

Pending Board Approval July 2016

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# WORLD LANGUAGE DEPARTMENT

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Modified Spanish I  
CURRICULUM 2016

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Week	Marking Period 1	Week	Marking Period 3
1	Classroom Survival Skills	11	Food and meal vocabulary
2	Numbers and adjectives	12	Restaurant vocabulary and expressions
3	Likes and dislikes	13	Ordering from a Spanish menu
4	Dates	14	Names of foods and popular Spanish dishes
5	All about me	15	Animals used in food
Week	Marking Period 2	Week	Marking Period 4
6	Family vocabulary including common pets	16	Weather (temperature expressions)
7	Numbers (multiples of 10)	17	Clothing
8	Adjectives and describing family	18	Adjectives, likes and dislikes, preferences
9	Expressing feelings	19	Parts of the body
10	Holidays	20	Common medical conditions (expressing pain and discomfort)

<b>Time Frame</b>	<b>Weeks 1- 5</b>
<b>Topic</b>	
<b>Unit 1 -Classroom Survival Skills</b> <ul style="list-style-type: none"> <li>• Greetings, Introductions</li> <li>• Classroom Commands</li> <li>• Alphabet</li> <li>• Say where you are from</li> <li>• Numbers 1 -31</li> <li>• The calendar, months, and seasons of the year</li> <li>• Personal descriptions (adjectives)</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can I survive and thrive in a world language classroom?</li> <li>• How do you greet and say farewell to someone in Spanish?</li> <li>• How do you share personal description and/or preferences?</li> </ul>	
<b>Understandings</b>	
<ul style="list-style-type: none"> <li>• In today’s multicultural society Spanish is a very useful language to communicate in a global society</li> <li>• Understanding other cultures creates culture sensitivity and acceptance</li> <li>• The learner will be able to greet people in Spanish using culturally authentic expressions and vocabulary</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>• 7.A.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, 8.1.5.A.1, 8.1.5.A.2, 8.1.8.A.2, 8.1.12.A.1, 8.1.5.B.1, 8.1.12.B.2</li> </ul>	
<b>Key Concepts and Skills</b>	
<b>Communication</b> <ul style="list-style-type: none"> <li>• Extend their linguistic and cultural knowledge</li> <li>• Discover new ways of thinking and doing</li> <li>• Develop the ability to interact appropriately with speakers of other languages</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Learn reflexive verb to be named (llamarse) (“yo,” “tú,” “él/ella/usted/ forms)”</li> <li>• Learn verb to be (ser) and origin</li> <li>• Learn familiar and formal greetings</li> <li>• Teach verb gustar and pronouns me, te, se.</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>• Students will learn cultural gestures and expressions</li> <li>• Common gestures and non-verbal cues</li> </ul>	
<b>Activities</b>	
<ul style="list-style-type: none"> <li>• Compare/ contrast languages. School behaviors, etc.</li> <li>• Create a cartoon using greetings and goodbye expressions</li> <li>• Describe yourself (personality adjectives)</li> <li>• Sing the alphabet song</li> <li>• Create a calendar</li> <li>• Play Simon says game using classroom commands</li> <li>• Exchange personal information. (Cell phone number exchange, name, address, likes and dislikes)</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Unit digital portfolio projects</li> </ul>	<ul style="list-style-type: none"> <li>• Video activities</li> </ul>

<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Games</li> <li>● TPR</li> <li>● Comprehension activities</li> <li>● T-chart</li> <li>● Picture prompt activities</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Visual organizers</li> <li>● Do now</li> <li>● Reading activities</li> <li>● Writing activities</li> <li>● Oral activities</li> <li>● Listening activities</li> <li>● Interactive online activities</li> <li>● Cooperative learning group</li> </ul>
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**21<sup>st</sup> Century Skills**

<b>X</b>	<b>Creativity</b>	<b>X</b>	<b>Critical Thinking</b>	<b>X</b>	<b>Communication</b>	<b>X</b>	<b>Collaboration</b>
<b>X</b>	<b>Life &amp; Career Skills</b>	<b>X</b>	<b>Information Literacy</b>	<b>X</b>	<b>Media Literacy</b>		

**Connections**

<ul style="list-style-type: none"> <li>● Geography – Areas where Spanish is spoken</li> <li>● Math – Concept of time</li> <li>● Science – Climate differences</li> <li>● Language Arts – Sounds, pronunciations, punctuation, etc.</li> </ul>
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**Integration**

<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Voki/ Little Bird Tales</li> <li>● Google Slides</li> <li>● Internet Research</li> <li>● Interactive map games online</li> <li>● Kahoot</li> <li>● Google earth to locate countries and places within that country</li> <li>● Teacher tube and Youtube teaching videos</li> <li>● Manipulatives, flashcards, images</li> <li>● Quizlet</li> <li>● Elmo</li> <li>● Cellphone</li> </ul>
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<b>Time Frame</b>	<b>Weeks 6-10</b>
<b>Topic</b>	
<b>Unit 2 - Family and Holiday celebrations</b> <ul style="list-style-type: none"> <li>● Describing family</li> <li>● Pets (animals)</li> <li>● Expressing feelings.</li> <li>● Numbers (multiples of 10-100).</li> <li>● Holiday celebrations in Spanish countries and in the United States.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are cultural differences?</li> <li>● What is the concept of extended family?</li> <li>● Can you describe your family?</li> <li>● Can you offer personal information about your family members?</li> <li>● What holidays do you celebrate? Is it similar or different from the celebrations in Spanish countries?</li> </ul>	
<b>Understandings</b>	
<ul style="list-style-type: none"> <li>● Understanding other cultures creates culture sensitivity and acceptance.</li> <li>● The learner will be able to identify, indicate preferences, and family members, feelings, and traditions.</li> <li>● Students will compare/contrast how do Hispanic celebrate traditional holidays.</li> <li>● Students will be able to discuss family size differences and relationships.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 7.A.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, 8.1.5.A.1, 8.1.5.A.2, 8.1.8.A.2, 8.1.12.A.1, 8.1.5.B.1, 8.1.12.B.2</li> </ul>	
<b>Key Concepts and Skills</b>	
<b>Communication</b> <ul style="list-style-type: none"> <li>● Extend their linguistic and cultural knowledge</li> <li>● Discover new ways of thinking and doing</li> <li>● Develop the ability to interact appropriately with speakers of other languages</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>● Noun-adjective agreement: numbers and gender</li> <li>● Use of “de” to indicate possession and possessive adjectives</li> <li>● Giving dates and verb tener (to have)</li> <li>● The verb estar (to be) – location/feelings only 1st to 3rd person singular conjugations.</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>● Compare/contrast traditions</li> <li>● Identify commonly held viewpoints of the cultures, such as those relating to time, religion, calendar, etc.</li> </ul>	
<b>Activities</b>	
<ul style="list-style-type: none"> <li>● Compare/ contrast family values</li> <li>● Watch videos on authentic celebrations</li> <li>● Complete reading comprehension activities using authentic material on holidays</li> <li>● Create a family tree</li> <li>● Venn diagram to compare and contrast Holiday celebrations in Spanish countries and in the United</li> </ul>	

States

**Assessments**

- Unit digital portfolio projects
- Quizzes
- Games
- TPR
- Comprehension activities
- T-chart
- Picture prompt activities
- Graphic organizers
- Video activities
- Visual organizers
- Do now
- Reading activities
- Writing activities
- Oral activities
- Listening activities
- Interactive online activities
- Cooperative learning groups

**21<sup>st</sup> Century Skills**

<b>X</b>	<b>Creativity</b>	<b>X</b>	<b>Critical Thinking</b>	<b>X</b>	<b>Communication</b>	<b>X</b>	<b>Collaboration</b>
<b>X</b>	<b>Life &amp; Career Skills</b>	<b>X</b>	<b>Information Literacy</b>	<b>X</b>	<b>Media Literacy</b>		

**Interdisciplinary Connections**

- Math – Numbers contained in dates, age and descriptions
- Language Arts – Writing a description
- Reading - Reading about Holidays

**Technology Integration**

- Chromebooks
- Voki/ Little Bird Tales
- Google Slides
- Internet Research
- Interactive map games online
- Kahoot
- Google earth to locate countries and places within that country
- Teacher tube and Youtube teaching videos
- Manipulatives, flashcards, images
- Quizlet
- Elmo
- Cellphone

Time Frame	Weeks 11-15
<b>Topic</b>	
<b>Unit 3 - Food, restaurants, and cafes</b> <ul style="list-style-type: none"> <li>● Meal customs and eating habits</li> <li>● Restaurant/café etiquette</li> <li>● Ordering from a Spanish menu and making reservations, pricing, bill, tips,</li> <li>● Expressions of courtesy such as: I would like, Do you have, I'm hungry, thirsty, etc.</li> <li>● Meal vocabulary: breakfast, lunch, dinner, dessert, snacks, etc.</li> <li>● Names of foods and popular dishes in Spanish speaking countries</li> <li>● Animals (food)</li> <li>● Literature: The Hungry Caterpillar/ La Oruga Hambrienta</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How are eating habits different in the United States and in Spanish speaking countries?</li> <li>● How do traditions concerning food, meals, and dining in the United States differ from those in another country?</li> <li>● What is like to go to other countries and order food in Spanish?</li> <li>● What would I need to know to feel confident when I talk to the waiter in Spanish?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The learner will be able to understand the different eating habits and learn about siesta time and the most important meal of the day in Spanish speaking countries.</li> <li>● The learner will be able to compare/contrast eating habits/traditions in the United States vs. Spanish speaking countries.</li> <li>● Students will be able to describe popular Spanish foods and traditional meals in Spanish</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 7.A.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, 8.1.5.A.1, 8.1.5.A.2, 8.1.8.A.2, 8.1.12.A.1, 8.1.5.B.1, 8.1.12.B.2</li> </ul>	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ul style="list-style-type: none"> <li>● Extend their linguistic and cultural knowledge and use in real life situations</li> <li>● Discover new ways of thinking and doing</li> <li>● Develop the ability to interact appropriately with speakers of other languages</li> </ul>	
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>● Verb gustar with nouns and verbs</li> <li>● Present tense of er/ir verbs: comer, beber, etc. (“yo, tú, él/ella/usted” forms only)</li> <li>● Irregular Verb hacer – to do (“yo, tú, él/ella/usted” forms only)</li> <li>● Negative words</li> <li>● Possessive adjectives, expressing possession with de</li> <li>● Comparatives using adjectives</li> </ul>	
<b>Culture</b>	
<ul style="list-style-type: none"> <li>● Commonly held viewpoints of the target culture, such as those relating to time and meals</li> <li>● Compare/contrast cultural views regarding time and meals with those in the United States</li> <li>● Typical expressions of courtesy and expressions of dissatisfaction in Spanish regarding ordering food and going to a restaurant.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Compare/ contrast Spanish meals and meals in the united States</li> <li>● Create a food brochure and menu</li> </ul>	

- Create a PowerPoint of favorite meals and restaurant
- Create a survey about favorite/least favorite food, meals, restaurant, etc.
- Create a chart to pie chart and/or bar graph to illustrate survey findings, etc
- Use children’s literature - The Hungry Caterpillar to analyze, compare/contrast, classify, communicate, etc.
- Re-write The Hungry Caterpillar story using a different setting, ending, etc.
- Concentration game using meals and names of food
- Play bingo games to review foods, etc
- Venn diagram to compare and contrast “Quinceañera” vs. Sweet Sixteen

**Assessments**

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| <ul style="list-style-type: none"> <li>● Unit digital portfolio projects</li> <li>● Quizzes</li> <li>● Games</li> <li>● TPR</li> <li>● Comprehension activities</li> <li>● T-chart</li> <li>● Picture prompt activities</li> <li>● Graphic organizers</li> </ul> | <ul style="list-style-type: none"> <li>● Video activities</li> <li>● Visual organizers</li> <li>● Do now</li> <li>● Reading activities</li> <li>● Writing activities</li> <li>● Oral activities</li> <li>● Listening activities</li> <li>● Interactive online activities</li> <li>● Cooperative learning groups</li> </ul> |
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<b>X</b>	<b>Life &amp; Career Skills</b>	<b>X</b>	<b>Information Literacy</b>	<b>X</b>	<b>Media Literacy</b>		

**Interdisciplinary Connections**

- Math – Food survey, charts, etc.
- Science – Food pyramid and a balanced diet
- Language Arts – Writing a short story
- Literature- The Hungry Caterpillar in Spanish

**Technology Integration**

- Chromebooks
- Voki/ Little Bird Tales
- Google Slides
- Internet Research
- Interactive map games online
- Kahoot
- Google earth to locate countries and places within that country
- Teacher tube and Youtube teaching videos
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<b>Time Frame</b>	<b>Weeks 16-20</b>
<b>Topic</b>	
<b>Unit 4 - Weather and clothing</b> <ul style="list-style-type: none"> <li>● Talk about the weather</li> <li>● Learn colors and patterns</li> <li>● Weather expressions and seasons</li> <li>● Numbers (multiples of 100-1000)</li> <li>● Clothing vocabulary and describing clothes</li> <li>● Expressing preferences and dislikes - Recycle gustar and preferir</li> <li>● Verbs to ask for, to need, to want, etc.</li> <li>● Parts of the body</li> <li>● Symptoms to most common illnesses</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What types of clothes would you wear when it's hot, cold, or mild outside?</li> <li>● Where do you wear each clothing item?</li> <li>● Can you express discomfort, pain, illness?</li> <li>● Can you offer details on the part of the body affected?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The learner will be able to describe seasons and climate, and identify basic items of clothing.</li> <li>● Seasons and climate dictate, in part, what types of clothing are worn in a given country.</li> <li>● The learner will be able to describe the clothing items.</li> <li>● The learner will be able to express discomfort and seek treatment.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 7.A.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, 8.1.5.A.1, 8.1.5.A.2, 8.1.8.A.2, 8.1.12.A.1, 8.1.5.B.1, 8.1.12.B.2</li> </ul>	
<b>Key Concepts and Skills</b>	
<b>Communication</b> <ul style="list-style-type: none"> <li>● Extend their linguistic and cultural knowledge of the target language.</li> <li>● Discover new ways of thinking and doing – Think, Pair, and Share.</li> <li>● Develop the ability to interact appropriately with speakers of other languages</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>● Recycle expressions of “gustar”, “querer,” and “preferir”</li> <li>● Verb “to wear = llevar, tener, or ponerse”</li> <li>● Expressions with verb “doler” using a specific part of the body</li> <li>● Weather expressions</li> <li>● Temperature related expressions</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>● Describe how clothing items are determined by weather patterns and seasons in different countries</li> <li>● Idiomatic expressions to communicate pain and discomfort do not translate from one language to another</li> <li>● How seasons differ depending on the location of the country</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Fashion show describing color, clothing, patterns, and ¡Qué + adjectives!</li> <li>● Label/classify clothing based on seasons, colors, patterns, etc.</li> <li>● Create a survey about favorite/least favorite clothing</li> <li>● Concentration game using clothing</li> <li>● Hands on “dress a doll” (paper doll activity if real dolls and doll clothes are not available)</li> <li>● Simon says (parts of the body, “me duele” and clothing)</li> </ul>	

- “Las partes del cuerpo” song

**Assessments**

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<b>X</b>	<b>Creativity</b>	<b>X</b>	<b>Critical Thinking</b>	<b>X</b>	<b>Communication</b>	<b>X</b>	<b>Collaboration</b>
<b>X</b>	<b>Life &amp; Career Skills</b>	<b>X</b>	<b>Information Literacy</b>	<b>X</b>	<b>Media Literacy</b>		

**Interdisciplinary Connections**

- Geography – Identify Regions and climate and match to clothing
- Math – Concept size and measurements
- Science – Weather patterns in Spanish countries and most common illnesses
- Language Arts – Reading “Froggy se Viste” and ancillary materials

**Technology Integration**

- Chromebooks
- Voki/ Little Bird Tales
- Google Slides
- Internet Research
- Interactive map games online
- Kahoot
- Google earth to locate countries and places within that country
- Teacher tube and Youtube teaching videos
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