom activities.
- Students will complete listening activities focusing on situations using unit specific vocabulary to identify, describe, classify, arrange, and/or compare and contrast the information given.
- Students will use unit vocabulary to properly identify pictures or describe scenarios both orally and written in the target language.
- Students will apply what they already know about their own language to help reinforce parts of the new language system they are learning. (Use of cognates, parts of speech, languages have verbs, nouns, pronouns, adjectives, etc.)
- Students will demonstrate aural comprehension of pre-recorded or teacher narrated passage in the target language. Given a specific prompt, students will have to recognize, identify, describe, classify, arrange, evaluate, and/or compare and contrast the information given.
- Total Physical Response (TPR): TPR combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the students to assimilate information and skills at a rapid rate. It is a way of learning through body movements; TPR is used to easily identify vocabulary and concepts with physical prompts.
- Total Physical Response Storytelling (TPRS): TPRS is the changing of TPR commands to the third person singular which allows to tell stories, a long-term memory technique, by asking students to act out the parts of the characters in the stories preserving the highly effective physical element when presenting grammar, reading and writing along with vocabulary.

- Students create mock conversations by taking turns initiating or replying to statement by using appropriate question/answer patterns using unit specific vocabulary and expressions.
- Note taking: students will take notes on vocabulary and grammatical concepts in order to keep record of unit specific material as well as keeping a record of acquired concepts for future reference.

## **ASSESSMENT**

- Tests
- Quizzes
- Homework
- Oral reports
- Presentations
- Class participation
- Midterm/final exams
- Performance assessments
- Research
- Portfolios
- Dramatization/role plays
- Teacher observations