

# SPANISH 1 CURRICULUM

2015

## I. COURSE DESCRIPTION

In Spanish 1 students will be introduced to common vocabulary, phrases and concepts necessary for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations, i.e. survival skills. Students will gain a working knowledge of the basic structure of the target language using the present tense. Students will engage in activities such as, the creation and performance of original dialogues, question and answer situations as posed by the teacher or other students, and various pair and group projects all centered in thematic units. Students will begin to talk about topics and situations that are of interest to them, their friends and the target language community. They will begin to speak Spanish and will discover how they can greet others in Spanish and talk to them about the daily routines of student life. Gradually, they will develop their ability to understand spoken and written Spanish.

Thematic learning objectives are presented within the framework of the three modes of communication, as outlined by the American Council on the Teaching of Foreign Languages (ACTFL): Interpersonal, Interpretive and Presentational. All activities and assignments are aligned with the three modes and with the NJ Student Learning Standards for the Novice-Mid level.

### *Three Modes of Communication:*

- The Interpersonal Mode is characterized by the active negotiation of meaning among students. Students observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications are made accordingly.
- The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to active negotiation of meaning with the writer or the speaker.
- The Presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

*(ACTFL Performance Descriptions for Language Learners, p.7)*

Additionally, emphasis will be placed on cultural topics dealing with Spanish customs, the arts, and Spanish influence in the United States. Students will recognize and practice culturally appropriate social behaviors and gestures that occur in everyday life. They will identify geographical features, historical landmarks, and major sites of the areas where the target language is spoken and their influences on that culture. The learner will demonstrate cultural knowledge related to the curricular topics presented in the classroom.

## II. COURSE OBJECTIVES/OUTLINE

### PCTI SPANISH I Curriculum Unit Planner

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Para Empezar (Preliminary Unit): En la escuela, en la clase y el tiempo (At school, in class, and the weather)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a>		

- orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- How do you introduce yourself and respond to other's greetings in Spanish?
- How do you respond when given instructions to follow in the classroom?
- How do express time in both English and Spanish?
- What is the weather like at various times of the year and in different hemispheres?
- How do you spell words using the Spanish alphabet?

### Grammar Concepts

- Vocabulary: greetings and leave-takings, classroom elements & instructions, numbers (1-100), Parts of the body, alphabet, days of the week and months of the year, and seasons & weather
- Nouns
- Singular and plural definite articles
- Cuántos (as)
- Hay
- Punctuation
- Accent marks in Spanish

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WVA) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Exploración del 3anguage: Señor, señora y señorita” – p.2
- “Exploración del 3anguage: Tú vs. Usted” – p.5
- “El alfabeto”- p.12
- “Gramática: Los sustantivos” – p.11
- “Exploración del 3anguage: Puntuación y acentos” – p.13

### Short Texts (1-3)

- “¡Hola! ¿Cómo te llamas? ¿Cómo estás?” – p.2 and p.4
- “La sala de clases: ¡Atención por favor!” – p.8 and p.10
- “El calendario, la fecha y el tiempo: ¿Qué tiempo hace?” – p.14 and 18

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

#### **Activities may include, but are not limited to:**

- Para Empezar Communicative activities 2, 10, 11, 5 (p.21) – Realidades 1 (TB) (Presentational & Interpersonal)
- Para Empezar Audio activities 1, 2, 5 – Realidades 1 WAV book (Interpretive)
- Para Empezar Writing activities 6, 7 – Realidades 1 WAV book (Presentational)
- Para Empezar Reading and writing activities 9, 10 – Realidades 1 (TB) (Interpretive & Presentational)
- Communicative activities – Teacher-created
- Vocabulary production quizzes
- Student communicative survey activities
- End of unit summative assessment

#### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**6-7 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 1A: ¿Qué te gusta hacer? (What do you like to do?)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in <a href="#">writing</a> .		
7.1.NM.C.5	Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).		
<b>Essential Questions (3-5)</b>			
<ul style="list-style-type: none"> <li>• What activities do you like and not like to do?</li> <li>• What activities do others like and not like to do?</li> </ul>			

- How do you ask others about their likes and dislikes in terms of activities?
- Do you understand cultural perspectives on favorite activities?

### **Grammar Concepts**

- Vocabulary: different activities
- Verbs and types of verbs (*-ar, -er, -ir*)
- Infinitives
- Negative statements
- Interrogatives
- Expressing agreement and disagreement

### **Anchor Text**

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### **Informational Texts (3-5)**

- “Fondo Cultural: Pablo Picasso” – p.24
- “Fondo Cultural: Outdoor cafes” – p.31
- “Gramactiva: Infinitives” – p.32
- “Gramactiva: Negatives” – p.36
- “Gramactiva: Expressing agreement or disagreement” – p.38

### **Short Texts (1-3)**

- “A primera vista” / “First glance” – p.26
- “Qué te gusta hacer?” / “What do you like to do?” – pp.28-29
- “Adelante: ¿Qué te gusta hacer?” / “Go on: what do you like to do?” – pp.40-41

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

**Activities may include, but are not limited to:**

- Tema 1A – Vocabulary activities 1A-1-7 – pp.13-19, Realidades 1 Online practice workbook (Presentational)

- Tema 1A – Grammar practice activities 1A-1-4 – pp. 33-36, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 1A – Audio activities 1-9 – pp.7-13, Realidades 1 WAV book (Interpretive)
- Tema 1A – Guided reading activity, TPR “El día horrible de Juan Pablo” (“Juan Pablo’s horrible day”), Realidades 1 Online resources (Interpersonal)
- Tema 1A – Writing activities 10-13 – pp.14-17, Realidades 1 WAV book (Presentational)
- Tema 1A – Audio/singing activity – “Mambo”, Realidades 1 Online resources (Interpretive & Presentational)
- Tema 1A -Videohistoria Listening and Writing Activity – pp.7-9 WAV book (Interpretive/Presentational)
- Tema 1A – Theme Project “Álbum de recuerdos” (Memory album), Realidades 1 Online resources (Presentational)
- Tema 1A – Communicative activities 8, 12, 16 – pp.31-37, Realidades 1 (TB) (Interpersonal)
- Tema 1A – Communicative activity (situational cards), Realidades 1 Teacher’s Resources book (Interpersonal & Presentational)
- Tema 1A - Vocabulary production quizzes
- Tema 1A - End of unit summative assessment

#### Resources (websites, Blackboard, documents, etc.)

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**4 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 1B: Y tú, ¿Cómo eres? (And you, what are you like?)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.		



- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- How do describe yourself using personality and physical traits?
- How do you describe others using personality and physical traits?
- Do you understand cultural perspectives on friendship?

### Grammar Concepts

- Vocabulary: physical and personality traits (combined with chapter 5B)
- Adjectives (with gender and number)
- Placement of adjectives
- The verb *Ser* (to be) (combined with material from chapter 3B)
- Definite and indefinite articles

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: Frida Kahlo” – p. 48
- “Gramactiva: Adjectives” – p. 55
- “Gramactiva: Placement of adjectives” – p.62
- “Fondo Cultural: Simón Bolívar” – p.58
- “Gramactiva: Definite and indefinite articles” – p.60

### Short Texts (1-3)

- “A primera vista” / “First glance” – pp.50-51

- “Amigos por internet” / “Friends online” – pp.52-53
- “¡Adelante! Un self-quiz” / “Go on! A self-quiz” – p.64

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

#### **Activities may include, but are not limited to:**

- Tema 1B – Vocabulary activities 1B-1-7 – pp.22-28, Realidades 1 Online practice workbook (Presentational)
- Tema 1B – Grammar practice activities 1B-1-4 – pp. 47-50, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 1B – Audio activities 5-9 – pp.21-24, Realidades 1 WAV book (Interpretive)
- Tema 1B - Videohistoria Listening and Writing Activity – pp.19-20, Realidades 1 WAV book (Interpretive/Presentational)
- Tema 1B – Guided reading activity, TPR “Marilú no es simpática” (“Marilu is not friendly”), Realidades 1 Online resources (Interpersonal)
- Tema 1B – Writing activities 10-13 – pp.25-28, Realidades 1 WAV book (Presentational)
- Tema 1B – Audio/singing activity – “¿Cómo soy yo?” (What am I like?), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 1B – Theme Project “Yo: Poema Diamante” (Me: Diamond shaped poem), Realidades 1 Online resources (Presentational)
- Tema 1B – Communicative activities 8, 12, 13 – pp.56-58, Realidades 1 (TB) (Interpersonal)
- Tema 1B – Communicative activity (situational cards), Realidades 1 Teacher’s Resources book (Interpersonal & Presentational)
- Tema 1B – Vocabulary production and grammar quizzes
- Tema 1B - End of unit summative assessment

#### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube

- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**4 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 2A: Tú día en la escuela (Your school day)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a		

- target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- How do you describe your school schedule and subjects?
- What do you and your friends do in your classes?
- What classes do you and your friends like and dislike? Why?
- What's the difference between United States and Hispanic countries in terms of school schedules and school routines?

### Grammar Concepts

- Vocabulary: classroom items & furniture and school subjects
- Subject (personal) pronouns in Spanish
- Present tense of the *-ar* verbs
- The verb “*Tener*” (combined material from chapter 5A)
- Review: “Cuántos (as)”
- Hay

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: Colombian artist Fernando Botero” – p.72
- “Fondo Cultural: Studying English” – p.80
- “Fondo Cultural: Many Spanish words” – p.81
- “Gramactiva: Subject pronouns” – p.82
- “Gramactiva: Present tense of -ar verbs” – p.84

### Short Texts (1-3)

- “A primera vista” / “First glance” – pp.74-75
- “El primer día de clases” / “The first day of school” – pp.76-77
- “¡Adelante! La Escuela Español Vivo” / “Go on! “*I live Spanish*” School” – p.90

### Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)

#### Activities may include, but are not limited to:

- Tema 2A – Vocabulary activities 2A-1-7 – pp.31-36, Realidades 1 Online practice workbook (Presentational)
- Tema 2A – Grammar practice activities 2A-1-4 – pp. 63-66, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 2A – Audio activities 5-9 – pp.31-34, Realidades 1 WAV book (Interpretive)
- Tema 2A – Guided reading activity, TPR “Pepe el desordenado” (“A very disorganized Pepe”), Realidades 1 Online resources (Interpersonal)
- Tema 2A - Videohistoria Listening and Writing Activity – pp.29-30, Realidades 1 WAV book (Interpretive/Presentational)
- Tema 2A – Writing activities 10-13 – pp.35-38, Realidades 1 WAV book (Presentational)
- Tema 2A – Audio/singing activity – “En la clase” (In class), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 2A – Theme Project “Página Web: Advertising your school”, Realidades 1 Online resources (Presentational)
- Tema 2A – Communicative activities 6, 8, 12, 18 – pp.79-87, Realidades 1 (TB) (Interpersonal)
- Tema 2A – Communicative activity (situational cards), Realidades 1 Teacher’s Resources book (Interpersonal & Presentational)
- Tema 2A – Vocabulary production and grammar quizzes
- Tema 2A - End of unit summative assessment

### Resources (websites, Blackboard, documents, etc.)

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard

- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**4-5 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 2B: Tu sala de clases (Your classroom)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a		

[multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- How do you describe the contents of your classroom in English and Spanish?
- How does a Spanish speaker indicate where things are located?
- How does a Spanish speaker describe people's feelings and emotions
- How do you describe the differing cultural perspectives on school?

### Grammar Concepts

- Vocabulary: (review) classroom items, feelings and emotions (combined with chapter 4B)
- Review: *Ser*
- The verb *Estar* for locations, feelings, emotions, and state of beings
- Prepositions of place
- Review: The plural of nouns and articles

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: Sor Juana Inés de la Cruz” – p.98
- “Gramactiva: The verb estar” – p.107
- “Gramactiva: The plurals of nouns and articles” – p.110

### Short Texts (1-3)

- “A primera vista” / “First glance” – pp.100-101
- “Un ratón en la clase” / “A mouse in the classroom” – pp.102-103
- “¡Adelante! El *UNICEF* y una convención para los niños” / “Go on! *UNICEF* and a children’s convention” – p.114

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

#### **Activities may include, but are not limited to:**

- Tema 2B – Vocabulary activities 2B-1-7 – pp.40-41 Realidades 1 Online practice workbook (Presentational)
- Tema 2B – Grammar practice activities 2B-1-4 – pp. 77-80, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 2B – Audio activities 5-9 – pp.41-44, Realidades 1 WAV book (Interpretive)
- Tema 2B – Guided reading activity, TPR “La clase de fobias” (“A classroom full of fobias”), Realidades 1 Online resources (Interpersonal)
- Tema 2B - Videohistoria Listening and Writing Activity – pp.39-40, Realidades 1 WAV book (Interpretive/Presentational)
- Tema 2B – Writing activities 10-13 – pp.45-48, Realidades 1 WAV book (Presentational)
- Tema 2B – Audio/singing activity – “¿Qué hay?” (What is there?), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 2B – Theme Project: “Mi diccionario visual” <http://senoritabarragan.com/2012/03/18/mi-diccionario-visual> (Presentational)
- Tema 2B – Communicative activities 6, 10, 12, 19 – pp.105-112, Realidades 1 (TB) (Interpersonal)
- Tema 2B – Communicative activity (situational cards), Realidades 1 Teacher’s Resources book (Interpersonal & Presentational)
- Tema 2B – Vocabulary production and grammar quizzes
- Tema 2B - End of unit summative assessment

#### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard



- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files  
Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**3-4 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 3A: ¿Desayuno o almuerzo? (Breakfast or lunch?)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a		

[multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- What do you and others typically eat and drink for breakfast and lunch?
- What are your preferences for breakfast and lunch?
- How often do you do certain activities?
- Do you understand cultural perspectives on meals?

### Grammar Concepts

- Vocabulary: foods, beverages, adverbs of frequency and related expressions
- Review: present tense of *-ar* verbs
- Present tense of *-er* and *-ir* verbs
- Me gusta (n) & Me encanta (n)

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: Bartolomé Murillo” – p.122
- “Conexiones: La historia” – p.131
- “Gramactiva: Present tense of *-er* & *-ir* verbs” – p.132
- “Fondo Cultural: El desayuno” (Breakfast) – p.134
- “Gramactiva: Me gustan vs. me encantan” – p.135

### Short Texts (1-3)

- “A primera vista” / “First glance” – pp.124-125
- “El desayuno” / “Breakfast” – pp.126-127
- “¡Adelante! Frutas y verduras de las Americas” / “Go on! Fruits and vegetables from America” – pp.138-139

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

#### **Activities may include, but are not limited to:**

- Tema 3A – Vocabulary activities 3A-1-7 – pp.49-55 Realidades 1 Online practice workbook (Presentational)
- Tema 3A – Grammar practice activities 3A-1-4 – pp. 93-96, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 3A – Audio activities 5-9 – pp.51-55, Realidades 1 WAV book (Interpretive)
- Tema 3A – Guided reading activity, TPR “La buena comida de todos los días” (“Every day good food”), Realidades 1 Online resources (Interpersonal)
- Tema 3A - Videohistoria Listening and Writing Activity – pp.49-50, Realidades 1 WAV book (Interpretive/Presentational)
- Tema 3A – Writing activities 10-13 – pp.56-59, Realidades 1 WAV book (Presentational)
- Tema 3A – Audio/singing activity – “¿Qué comes?” (What do you eat?), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 3A – Theme Project: Una encuesta sobre el desayuno en la clase (An in-class survey about breakfast) (Interpersonal & Presentational)
- Tema 3A – Communicative activities 7, 8, 13, 15 – pp.129-134, Realidades 1 (TB) (Interpersonal)
- Tema 3A – Communicative activity (situational cards), Realidades 1 Teacher’s Resources book (Interpersonal & Presentational)
- Tema 3A – Vocabulary production and grammar quizzes
- Tema 3A - End of unit summative assessment

#### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)

- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files  
Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**3-4 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 3B: Para mantener la salud (To keep being healthy)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- What do you and others like to eat and drink at dinnertime?
- What do you eat, drink and do to keep a healthy life style?
- What should people do if they want to be healthy?
- Do you understand cultural perspectives on diet and health?

### Grammar Concepts

- Vocabulary: (cont.) food & beverages, expressions to discuss health and habits, expressions to discuss preferences, agreement, disagreement, expressions to order food at a restaurant and adjectives to describe food (combined with chapter 5B)
- Review: Plural of adjectives
- Review: Verb *Ser*

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) workbook (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar book – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: Diego Rivera” – p.148
- “Fondo Cultural: El mate” – p.152
- “Gramactiva: The plural of adjectives” (review) – p.156
- “Gramactiva: The verb Ser” (review) – p.158

### Short Texts (1-3)

- “A primera vista” / “First glance” – pp.148-149
- “Para mantener la salud” / “To keep being healthy” – pp.150-151
- “¡Adelante! La comida de los atletas” / “Go on! Athletes’ food” – pp.162-163

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

#### **Activities may include, but are not limited to:**

- Tema 3B – Vocabulary activities 3B-1-7 – pp.58-64, Realidades 1 Online practice workbook (Presentational)
- Tema 3B – Grammar practice activities 3B-1-4 – pp. 109-112, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 3B – Audio activities 5-9 – pp.63-65, Realidades 1 WAV book (Interpretive)
- Tema 3B – Guided reading activity, TPR “El camarero horrible” (“The horrible waiter”), Realidades 1 Online resources (Interpersonal)
- Tema 3B - Videohistoria Listening and Writing Activity – pp.60-61, Realidades 1 WAV book (Interpretive/Presentational)
- Tema 3B – Writing activities 10-13 – pp.66-69, Realidades 1 WAV book (Presentational)
- Tema 3B – Audio/singing activity – “¿Sabroso o malo?” (Tasty o disgusting?), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 3B – Theme Project: Mi propio restaurant (My own restaurant), teacher-created (Interpersonal & Presentational)
- Tema 3B – Communicative activities 6, 10, 13, 17 – pp.153-159, Realidades 1 (TB) (Interpersonal)
- Tema 3B – Communicative activity (situational cards), Realidades 1 Teacher’s Resources book (Interpersonal & Presentational)
- Tema 3B – Vocabulary production and grammar quizzes
- Tema 3B - End of unit summative assessment

#### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard

- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files  
Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**3-4 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 4A: ¿A dónde vas? (Where are you going?)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a		

[multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- Where do you go in your free time? What do you do there?
- What places do you visit on any given day?
- How do you create questions in Spanish?

### Grammar Concepts

- Vocabulary: leisure activities, places, expressions to tell where and with whom you go, expressions to talk about when things are done
- The verb *ir* and *ir + a* (combined with chapter 4B)
- Using *ir* to express immediate future
- *Yes/No* questions
- Question words

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: La plaza” – p.177
- “Gramactiva: The verb *Ir*” – p.181
- “Gramactiva: Asking questions” – p.184
- “Fondo Cultural: Movies” – p.185
- “Conexiones: Vamos al Viejo San Juan!” – p.19

### Short Texts (1-3)



- “A primera vista” / “First glance” – pp.172-173
- “Un chico reservado” / “A shy boy” – pp.174-175
- “¡Adelante! Al centro comercial!” / “Go on! To the mall!” – pp.188-189

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

#### **Activities may include, but are not limited to:**

- Tema 4A – Vocabulary activities 4A-1-7 – pp.67-73 Realidades 1 Online practice workbook (Presentational)
- Tema 4A – Grammar practice activities 4A-1-5 – pp.125-129, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 4A – Audio activities 5-9 – pp.72-74, Realidades 1 WAV book (Interpretive)
- Tema 4A – Guided reading activity, TPR “¡Vamos a la playa!” (“Let’s go to the beach!”), Realidades 1 Online resources (Interpersonal)
- Tema 4A - Videohistoria Listening and Writing Activity – pp.70-71, Realidades 1 WAV book (Interpretive/Presentational)
- Tema 4A – Writing activities 10-13 – pp.75-77, Realidades 1 WAV book (Presentational)
- Tema 4A – Audio/singing activity – “¿A dónde vas?” (Where are you going?), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 4A – Theme Project: “Una entrevista a...” (Interviewing...) – Teacher-created (Interpersonal & Presentational)
- Tema 4A – Communicative activities 6, 10, 12, 18 – pp.177-186, Realidades 1 (TB) (Interpersonal)
- Tema 4A – Communicative activity (situational cards), Realidades 1 Teacher’s Resource book (Interpersonal & Presentational)
- Tema 4A – Vocabulary production and grammar quizzes
- Tema 4A - End of unit summative assessment

#### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard

- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files  
Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**3-4 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 4B: ¿Quieres ir conmigo? (Do you want to go with me?)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a		

[multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- What activities do you and others do outside of school?
- How do you extend, accept or decline invitations in Spanish?
- How do you express that an activity is going to happen?

### Grammar Concepts

- Vocabulary: (cont.) leisure activities, review feelings, expressions for extending, accepting and declining invitations
- Review: *ir + a*
- Introduction of irregular (stem-changing) verbs
- Use *Jugar, poder, querer, tener*

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: La Noche de los Rábanos” – p.205
- “Exploración del language: Spanish words borrowed from English” – p.205
- “Gramactiva: *ir + a + infinitive*” (review) – p.206
- “Gramactiva: The verb *jugar*” – p.208

### Short Texts (1-3)

- “A primera vista” / “First glance” – pp.198-199
- “¡A jugar!” / “Let’s play!” – pp.200-201

- “¡Adelante! Sergio y Lorena: El futuro del golf” / “Go on! Sergio y Lorena: The future of golf” – pp.212-213

### **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

#### **Activities may include, but are not limited to:**

- Tema 4B – Vocabulary activities 4B-1-7 – pp.58, Realidades 1 Online practice workbook (Presentational)
- Tema 4B – Grammar practice activities 4B-1-4 – pp.143-146, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 4B – Audio activities 5-9 – pp.81-83, Realidades 1 WAV book (Interpretive)
- Tema 4B – Guided reading activity, TPR “A Jorge le gusta besar” (“Jorge likes kissing”), Realidades 1 Online resources (Interpersonal)
- Tema 4B - Videohistoria Listening and Writing Activity – pp.79-89, Realidades WAV book (Interpretive/Presentational)
- Tema 4B – Writing activities 10-13 – pp.84-87, Realidades 1 WAV book (Presentational)
- Tema 4B – Audio/singing activity – “¿Qué vas a hacer?” (What are you going to do?), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 4B – Theme Project: Guía para el tiempo libre (Weekend entertainment guide), Realidades 1 Online resources (Interpersonal & Presentational)
- Tema 4B – Communicative activities 8, 10, 20 – pp.203-209, Realidades 1 (TB) (Interpersonal)
- Tema 4B – Communicative activity (situational cards), Realidades 1 Teacher’s Resource book (Interpersonal & Presentational)
- Tema 4B – Vocabulary production and grammar quizzes
- Tema 4B - End of unit summative assessment

#### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube

- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files  
Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**3-4 weeks**

<b>Content Area:</b>	<b>Spanish 1</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 5A: Una fiesta de cumpleaños (A birthday party)</b>		
<b>NJSL Standard(s) Addressed</b>			
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .		
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.		
7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a		

- target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).
- 7.1.NM.C.5 Name and label tangible cultural [products](#) and imitate cultural [practices](#) from the target culture(s).

### Essential Questions (3-5)

- What members comprise your family?
- What events do you celebrate as a family?
- Do you know how to express possession?

### Grammar Concepts

- Vocabulary: Family and parties
- Review the verb *tener*
- Possessive adjectives

### Anchor Text

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual (WAV) book (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Leveled Vocabulary and Grammar Workbook – Guided Practice (print and online) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book Temas 1-4/5-9 – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “Fondo Cultural: Camen Lomas Garza (1948-)” – p.220
- “Fondo Cultural: El papel picado” – p.226
- “Gramactiva: Review of the verb Tener” – p.228
- “Gramactiva: Possessive adjectives” – p.232

### Short Texts (1-3)

- “A primera vista” / “First glance” – pp.222-223
- “¡Feliz cumpleaños!” / “Happy birthday!” – pp.224-225
- “¡Adelante! Mis padres te invitan a mi fiesta de quince años” / “Go on! My parents invite you to my sweet fifteen birthday party” – pp.238

## **Suggested Speaking/Listening/Writing/Reading Assessments (Formative and Summative)**

### **Activities may include, but are not limited to:**

- Tema 5A – Vocabulary activities 5A-1-7 – pp.85-91 Realidades 1 Online practice workbook (Presentational)
- Tema 5A – Grammar practice activities 5A-1-5 – pp.159-162, Realidades 1 Leveled Vocabulary Practice & Guided Practice (Presentational)
- Tema 5A – Audio activities 5-9 – pp.91-94, Realidades 1 WAV book (Interpretive)
- Tema 5A – Guided reading activity, TPR “La fiesta de sorpresa” (“A surprise party”), Realidades 1 Online resources (Interpersonal)
- Tema 5A - Videohistoria Listening and Writing Activity – pp. 87-90, Realidades 1 WAV book (Interpretive/Presentational)
- Tema 5A – Writing activities 10-13 – pp.95-98, Realidades 1 WAV book (Presentational)
- Tema 5A – Audio/singing activity – “Fiesta de cumpleaños” (A birthday party), Realidades 1 Online resources (Interpretive & Presentational)
- Tema 5A – Communicative activities 6, 8, 10, 22 – pp.227-234, Realidades 1 (TB) (Interpersonal)
- Tema 5A – Communicative activity (situational cards), Realidades 1 Teacher’s Resource book (Interpersonal & Presentational)
- Tema 5A – Vocabulary production and grammar quizzes
- Tema 5A - End of unit summative assessment

### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

<b>Suggested Time Frame:</b>	<b>3 weeks</b>
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### III. METHODS OF STUDENTS EVALUATION (ASSESSMENT/EVALUATION)

In order to evaluate students' progress in the World Language classroom, assessments are divided into *formative* and *summative* assessments. While formative assessments may be graded or ungraded, summative assessments are always graded.

Formative Assessments that are graded include:

- Homework assignments
- In-class reading, writing, speaking and listening activities
- Class participation
- Cooperative learning activities
- Stations activities
- Digital lessons with accompanying assessments (such as, but not limited to: EduPuzzle, Educanon, Blackboard mash-ups)
- Webquests

Formative Assessments that may or may not be graded include:

- Warm-ups/"Do Now" activities
- Exit slips/passes
- Review games (such as Jeopardy, Kahoot!, Against the Clock, among others)
- Surveys (either written or via Google Forms)
- Rough drafts for writing assignments and projects
- Think-Pair-Share activity
- Highlighter / Peer-teaching activity
- Dictation exercises

Summative Assessments (graded):

- Quizzes
  - Vocabulary, grammar
  - Assess writing, listening or speaking skills
  - Taken from Realidades 1 Assessments, or teacher-created



- Paper or online format
- End of unit exams
  - Assess reading, writing, listening and speaking skills
  - Taken from Realidades 1 Assessments, or teacher-created
  - Paper or online format
- Mid or End of unit projects
  - Assess writing, speaking and/or comprehension skills
  - Taken from Realidades 1 Teacher Resource Book, or teacher-created
  - Print or digital format (where applicable)
- Class presentations on a given theme or grammatical topic
- Research Simulated Tasks (RSTs)

#### IV. LIST OF TEXTBOOKS, INSTRUCTIONAL MATERIALS & SOFTWARE

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual workbook (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book, Temas Para Empezar - 5 – Pearson Prentice Hall, 2014
- Realidades 1 Guided Practice Workbook – Pearson Prentice Hall, 2014
- Realidades 1 Audio CDs, MP3 files – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Express CD-ROM
- Realidades 1 video accompaniments (DVD set, video files) – Pearson Prentice Hall, 2014
- Realidades 1 ExamView Software
- [www.successnetplus.com](http://www.successnetplus.com) *To access the Realidades series online textbook*

**Other instructional materials include, but are not limited to:**

- [www.phschool.com](http://www.phschool.com) *To access webcodes for Realidades related online chapter activities*
- Spanish language websites
- Films
- Music
- Poetry
- Visual arts (paintings, posters, photographs)
- Opinion Polls
- Online dictionary: [www.wordreference.com](http://www.wordreference.com)
- Vocabulary building: [www.quizlet.com](http://www.quizlet.com)

- Grammar practice: [www.conjuguemos.com](http://www.conjuguemos.com)

## V. **INSTRUCTIONAL STRATEGIES**

- Listening and speaking activities
- Singing activities
- Paired communicative activities
- Reading silently and aloud
- Guided reading activities
- Role playing
- Dialog creation
- Note taking/note making
- Flipped Classroom techniques
- Watching and responding to media
- Brainstorming (think-aloud/written)/ Think-Pair-Share
- Free writing
- Drafting/writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
  - Research Simulated Tasks (RST's)
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Analyzing texts
- Learning stations
- Collaborative projects/Project-Based learning
- Answering questions (oral/written)
- Peer teaching
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Surveys/Polls with summarization
- Playing educational games

- Creating educational games
- Field trips (Cultural and professional opportunities)

## **VI. SCOPE AND SEQUENCE**

<b>SKILLS TO BE LEARNED</b>	<b>I = Introduce</b> <b>D = Develop</b> <b>R = Reinforce</b> <b>M = Master</b>
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	<b>IDRM</b>
Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	<b>DRM</b>
Recognize a few common gestures and cultural practices associated with target culture(s).	<b>IRD</b>
Identify familiar people, places, objects, and activities in daily life based on oral or written descriptions.	<b>IRDM</b>
Demonstrate comprehension of brief oral and written messages on familiar topics.	<b>DRM</b>
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	<b>IDR</b>
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	<b>IDRM</b>
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.	<b>IDRM</b>

Use basic information at the word, memorized-phrase level to create multimedia-rich presentations on targeted themes to be shared virtually with a target language audience.	<b>IDR</b>
Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.	<b>IDR</b>
Copy/write words, phrases or simple guided texts on familiar topics.	<b>IDR</b>
Present information from age or level-appropriate material orally or in writing.	<b>IDR</b>
Name and label tangible cultural products and imitate cultural practices from the target culture.	<b>IDR</b>

*\*Adapted from the 2014 New Jersey Core Curriculum Content Standards for World Language for Novice-Mid Learners  
(<http://www.state.nj.us/education/cccs/2014/wl/>)*

## **VII. PACING CHART – See II. Course Outline**

## **VIII. STUDENT HANDOUT**

### **COURSE DESCRIPTION**

Spanish 1 is designed for students who have very little to no background in the Spanish language and culture. These students will be introduced to common vocabulary, phrases and concepts necessary for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will gain a working knowledge of the basic structure of the target language using the present tense. Thematic learning objectives are presented within the framework of the three modes of communication, as outlined by the American Council on the Teaching of Foreign Languages (ACFTL): Interpersonal, Interpretive and Presentational. All activities and assignments are aligned with the three modes and with the NJ Student Learning Standards for the Novice-Mid level. The main focus is to develop their basic language skills in preparation for further language study.

Themes that will be covered in this level include: the alphabet, numbers, self and others' physical and personality descriptions, the classroom and school routines, food, beverages, eating and health habits, hobbies and leisure activities. Additionally, stress will be placed on cultural topics dealing with Spanish customs, the arts, and Spanish influence in the United States. Students will recognize and practice culturally appropriate social behaviors and gestures that occur in everyday life. They will identify geographical features, historical

landmarks, and major sites of the areas where the target language is spoken and their influences on that culture. Students will demonstrate cultural knowledge related to the curricular topics presented in the classroom.

## **PROFICIENCIES**

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text, in order to:

- Develop identity through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes and pastimes.) (7.1.NM.A.1-A.4)
- Observe and participate in culturally authentic activities that contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding include, but are not limited to: celebrations, songs, and dances) (7.1.NM.A.3-A.5)
- Understand and express healthy eating habits and fitness practices and how these vary across cultures. (Topics that assist in the development of this understanding include, but are not limited to: foods, beverages, eating at home or in restaurants and wellness practices). (7.1.NM.A.1-A.5)
- Understand leisure activities and how these are perceived across cultures. (Topics that assist in the development of this understanding include, but are not limited to: home life, places in the community, and activities within the community) (7.1.NM.A.1-A.5)
- Learn about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language. (Content that assist in the development of this understanding include, but are not limited to: all content areas and popular culture) (7.1.NM.A.1-A.5)
- Formulate and respond to other’s questions. (7.1.NM.B.1-B.5)
- State needs and preferences. (7.1.NM.B.1-B.5)
- Describe people, places, and things. (7.1.NM.B.1-B.5)
- Make lists. (7.1.NM.C.1-C.5)
- Develop an age- and developmentally appropriate understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding include, but are not limited to: history, science, economics, and geography.) (7.1.NM.A, B, & C)

*\*Adapted from the New Jersey Student Learning Standards for World Language for Novice-Mid Learners*