

TOWNSHIP OF UNION PUBLIC SCHOOLS



Spanish I

Curriculum Guide

Curriculum Guide Re Approved December 2018



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Spanish I

Susana Alvarez

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This is the first course in the study of the Spanish language. This full year course is designed to introduce students to the Hispanic world, its people and its culture. It will introduce students to the fundamentals of correct Spanish pronunciation. It will also provide them with a basic vocabulary and some of the fundamentals of Spanish grammar. The goals of the course are to emphasize language development and develop a foundation for understanding, speaking, reading and writing Spanish at the most basic level.

Recommended Textbooks

!Aventura!

EMC Publishing

Course Proficiencies

Students will be able to...

...understand the widespread influence of the Spanish language and culture.

...develop positive attitudes toward and appreciation of the Spanish speaking people, their language and culture, through the use of the learning materials provided.

...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.

...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues, dictations and projects.

...create and respond to phrases, questions and sentences frequently used in the classroom and respond accordingly.

... use vocabulary to communicate in Spanish, conjugate verbs in the simple present and simple future (including stem changing and irregular verbs), use demonstrative adjectives, direct and indirect objects and possessive adjectives to communicate.

Curriculum Units

Unit 1: Introduction to the Spanish Speaking World

Unit 2: Hispanic Influence in the US

Unit 3: In the City

Unit 4: Family/Feelings

Unit 5: Leisure-Time Activities

Pacing Guide- Course

Content

Number of Days .

<u>Unit 1:</u>	Intro to Spanish speaking world	35 days (Sep-Oct)
<u>Unit 2:</u>	Hispanic Influence in the US	35 days (Nov-Dec)
<u>Unit 3:</u>	In the City	35 days (Jan-Feb)
<u>Unit 4:</u>	Family/Feelings	35 days (Mar-Apr)
<u>Unit 5:</u>	Leisure-Time Activities	35 days (May-Jun)

Unit 1; Intro to Spanish Speaking World

Essential Questions	Instructional Objectives/	Activities	Assessments
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	Skills and Benchmarks (CPIs)		
<ul style="list-style-type: none"> • What are the Spanish speaking countries? • Where is Spanish spoken in our community? • What is the value of learning Spanish? • What are cognates? • What cognates do I already know? • How are the Spanish and English alphabets similar/different • How should students begin to speak in Spanish? 	<p>Describe the origin of the Spanish language and its use in the world.</p> <p>Describe ethnic diversity in Spanish Speaking countries.</p> <p>Discuss vocabulary through the recognition of cognates.</p> <p>Find cities in the United States that are cognates.</p> <p>Demonstrate a basic understanding of the alphabet.</p> <p>Pronounce and recognize the basic sounds of the Spanish alphabet.</p>	<p>Discuss Spanish speaking countries and cities where Spanish is spoken.</p> <p>Discuss jobs related to Foreign Languages.</p> <p>Find cognates in (animals/goods/etc.)</p> <p>Use cognates to find differences between Spanish and English alphabet pronunciations.</p> <p>Recite the alphabet.</p> <p>Spell ones name using the Spanish alphabet.</p> <p>Sing "Borriquito como tú"</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

<ul style="list-style-type: none"> • How do I say my name in Spanish? • How do we greet and bid farewell in the U.S. and abroad? • What information might you give at an introduction? • What is the difference between tú and usted? • How are numbers in Spanish different from those in English? • Can I count to 60 in Spanish? • How do I tell time in Spanish? 	<p>Introduce yourself and say how you are and where you are from.</p> <p>Use formal and informal greetings (tú vs. ud.).</p> <p>Greet people according to time of day.</p> <p>Tell your age, phone number and date.</p> <p>Use courtesy expressions.</p> <p>Ask for and give information.</p> <p>Use numbers to count and give telephone numbers.</p> <p>Tell time in Spanish</p>	<p>Provide and obtain information about classmates.</p> <p>Using both last names, answer "What is your name?" in Spanish.</p> <p>Exchange names and present basic introductions.</p> <p>Create a list of people you would address with tu and usted.</p> <p>Create a conversation asking and exchanging basic personal information.</p> <p>Play Bingo as vocabulary review.</p> <p>Use class objects to review vocabulary by spelling them out in Spanish.</p> <p>Ask for and give telephone numbers in Spanish.</p> <p>Say your birthday in Spanish.</p> <p>Use a paper plate to create a clock and practice telling time.</p> <p>Discuss military time.</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests
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Unit 2: Hispanic Influence in the US

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<ul style="list-style-type: none"> • What are the subject pronouns in Spanish and how are they different than those in English? • Where is “vosotros” used? • How can I tell if a verb is in the infinitive form? • How can I conjugate the irregular verb “ser”? • How do schools in Spanish speaking countries differ from those in the US? • What school supplies do I need for different classes? • What are my favorite and least favorite classes? 	<p>Identify subject pronouns in Spanish.</p> <p>Compare and contrast pronouns in English and Spanish.</p> <p>Compare and contrast the different forms of the pronoun you in Spanish.</p> <p>Analyze the usage of the subject pronoun “vosotros” in Spanish.</p> <p>List the conjugation of the irregular verb ser.</p> <p>Compare/Contrast your schools in the US and abroad.</p> <p>Talk about school subjects and supplies.</p> <p>Determine what school supplies you need for different classes.</p>	<p>Create a chart using the subject pronouns.</p> <p>Drill and practice.</p> <p>Conjugate the irregular verb ser using drill and practice.</p> <p>Watch YouTube video Señor Jordan on verb ser.</p> <p>Fill-in a verb chart conjugating the verb ser.</p> <p>Use conjugation cube to conjugate the verb ser.</p> <p>Ask/answer school related questions using text.</p> <p>Play Bingo as vocabulary review.</p> <p>Create a school schedule for one week telling what classes you have and what supplies you need for each class.</p> <p>Ask/Answer ¿Que necesitas para la clase...?</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<ul style="list-style-type: none"> • Why are there masculine and feminine adjective/noun forms in Spanish? • Do adjectives have to agree with nouns/adjectives in Spanish? • Are there “neutral” adjectives in Spanish? • How do I conjugate the –ar regular verbs and irregular verb estar? • Do verbs in Spanish have different endings? • Are there masculine/feminine definite/indefinite articles in Spanish? • What is my favorite outfit and what color is it? 	<p>Describe famous people using descriptive adjectives.</p> <p>Discuss adjective-noun agreement in Spanish.</p> <p>Analyze the masculine and feminine forms of adjectives in Spanish.</p> <p>List the conjugation of the regular –ar verbs.</p> <p>Identify the definite and indefinite articles and discuss agreement.</p> <p>Identify the items of clothing.</p> <p>Describe clothing using colors.</p>	<p>Discuss the grammar rules for adjectives in Spanish.</p> <p>Point out which of the adjectives are “neutral”.</p> <p>Create a poem describing yourself.</p> <p>Fill-in a verb chart conjugating all the –ar verbs learned thus far.</p> <p>Use a cube with all pronouns to conjugate verbs.</p> <p>Revisit the class objects and change the definite articles to indefinite articles.</p> <p>Complete text and workbook exercises as grammar review.</p> <p>Have a fashion show with an MC telling what items of clothing are worn and what color they are.</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests

Unit 3: In the City

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How can I say where someone is going? • Can I say where something is located? • What expressions are used at an introduction? • How can I create questions in Spanish? • What are the different modes of transportation used in Spanish speaking countries? • How do Mexicans travel from one location to another? • What are irregular verbs? • How do I conjugate the verb "ir"? 	<p>Determine when and with whom you do an activity.</p> <p>Identify the different buildings in a city.</p> <p>Respond to an introduction appropriately.</p> <p>Identify the three ways questions can be asked in target language.</p> <p>Tell which modes of transportation you would use to go to different locations.</p> <p>Discuss the transportation situation in Mexico City</p> <p>Compare the irregular verb ir to the regular –ar verbs.</p> <p>Conjugate the irregular verb ir.</p> <p>Apply the expression ir+a+infinitive to tell where you are going to go in the future.</p>	<p>Use flashcards to identify vocabulary.</p> <p>Create a map of Union telling where each of the various locations or points of interest are located.</p> <p>Create a dialogue where you introduce yourself to others and tell where are going after school.</p> <p>Drill and practice turning sentences into questions using the three grammatical methods.</p> <p>Create memory cards to be used with a partner.</p> <p>Create a Venn diagram comparing transportation in Mexico to the US.</p> <p>Fill-in a verb chart comparing the irregular verb ir to the –ar regular verbs.</p> <p>Watch a YouTube video on verb ir conjugation.</p> <p>Write sentences telling where you are going to go this weekend.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Essential Questions	Instructional Objectives/	Activities	Assessments
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	Skills and Benchmarks (CPIs)		
<ul style="list-style-type: none"> • Are meal times different in the US and abroad? • What are my favorite foods? • What is a siesta? • Which foods are good or bad for your health? • How do I conjugate the –er regular verbs? • What is the difference between –ar verbs and –er verbs? 	<p>Describe meals and talk about different foods.</p> <p>Express likes, preferences or opinions with regards to food.</p> <p>Indicate hunger or thirst.</p> <p>Create sentences using the correct conjugation of the –er regular verbs.</p> <p>Compare and contrast –ar and –er verbs.</p>	<p>Compare and contrast eating customs in Spanish speaking countries.</p> <p>Complete text and workbook exercises as vocabulary review.</p> <p>Create a food pyramid in Spanish.</p> <p>Create a food menu in Spanish.</p> <p>Present a restaurant dialogue to the class.</p> <p>Using food circulars to create sentences telling what you and your family members are eating using the different conjugation forms of the verb comer.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Family/Feelings

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Do Spanish speakers change their names when they get married? • How are your family members related to you? • How do you express possession in Spanish? • How do you express possession in Spanish? • How do I conjugate the regular –ir verbs? • Are the –ir verbs similar to -er verbs and –ar verbs? • How can I describe how I or something feels? • How do I describe people or things using adjectives? 	<p>Discuss the change of names in Spanish speaking countries.</p> <p>Tell your different family members name, age and how they are related to you.</p> <p>Identify and describe various family members or pets.</p> <p>Differentiate the possessive expressions mi, tu, su and nuestro.</p> <p>Determine when and with whom you do different activities.</p> <p>Conjugate the verbs ending in –ir.</p> <p>Compare and contrast the –ar, -er, and –ir verbs.</p> <p>Describe how different family members feel while doing different activities.</p> <p>Give an excuse for not attending an event at your school.</p>	<p>Create a marriage certificate for your imaginary wedding to a celebrity.</p> <p>Create a family tree or photo album of your family or a t.v family using relationship, possessive adjectives, age and likes/dislikes.</p> <p>Construct a dialogue using all vocabulary learned.</p> <p>Complete text and workbook exercise as drill and practice of the possessive adjectives.</p> <p>Create an itinerary for the weekend telling where you are going and with whom using three possessive adjectives.</p> <p>Create a comparison chart for all three verb endings.</p> <p>Using the verb vivir tell where different family members live.</p> <p>Create a dialogue with two friends telling how you feel.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How can I express surprise, enthusiasm or disappointment? • What are infinitives? • What are my favorite hobbies? • Do my friends share my likes and dislikes? • How do you say neither of two descriptions fit you or that you do not like either of two choices? • Can I describe my friends and family physically? • Do parts of speech in Spanish have to agree? 	<p>Say what you like and don't like to do.</p> <p>Ask someone what he/she likes and doesn't like to do.</p> <p>Ask if a statement is accurate using the expression ¿verdad?</p> <p>Say that you like something or you don't like it either.</p> <p>Describe different celebrities' personalities.</p> <p>Identify and describe various family members or pets.</p>	<p>Describe different classroom items and tell what their state of being is using the verb estar.</p> <p>Compare/contrast major sports in Spanish-speaking countries to the US.</p> <p>Ask/answer What do you like or don't like to do.</p> <p>Watch a video clip on infinitives.</p> <p>Conduct a class survey of activity preferences and make a graph, chart or table presenting findings.</p> <p>Write a letter to a penpal describing yourself and telling your personality traits and likes and dislikes.</p> <p>Tell what different celebrities are like based on their personalities.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 5: Leisure-Time activities

Essential Questions	Instructional Objectives/	Activities	Assessments
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	Skills and Benchmarks (CPIs)		
<ul style="list-style-type: none"> • What does the verb tener mean and when can I use it? • How do I express strong feelings in Spanish? • What are the capitalization rules in Spanish for months and days? • How can I say that I did something yesterday, will do something tomorrow or have plans today? • How can I use the future tense of the verb to be? • How do I count to 1,000,000 	<p>Conjugate the verb tener.</p> <p>Compare and contrast the verb tener, ser and estar.</p> <p>Tell that something is very exciting, scary or boring.</p> <p>Utilize the capitalization rules when using the Spanish calendar.</p> <p>Use numbers to give dates, birthdays and holidays.</p> <p>Conjugate the future tense of the verb to be.</p> <p>What currencies are used in the different Spanish speaking countries?</p>	<p>Create a conjugation chart comparing and contrasting the three verbs to be/to have.</p> <p>Use the expression ¡Que...! to demonstrate excitement while creating a dialogue.</p> <p>Produce a Spanish planner for the current month. Write sentences telling what you did, are doing or will do.</p> <p>Create an email entry telling your Pen pal what you did last week, what plans you have for today and what you will do in the future.</p> <p>Create a map of South and Central America and tell what currencies they use in each country.</p> <p>Use different currencies to tell what things cost in different countries.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

New Jersey Core Curriculum Content Standards
World Languages

[http://www.state.nj.us/education/cccs/2004/s3 lal.pdf](http://www.state.nj.us/education/cccs/2004/s3%20lal.pdf)

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

New Jersey Scoring Rubric

	5 (N/A)	4 (N/A)	3 (N/A)	2 (N/A)
	5	4	3	2
Spelling and Grammar	There are no spelling, punctuation, or grammar errors.	There are 1-2 spelling, punctuation, or grammar errors.	There are 3-4 spelling, punctuation, or grammar errors.	There are more than 4 spelling, punctuation, or grammar errors.
Creativity	Contains many creative details that add to the audience's enjoyment and show the effort of the authors. Background information is clearly related to the conversation.	Contains several creative details that add to the reader's enjoyment and show the effort of the author. Background is related to the conversation.	Contains a few creative details or details that do little to support the dialogue. Background not clearly related to the conversation.	Contains little or no creativity or detail. Little effort is shown by the author. Background not related to the conversation.
Presentation/Memorization	Dialogue is well organized and flows like a natural conversation. Background is clearly related to the conversation.	Dialogue is fairly well organized and mostly flows like a natural conversation.	Dialogue is slightly confusing and somewhat flows like a natural conversation.	Dialogue is hard to follow and doesn't flow like a natural conversation.
Pronunciation/Expression	No pronunciation errors are noted. Conversation is recited with appropriate expression.	There are 1-2 errors in pronunciation. Conversation is recited with mostly appropriate expression.	There are 3-4 pronunciation errors. Conversation is recited with somewhat appropriate expression.	There are 5 or more pronunciation errors. Appropriate expression not used.

Student Name: _____

Making A Poster : Collage

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 15 accurate facts are displayed on the poster.	12-14 accurate facts are displayed on the poster.	10-11 accurate facts are displayed on the poster.	Less than 10 accurate facts are displayed on the poster.
Attention to theme	All of the illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	12-14 illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	10-12 illustrations give a fairly reasonable explanation of how the items in the collage are related to the assigned theme.	Less than 10 illustrations relate to the theme.
Title	Titles and text were written clearly and were easy to read from a distance. Creativity is displayed.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.