

**Manchester Regional**

**High School**

**SPANISH CURRICULUM**

**Spanish I**

**Created: 2017**

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

SPANISH I

REVISED & ADOPTED

September 2017

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## SPANISH I

### Course Descriptions

Spanish I- This course is designed to strengthen the four skills taught in Spanish I (listening, speaking, reading, and writing) by performing a variety of language functions. Students will be asked to perform activities using real-life situations at home, in school, at work, while traveling, shopping etc..., with an appropriate level of accuracy. The objective of level II is on communication-written and spoken. It is an integrated approach using authentic legends and short stories to teach themes, grammar, vocabulary, and culture.

### Course Data:

Length of Course:	Full Year
Credits:	Five
Periods per Week:	Five
Classification:	Elective – Grade 9 if recommended, 10 -12
Prerequisite:	Spanish I – or evaluation criteria/ placement test

### Student Evaluation

The purpose of evaluation is to assess student progress and to determine if the student has retained and comprehends the subject matter.

The following methods of student evaluation are utilized: homework, class participation, quizzes, tests, examinations, oral reports, written reports, and projects, power point activities, reading comprehension, auditory comprehension and dictations.

The following grading structure will be employed:

1. Tests .....40%
2. Quizzes .....30%
3. Class participation .....20%
4. Homework .....10%

### Grading structure:

Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students

## **I. Statement of purpose**

The purpose of the world language program at this level involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition are stressed including written, oral, reading and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the Spanish-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

## **II. Introduction**

This course is composed of twelve thematic units. Each unit is anchored by an essential question. Instructional procedures, techniques and methods will be differentiated, interactive and characterized by authenticity. The students will be exposed to and will explore a variety of informational written and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests. Assessment will be on-going and substantially performance-based.

## **III. Philosophy and Rationale**

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. 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:

- The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening include but are not limited to

the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

- The interpersonal mode. Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.
- 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. Examples of this one to many modes of communication are making a presentation to a group or writing an article for the school newspaper.

#### **IV. Procedures, Techniques and Methods:**

##### A. Student-related:

Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

- ◇ Students understand and interpret written and spoken language on a variety of topics
- ◇ Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics
- ◇ Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied.
- ◇ Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- ◇ Students reinforce and further their knowledge of other disciplines through the foreign language

## B. Teacher-related:

Preparing students to engage in spontaneous conversation requires a number of instructional strategies to help with the development of communication tactics. Some strategies that the teacher might use include:

- ◇ Beginning with warm-up activities that lower the affective filter and provide students with thinking time.
- ◇ Providing students with pre-thinking exercises or graphic organizers to activate the thought process.
- ◇ Weaning students gradually from using a written script or notes in their oral communications.
- ◇ Providing multiple opportunities for students to practice thinking on their feet without the pressure of being evaluated constantly.

## Materials

1. Humbach, Nancy, et al. ¡Exprésate! 2. New York: Holt, Rinehart and Winston, 2006.
2. Humbach, Nancy, et al. ¡Exprésate! 2 Cuaderno de vocabulario. New York: Holt, Rinehart and Winston, 2006.
3. Humbach, Nancy, et al. ¡Exprésate! 2 Cuaderno de actividades. New York: Holt, Rinehart and Winston, 2006.
4. Spanish-English dictionaries
5. Computers / Internet / Audiovisual equipment
6. Flashcards / manipulatives



# **Spanish I**

## **THEMES:**

**I: Chapter 1- ¡Hola! Empecemos!**

**II. Chapter 2 - A Conocernos - "Mis Amigos Y Yo"**

**III: Que Te Gusta Hacer?**

**IV. La Vida Escolar**

**V. En Casa Con La Familia**

## **I. ¡Hola! Empecemos!**

### **A. Essential Questions:**

1. How do Spanish speaking people greet each other and take leave?
2. How do they inquire about health or other follow-up questions?

### **B. Objectives: Students will be able to.....**

1. Ask and provide personal information
2. Introduce him/herself/ others
3. Greet others
4. Ask others their names
5. Ask about health
6. Respond to questions about names and say when you & others are from.
7. Evaluate the difference between formal and informal greetings
8. Recognize the correct use of “*tú*” and “*usted*”
9. Take leave of someone
10. Create a short dialogue between two friends meeting in the hallway at school.

### **C. Vocabulary:**

1. Greetings
2. Introductions
3. Numbers 0-31
4. Titles
5. Leave-taking expressions
6. Telling Time
7. Days of the week, months of the year & seasons

### **D. Grammar**

1. verb: *llamar* (singular forms) *llamarse*
2. selected interrogative: *¿cómo?*
3. informal vs formal address
4. subset & verb sentences/ subject pronouns

### **E. Suggested Activities and Assessments:**

1. Flashcards
2. Paired activities
3. Teacher prompted responses
4. Making name-tags

5. Word search
6. Crossword puzzle
7. Interviews
8. Sentence completion

**F. Culture:**

1. Espana – its people & customs
2. Nicknames & names
3. Levels of familiarity

**G. Cumulative Linguistic Goal:**

1. Can the student introduce people to each other and use the correct gestures as per the culture?
2. Can the student decipher the difference between “tu” and usted?  
This is not known in the English language.

***World Language Standards***

1. Interpretive Mode – 7.1.NM.A. 1 – 6
2. Interpersonal Mode – 7.1.NM.B.1 – 5
3. Presentational Mode – 7.1.NM.C. 1 – 5

## **II. A Conocernos “Mis Amigos y Yo”**

### **A. Essential Questions:**

1. How old are you?
2. What do you and others like?

### **B. Objectives: Students will be able to.....**

1. Ask and respond to simple questions
2. Ask and say how old you and others are
3. Ask how someone is and say how you are
4. Describe people and things
5. Give today's date
6. Identify the target language countries on a map
7. Talking about likes and dislikes and explaining why.

### **C. Vocabulary:**

1. Age
2. Alphabet
3. Days and months
4. Weather expressions
5. Greetings and expressions
6. Likes and dislikes
7. Numbers 0-30
8. Punctuation marks
9. Interrogatives

### **D. Grammar**

1. Difference between tu and usted
2. Forms of tener
3. Forms of ser
4. Forming questions
  - a. A donde, como, cual, cuando, cuanto, cuantos, de donde, donde, por que, que
5. Singular definite articles: el, la, los, las
6. Adjective and noun gender agreement
7. Descriptive adjectives
  - a. Personality- artistico, Atletico, bajo, Bueno, comico, desorganizado, estudioso, inteligente, malo, organizado, perezoso, serio, simpatico, trabajador
  - b. Appearance- alto, bajo, bonito, grande, guapo, joven, Moreno, pelirrojo, pequeno, rubio, Viejo
8. Gustar and verbs like gustar to express likes and dislikes of activities
9. Spanish punctuation marks

10. Different uses of the preposition “de”

**E. Suggested Activities and Assessments:**

1. Flashcards
2. Paired activities
3. Teacher prompted responses
4. Making name-tags
5. Word search
6. Crossword puzzle
7. Interviews
8. Calendar activity
9. Birthday game
10. Fill in the blanks
11. Listening activities
12. YouTube videos
13. Kahoot
14. Simon dice
15. Map activities
16. Label items in numerical order

**F. Culture:**

1. Puerto Rico- Its people and customs
2. There's a saying in Spanish, “Dime con quien andas, y te dire quien eres.” (Tell me who you spend time with and I'll tell you who you are.) This saying is like English expressions “Birds of a feather, flock together” and “You're known by the company you keep.” These sayings stem from the belief that we choose as friends those who are much like ourselves. Why do you think both English and Spanish have these sayings? Do you think they are true? Why or why not?

**G. Cumulative Linguistic Goal:**

1. Can the student discuss their likes and dislikes and can they describe the likes and dislikes of their peers?
2. Are they sure to use gender adjective agreement as is needed in the target language?

***World Language Standards***

4. Interpretive Mode – 7.1.NM.A. 1 – 6
5. Interpersonal Mode – 7.1.NM.B.1 – 5
6. Presentational Mode – 7.1.NM.C. 1 – 4

### **III. Que te gustar hacer?**

#### **A. Essential Questions:**

1. Que les gustar hacer a ti y a tus amigos diario?... los fines de semana?
2. Que planes tienen?
3. Who pays when you invite friends to go out? Do you go out “a la Americana?”

#### **B. Objectives: Students will be able to.....**

1. Talk about what you like to do and ask others what they like to do.
2. Talk about what you want to do
3. Talk about everyday activities
4. Say how often you do things

#### **C. Vocabulary:**

1. Sports and Leisure activities
2. Desires
3. Likes and dislikes
4. Pastimes/hobbies
5. Weekday and weekend vocab
6. Days of the week
7. Everyday, never, sometimes, etc...

#### **D. Grammar**

1. The verb gustar
2. The verb gustar with infinitives
3. Pronouns after prepositions
4. The verb querer
5. The verb querer with infinitives
6. Regular – ar verbs
7. Gustar with prepositions
8. The verb ir and jugar
9. Weather expressions

#### **E. Suggested Activities and Assessments:**

1. Flashcards
2. Paired activities
3. Teacher prompted responses
4. Making board games

5. Word search
6. Crossword puzzle
7. Interviews
8. Fly swatter with vocabulary
9. Name that hobby/activity
10. Fill in the blanks
11. Listening activities
12. You tube videos
13. Kahoot
14. Simon Dice!
15. Map Activities
16. Label activities

**F. Culture:**

1. Texas
2. How does the Spanish community influence much of Texas?
3. What is meant by Tex-Mex?

**G. Cumulative Linguistic Goal:**

1. Can the student answer questions about what he/she likes to do?
2. Can the student tell what others like to do and want to do?

***World Language Standards***

7. Interpretive Mode – 7.1.NM.A. 1 – 6
8. Interpersonal Mode – 7.1.NM.B.1 – 5
9. Presentational Mode – 7.1.NM.C. 1 – 5

#### **IV.**

#### **La Vida Escolar**

##### **A. Essential question**

What do I need to be prepared for school?

##### **B. Objectives: Students will be able to .....**

1. Identify classroom objects
2. Label classroom objects
3. Classify classroom objects by gender
4. Locate specific items in the classroom
5. Follow classroom commands
6. Talk about classes
7. Say what you have & what you need
8. Inviting someone to do something

##### **C. Vocabulary**

1. Classroom objects
2. School subjects
3. Places in school

##### **D. Grammar**

1. Articles (definite and indefinite)
2. Gender recognition
3. Ir & ar infinitives
4. Plurals (only with definite articles)
5. Present tense of er & ir verbs
6. Irregular verbs with irregular yo form
7. Tener & tener idioms
8. Venir + a + time
9. Tag questions

##### **E. Suggested Activities and Assessments**

1. Flashcards
2. Worksheets/printed materials
3. TPR
4. Paired activities
5. Teacher-prompted responses
6. Tear sheet vocabulary
7. Matching games



8. Illustrated worksheets
9. Word search
10. Crossword puzzle
11. Survey
12. Simon Says
13. List classroom items
14. Fly swatter activities

## **F. Culture**

1. Costa Rica – People and Customs
2. Differences between American and Latin American school.
3. Why does the school year start [

## ***World Language Standards***

1. Interpretive Mode – 7.1.NH.A. 1 – 6
2. Interpersonal Mode – 7.1.NH.B.1 – 5
3. Presentational Mode – 7.1.NH.C. 1 – 5

## Cumulative Linguistic Goal

SWBAT Converse about their school schedule, favorite subject/class and school supplies needed.

## **V. En Casa con La Familia**

### **A. Essential question:**

1. **What are homes like in the target culture?**
2. **What is considered immediate family in the target culture?**
3. **Cuántas personas hay en tu familia?**
4. **What information do Latin American last names provide?**
5. **What possessive adjective in English can stand for one person or more than one person?**

### **B. Objectives. Students will be able to....**

1. Describe people and family relationships
2. Disabilities- discuss some and what equipment is needed – i.e. wheelchair
3. Talk about where you and others live
4. List rooms in the house
5. Discuss chores and responsibilities
6. Discuss the fairness of the chores

### **C. Vocabulary**

1. Family members and relationships
2. The different places we live
3. Rooms of the house
4. Room contents- furniture etc
5. Chores
6. Colors

### **D. Grammar**

1. Verbs dormer and vivir
2. Addition of 3<sup>rd</sup> person plural
3. Adjectives, color and disabilities
4. Possessive adjectives
5. Stem changing verbs
  - a. O to UE
  - b. E to I
  - c. E to IE

### **E. Suggested Activities and Assessments**

1. Flashcards
2. Paired activities
3. Teacher prompted responses
4. Create a floor plan of your perfect house.
5. Create a family tree
6. Create a family photo album

7. Fly swatter with vocabulary
8. Word search
9. Crossword puzzles
10. Fill in the blanks
11. Listening activities
12. Yu Tube videos
13. Kahoot
14. Simon dice
15. Map Activities
16. Label the rooms in your house
17. Locate rooms when given verbal directions
18. Associate the chore with the correct room
19. Create a city or town – including buildings

#### **F. Culture- Chile**

1. Compare Spanish and North American homes
2. Compare the makeup of Spanish and North American families

#### **G. Cultural Linguistic Goal**

Students will be able to describe their families, family relationships, their home, and their chores.

#### ***World Language Standards***

1. Interpretive Mode – 7.1.NH.A. 1 – 6
2. Interpersonal Mode – 7.1.NH.B.1 – 5
3. Presentational Mode – 7.1.NH.C. 1 – 5

