



Montclair Public Schools
Montclair High School
Spanish 1 R Curriculum

Grade(s) **9-12**

**Approved by the Montclair Board of Education
2012**

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ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Spanish that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools.

Introduction: This document explains the curriculum for Spanish: College Prep for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

Statement of Philosophy:

The purpose of this course is to expose students to the Spanish culture and language through listening, writing, speaking and reading.

This class embodies a diversify group of topics from summer vacations, sports, friendship, stereotypes, role of the family, food & desserts, art & music, and technology & media. The students will be involved in both individual and group work. This class will foster communication skills, critical thinking, and break preconceived notions.

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a

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stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 1: The focus of this unit is to make introductions, tell one's name, greetings and how someone is. Students will tell the time and give email addresses. Students will compare greetings between Spanish speaking people and Americans. Students will develop writing skills using the verb to be. Students will practice the alphabet and numbers. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this unit is to describe people and things. Students will identify what other people like; tell someone's age and birthday. Student will develop writing skills using the verb to be and adjectives. Students will identify the architecture, food and dances from Puerto Rico. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to tell about what they and others want to do. Students will talk about every day activities and tell how often they do things with their friends. Student will develop writing skills using the verb gustar and querer. Students will identify the architecture, food and dances from Puerto Rico. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 4: The focus of this unit is to discuss about their plans and classes. Students will create their class schedule and identify the supplies they need to prepare a report. Student will identify the architecture, food and dances from Costa Rica. Students will identify what they have and need. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 5: The focus of this unit is to tell the time that the students are taking their classes. Students will develop writing skills using the verb tener , venir and ir. They will compare their classes with Spanish speaking students. Students will learn vocabulary associated with school supplies. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Spanish Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “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.” This standard includes the interpretive, interpersonal and presentational mode of communication.

Spanish 1 Regular is a full-year course for Montclair High School students and introduces and prepares students to acquire the fundamentals of the Spanish language and culture. This course is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of Spanish-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing.

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SECTION II

Course Description

Spanish I Honors This full year course introduces the student to the language and culture of Spanish-speaking countries through intensive practice using communicative skills. All material — vocabulary, grammar, and culture — is rooted in context and used meaningfully.

This course will consist of 5 units.

Thematic Units for Spanish I Regular

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|---------------------------|-------------------------|
| 1. Empecemos | Let's start |
| 2. A Conocernos | Let's meet |
| 3. ¿Qué te gusta hacer? | What do you like to do? |
| 4. La Vida Escolar | School life |
| 5. En casa con la familia | At home with my family |

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UNIT 1: Let's start

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	All languages have a means of greeting other members of society.	<p>How are greetings important for establishing contact with others? How do greetings affect conversations?</p> <p>How do Spanish ways of greeting differ from American ways?</p>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Practice vocabulary. • Tell one's name, greetings and how someone is. • Make introductions. • Give email addresses. • Use numbers (1-31) and the alphabet. • Use the verb to be. (ser). • Create a conversation greet ////each other. • Tell where someone is from. • Identify Spain in a map. • Identify the architecture, food and dances from Spain.

Assessment: (Formative and Summative)	Rubrics: See below	Key Criteria for Differentiation:
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<ul style="list-style-type: none">• Quizzes• Chapter Test• Performance assessment• Alternative Assessment		<p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level</p>
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		<p>beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p><u>Supplementary Instructional</u></p> <ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points, • Students will watch a video to learn grammar. Grama Vision. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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<ul style="list-style-type: none">• Videos.• One stop planner CD-ROM• On line workbooks.• On line practice.• Transparencies.	<ul style="list-style-type: none">• Students will practice listening.• Students will use their workbook to practice grammar and vocabulary.• The teacher will show a transparency to teach vocabulary.• Students will use the Puzzle Pro to practice vocabulary and grammar.• Students will use the map to locate Spain.	<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks</p>
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		will be key indicators of their performance.
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UNIT 2 Let's start

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	All languages have a means of greeting other members of society.	<p>How are greetings important for establishing contact with others? How do greetings affect conversations?</p> <p>How do Spanish ways of greeting differ from American ways?</p>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Give email addresses. • *Tell the time. • Compare greetings between Spanish speaking people and Americans. • Use subjects, verbs, and subject pronouns. • Use punctuation marks and written accents. • Write classmates' descriptions.

Assessment: (Formative and	Rubrics:	Key Criteria for Differentiation:
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<p>Summative)</p> <ul style="list-style-type: none">• Quizzes• Chapter Test• Performance assessment• Alternative Assessment	<p>See below</p>	<p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental</p>
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		<p>preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p><u>Supplementary Instructional</u></p> <ul style="list-style-type: none"> • Blackboard. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points, 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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<ul style="list-style-type: none"> • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<ul style="list-style-type: none"> • Students will watch a video to learn grammar. Grama Vision. • Students will practice listening. • Students will use their workbook to practice grammar and vocabulary. • The teacher will show a transparency to teach vocabulary. • Students will use the Puzzle Pro to practice vocabulary and grammar. • Students will put sentences in logical order 	<p style="text-align: center;">Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 3 Let's meet

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	All languages have a means of greeting other members of society.	<p>How are greetings important for establishing contact with others? How do greetings affect conversations?</p> <p>How do Spanish ways of greeting differ from American ways?</p>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Describe people and things. • Identify what other people like. • Use to be (ser) with adjectives. • Use gender and adjective agreement. • Use questions. • Identify Puerto Rico on a map. • Identify the architecture, food and dances from Puerto Rico. • Create questions to obtain personal information.

Assessment: (Formative and	Rubrics:	Key Criteria for Differentiation:
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<p>Summative)</p> <ul style="list-style-type: none">• Quizzes• Chapter Test• Performance assessment• Alternative Assessment	<p>See below</p>	<p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental</p>
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		<p>preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p><u>Supplementary Instructional</u></p> <p>*Blackboard.</p>	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points, 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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<ul style="list-style-type: none"> • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<ul style="list-style-type: none"> • Students will watch a video to learn grammar. Grama Vision • Students will practice listening. • Students will use their workbook to practice grammar and vocabulary. • The teacher will show a transparency to teach vocabulary. • Students will use the Puzzle Pro to practice vocabulary and grammar. • Students will put sentences in logical order. • Students will use the map to locate Puerto Rico. 	<p style="text-align: center;">Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 4 Let's meet

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	All languages have a means of greeting other members of society.	<p>How are greetings important for establishing contact with others? How do greetings affect conversations?</p> <p>How do Spanish ways of greeting differ from American ways?</p>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Tell someone's age and birthday. • Develop writing skills. • Use nouns, definite articles and the preposition (de). • Use like (gustar) Why and because. • Use adjectives to describe themselves./// Describe people from pictures

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Quizzes • Chapter Test 	Rubrics: See below	Key Criteria for Differentiation: Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the
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<ul style="list-style-type: none">• Performance assessment• Alternative Assessment		<p>skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple</p>
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		<p>structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p>Supplementary Instructional</p> <ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points, • Students will watch a video to learn grammar. Grama Vision. • Students will practice listening. • Students will use their workbook to practice grammar and vocabulary. • The teacher will show a transparency to teach vocabulary. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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	<ul style="list-style-type: none">• Students will use the Puzzle Pro to practice vocabulary and grammar.• Students will put sentences in logical order	<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 5 What do you like to do?

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	There are many activities that are similar throughout the world that teenagers enjoy.	What activities are similar or different in the United States and Spanish speaking countries for teenagers?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Tell Explain about what they and others want to do. • Tell about every day activities • Use like (gustar) with infinitives. • Use pronouns after prepositions. • Use want (querer) with infinitives. • Identify Texas on the map. • Identify the architecture, food and dances from Texas. • Create an interview. • Tell what they like to do on weekends. • Tell what they would like to do at a class party

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Quizzes • Chapter Test • Performance assessment • Alternative Assessment 	Rubrics: See below	Key Criteria for Differentiation: Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of
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		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring</p>
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		<p>richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p><u>Supplementary Instructional</u></p> <ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points. • Students will watch a video program to learn grammar. (Grama Vision) • Students will practice listening. • Students will use their workbook to practice grammar and vocabulary. • The teacher will use a transparency to teach vocabulary. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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	<ul style="list-style-type: none"> • Students will use a puzzle pro to practice vocabulary and grammar. • Students will practice vocabulary using the TPR activity. • Students will make a collage of activities they enjoy doing and activities they dislike. • Students will act out situations that the teacher will present. • Students will use the map to locate Texas • In the map. 	<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 6 What do you like to do?

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	There are many activities that are similar throughout the world that teenagers enjoy.	What activities are similar or different in the United States and Spanish speaking countries for teenagers?

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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Tell how often they do things with their friends. • Develop writing skills using the verbs gustar and querer. • Use regular “ar” verbs. • Use go (ir) and play (jugar) • Use weather expressions. • Interview 3 classmates to learn what to do on Saturday.

<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Quizzes • Chapter Test • Performance assessment • Alternative Assessment 	<p>Rubrics: See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students’ linguistic capacity.</p>
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		<p>Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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Resources:	Instructional Strategies / Best practices:	Enrichment
<p data-bbox="178 292 756 438"><u>Textbook:</u> Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p data-bbox="178 470 756 511"><u>Supplementary Instructional</u></p> <ul data-bbox="231 544 756 820" style="list-style-type: none">• Blackboard.• DVD program and interactive tutor.• Videos.• One stop planner CD-ROM• On line workbooks.• On line practice.• Transparencies.	<ul data-bbox="819 332 1333 1226" style="list-style-type: none">• Pair activity: Interpretative. Students will create a dialog using the new vocabulary words.• Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points.• Students will watch a video program to learn grammar. (Grama Vision)• Students will practice listening.• Students will use their workbook to practice grammar and vocabulary.• The teacher will use a transparency to teach vocabulary.• Students will use a puzzle pro to practice vocabulary and grammar.• Students will practice vocabulary using the TPR activity.• Students will make a collage of activities they enjoy doing and activities they dislike.• Students will act out situations that the teacher will present.	<ul data-bbox="1396 332 1921 592" style="list-style-type: none">• Do spontaneous role plays.• Encourage students to create original skits and present them to the class.• Have students create and illustrate a cartoon with introductory phrases in Spanish.

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		<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 7: Life in the school

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	School systems in all countries are important for the education of a nation.	How do Spanish speaking schools differ from American schools?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Identify what they have and need. • Discuss about their plans and classes. • Use indefinite articles, ¿Cuánto? Mucho and poco. • Use tener and some tener idioms. • Use venir and a las/las with time. • Create their class schedule. • Identify the supplies they need to prepare a report. • Identify Costa Rica on a map. • Identify the architecture, food and dances from Costa Rica.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Quizzes 	Rubrics: See below	Key Criteria for Differentiation: Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment
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<ul style="list-style-type: none">• Chapter Test• Performance assessment• Alternative Assessment		<p>based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use</p>
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		<p>circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p>Supplementary Instructional</p> <ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points. • Students will watch a video program to learn grammar. (Grama Vision) • Students will practice listening. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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<ul style="list-style-type: none">• On line practice.• Transparencies.	<ul style="list-style-type: none">• Students will use their workbook to practice grammar and vocabulary.• The teacher will use a transparency to teach vocabulary.• Students will use a puzzle pro to practice vocabulary and grammar.• Students will practice vocabulary using the TPR activity.• Students will play a game using their book bags. (Identify school supplies).• Students will use a map to locate Costa Rica.• Rica.	<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 8 Life in the school

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	School systems in all countries are important for the education of a nation.	How do Spanish speaking schools differ from American schools?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Tell the time that they are taking their classes. • Develop writing skills using the verbs tener, venir and ir. • Compare their classes with Spanish speaking students. • Use ir with infinitive • Use regular and irregular –er and –ir verbs. • *Use tag questions • Create question according to the pictures.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Quizzes 	Rubrics: See below	Key Criteria for Differentiation: Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment
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<ul style="list-style-type: none">• Chapter Test• Performance assessment• Alternative Assessment		<p>based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use</p>
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		<p>circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p>Supplementary Instructional</p> <ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points. • Students will watch a video program to learn grammar. (Grama Vision) • Students will practice listening. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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<ul style="list-style-type: none">• On line practice.• Transparencies.	<ul style="list-style-type: none">• Students will use their workbook to practice grammar and vocabulary.• The teacher will use a transparency to teach vocabulary.• Students will use a puzzle pro to practice vocabulary and grammar.	<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 9 At home with the family

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	How is the role of the family in the Spanish speaking society similar to and different from the role of the family in your culture? What are the differences and similarities between families of the United States and Spanish speaking countries?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Describe people and family relationships. • Explain where they and others live. • Explain about their responsibilities. • Develop writing skills using negation with nunca, tampoco, nada, and nadie. • Compare the size of the families between USA and Spanish speaking countries.. • Use possessive adjectives. • Practice stem-changing verbs: almorzar, dormer, volver, merendar, entender, and empezar. • Use estar with prepositions.

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	<ul style="list-style-type: none"> • Use negation with nunca, tampoco, nada, and nadie • Use the verbs tocar and parecer. • Identify their extended family. • Tell what they do with their family members. • Explain their daily routine. • Describe their ideal home • Identify Chile on a map. • Identify the architecture, food and dances from Chile
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<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Quizzes • Chapter Test • Performance Assessment • Alternative Assessment 	<p>Rubrics: See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to</p>
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		<p>enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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<p>Resources: <u>Textbook:</u> Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p><u>Supplementary Instructional</u></p> <ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points. • Students will watch a video program to learn grammar. (Grama Vision) • Students will practice listening. • Students will use their workbook to practice grammar and vocabulary. • The teacher will use a transparency to teach vocabulary. • Students will use a puzzle pro to practice vocabulary and grammar. • Students will practice vocabulary using the TPR activity. • Students will use the map to locate Chile and name the bordering countries and body of water. 	<p style="text-align: center;">Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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		<p style="text-align: center;">Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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UNIT 10 At home with the family

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Family plays an important role in all societies and cultures.	<p>How is the role of the family in the Spanish speaking society similar to and different from the role of the family in your culture?</p> <p>What are the differences and similarities between families of the United States and Spanish speaking countries?</p>

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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Develop writing skills using estar with prepositions. • Compare the size of the families between USA and Spanish speaking countries. • Use negation with nunca, tampoco, nada, and nadie • Use the verbs tocar and parecer. • Explain their daily routine. • Describe their ideal home

<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Quizzes • Chapter Test • Performance • Assessment • Alternative Assessment 	<p>Rubrics: See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the</p>
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		<p>three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in Spanish level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will</p>
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		be encouraged work in teams to help build each other's proficiency.
<p>Resources: Textbook: Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York- San Diego-London</p> <p><u>Supplementary Instructional</u></p> <ul style="list-style-type: none"> • Blackboard. • DVD program and interactive tutor. • Videos. • One stop planner CD-ROM • On line workbooks. • On line practice. • Transparencies. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. • Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points. • Students will watch a video program to learn grammar. (Grama Vision) • Students will practice listening. • Students will use their workbook to practice grammar and vocabulary. • The teacher will use a transparency to teach vocabulary. • Students will use a puzzle pro to practice vocabulary and grammar. • Students will practice vocabulary using the TPR activity. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays. • Encourage students to create original skits and present them to the class. • Have students create and illustrate a cartoon with introductory phrases in Spanish.

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		<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Pacing Guide [Boxes Expand]

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/ Supplemental Resources	Assessments
September	7.1	<ul style="list-style-type: none"> *What is your name? *What is your telephone number? 	<ul style="list-style-type: none"> *Practice vocabulary. * Tell one’s name, greetings and how someone is. *Make introductions. *Give email addresses. Grammar: *Use numbers (1-31) and the alphabet. 	<ul style="list-style-type: none"> * Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. *Group activity: Presentational. 	<ul style="list-style-type: none"> *Holt Spanish 1 Expresate by Nancy Humbach, Sylvia Madrigal Velasco. *World map 	<ul style="list-style-type: none"> * Quizzes * Chapter Test * Performance Assessment * Alternative Assessment

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			<p>*Use the verb to be. (ser).</p> <p>Communication:</p> <p>*Create a conversation “greet each other”.</p> <p>*Tell where someone is from.</p> <p>Culture:</p> <p>*Identify Spain in a map.</p> <p>*Identify the architecture, food and dances from Spain.</p>	<p>Students will create a story using the new vocabulary words and the new grammar points,</p> <p>*Students will watch a video to learn grammar. Grama Vision.</p> <p>*Students will practice listening.</p> <p>*Students will use their workbook to practice grammar and vocabulary.</p> <p>*The teacher will show a transparency to teach vocabulary.</p> <p>*Students will use the Puzzle Pro to practice vocabulary and grammar.</p>	<p>*Teachers created online activities: www.Quizlet.com</p> <p>*One stop Planner CD-Rom</p> <p>*Expresate Online</p> <p>*PuzzlePro</p> <p>*Authentic materials and video/audio clips.</p> <p>*Teacher made worksheets</p>	
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				*Students will use the map to locate Spain.		
October	7.1	*What is today? *What is your E-mail address?	*Give email addresses. *Tell the time. *Compare greetings between Spanish speaking people and Americans. Grammar: *Use subjects, verbs, and subject pronouns. *Use punctuation marks and written accents. Communication: *Write classmates' descriptions.	* Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. *Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points, *Students will watch a video to learn grammar. Grama Vision. *Students will practice listening. *Students will use their workbook to	*Holt Spanish 1 Expresate by Nancy Humbach, Sylvia Madrigal Velasco. *World map *Teachers created online activities: www.Quizlet.com *One stop Planner CD-Rom *Expresate Online *PuzzlePro *Authentic materials and video/audio clips. *Teacher made worksheets	* Quizzes * Chapter Test * Performance Assessment * Alternative Assessment

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				<p>practice grammar and vocabulary.</p> <p>*The teacher will show a transparency to teach vocabulary.</p> <p>*Students will use the Puzzle Pro to practice vocabulary and grammar.</p> <p>*Students will put sentences in logical order</p>		
November	7.1	<p>*Who is your best friend?</p> <p>*How old are you?</p>	<p>*Describe people and things.</p> <p>*Identify what other people like.</p> <p>Grammar:</p> <p>*Use to be (ser) with adjectives.</p> <p>*Use gender and adjective agreement.</p> <p>*Use questions.</p> <p>Culture:</p> <p>*Identify Puerto Rico on a map.</p>	<p>* Pair activity: Interpretative. Students will create a dialog using the new vocabulary words.</p> <p>*Group activity: Presentational. Students will create a story using the new vocabulary</p>	<p>*Holt Spanish 1 Expresate by Nancy Humbach, Sylvia Madrigal Velasco.</p> <p>*World map</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*One stop Planner</p>	<p>* Quizzes</p> <p>* Chapter Test</p> <p>* Performance Assessment</p> <p>* Alternative Assessment</p>

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			<p>*Identify the architecture, food and dances from Puerto Rico.</p> <p>Communication:</p> <p>*Create questions to ask personal information.</p>	<p>words and the new grammar points,</p> <p>*Students will watch a video to learn grammar.</p> <p>Gramma Vision</p> <p>*Students will practice listening.</p> <p>*Students will use their workbook to practice grammar and vocabulary.</p> <p>*The teacher will show a transparency to teach vocabulary.</p> <p>*Students will use the Puzzle Pro to practice vocabulary and grammar.</p> <p>*Students will put sentences in logical order.</p>	<p>CD-Rom</p> <p>*Expresate Online</p> <p>*PuzzlePro</p> <p>*Authentic materials and video/audio clips.</p> <p>*Teacher made worksheets</p>	
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				*Students will use the map to locate Puerto Rico.		
December	7.1	*When is your birthday? *What do you like to do? What are your hobbies?	*Tell someone's age and birthday. *Develop writing skills. Grammar: *Use nouns, definite articles and the preposition (de). *Use like (gustar) Why and because. Communication: *Use adjectives to describe themselves./// *Describe people from pictures	Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. *Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points, *Students will watch a video to learn grammar. Grama Vision. *Students will practice listening.	*Holt Spanish 1 Expressate by Nancy Humbach, Sylvia Madrigal Velasco. *World map *Teachers created online activities: www.Quizlet.com *One stop Planner CD-Rom *Expressate Online *PuzzlePro *Authentic materials and video/audio clips. *Teacher made worksheets	* Quizzes * Chapter Test * Performance Assessment * Alternative Assessment

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				<p>*Students will use their workbook to practice grammar and vocabulary.</p> <p>*The teacher will show a transparency to teach vocabulary.</p> <p>*Students will use the Puzzle Pro to practice vocabulary and grammar.</p> <p>*Students will put sentences in logical order</p>		
January	7.1	<p>*Where do you like to go on weekends?</p> <p>*What do you want to do every day?</p>	<p>*Tell Explain about what they and others want to do.</p> <p>*Tell about every day activities</p> <p>Grammar:</p> <p>*Use like (gustar) with infinitives.</p> <p>*Use pronouns after prepositions.</p> <p>*Use want (querer) with</p>	<p>* Pair activity: Interpretative. Students will create a dialog using the new vocabulary words.</p> <p>*Group activity: Presentational. Students will create a story</p>	<p>*Holt Spanish 1 Expresate by Nancy Humbach, Sylvia Madrigal Velasco.</p> <p>*World map</p> <p>*Teachers created online activities: www.Quizlet.com</p>	<p>* Quizzes</p> <p>* Chapter Test</p> <p>* Performance Assessment</p> <p>* Alternative Assessment</p>

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			<p>infinitives.</p> <p>Culture:</p> <ul style="list-style-type: none"> *Identify Texas on the map. *Identify the architecture, food and dances from Texas. <p>Communication:</p> <ul style="list-style-type: none"> *Create an interview. *Tell what they like to do on weekends. *Tell what they would like to do at a class party 	<p>using the new vocabulary words and the new grammar points.</p> <ul style="list-style-type: none"> *Students will watch a video program to learn grammar. (Grama Vision) *Students will practice listening. *Students will use their workbook to practice grammar and vocabulary. *The teacher will use a transparency to teach vocabulary. *Students will use a puzzle pro to practice vocabulary and grammar. 	<ul style="list-style-type: none"> *One stop Planner CD-Rom *Expresate Online *PuzzlePro *Authentic materials and video/audio clips. *Teacher made worksheets 	
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				<p>*Students will practice vocabulary using the TPR activity.</p> <p>*Students will make a collage of activities they enjoy doing and activities they dislike.</p> <p>*Students will act out situations that the teacher will present.</p> <p>*Students will use the map to locate Texas</p> <p style="text-align: center;">In the map</p>		
February	7.1	<p>*How often do you hang out with your friends? When do you practice sports?</p>	<p>*Tell how often they do things with their friends.</p> <p>*Develop writing skills using the verbs gustar and querer.</p> <p>Grammar:</p> <p>*Use regular “ar” verbs.</p> <p>*Use go (ir) and play (jugar)</p>	<p>* Pair activity: Interpretative. Students will create a dialog using the new vocabulary words.</p> <p>*Group activity: Presentational.</p>	<p>*Holt Spanish 1 Expressate by Nancy Humbach, Sylvia Madrigal Velasco.</p> <p>*World map</p> <p>*Teachers created</p>	<p>* Quizzes</p> <p>* Chapter Test</p> <p>* Performance Assessment</p> <p>* Alternative Assessment</p>

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			<p>*Use weather expressions.</p> <p>Communication:</p> <p>*Interview 3 classmates to learn what to do on Saturday.</p>	<p>Students will create a story using the new vocabulary words and the new grammar points.</p> <p>*Students will watch a video program to learn grammar. (Grama Vision)</p> <p>*Students will practice listening.</p> <p>*Students will use their workbook to practice grammar and vocabulary.</p> <p>*The teacher will use a transparency to teach vocabulary.</p> <p>*Students will use a puzzle pro to practice vocabulary and</p>	<p>online activities: www.Quizlet.com</p> <p>*One stop Planner CD-Rom</p> <p>*Expresate Online</p> <p>*PuzzlePro</p> <p>*Authentic materials and video/audio clips.</p> <p>*Teacher made worksheets</p>	
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				<p>grammar. *Students will practice vocabulary using the TPR activity. *Students will make a collage of activities they enjoy doing and activities they dislike. *Students will act out situations that the teacher will present.</p>		
March	7.1	<p>*Why do you need to go to school? *How are your classes? *How do you like your schedule?/////</p>	<p>*Identify what they have and need. *Discuss about their plans and classes. Grammar: *Use indefinite articles, ¿Cuánto? Mucho and poco. *Use tener and some tener idioms. *Use venir and a las/las with time.</p>	<p>* Pair activity: Interpretative. Students will create a dialog using the new vocabulary words. *Group activity: Presentational. Students will create a story</p>	<p>*Holt Spanish 1 Expressate by Nancy Humbach, Sylvia Madrigal Velasco *World map *Teachers created online activities: www.Quizlet.com *One stop Planner</p>	<p>* Quizzes * Chapter Test * Performance Assessment * Alternative Assessment</p>

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			<p>Communication: *Create their class schedule. *Identify the supplies they need to prepare a report.</p> <p>Culture: *Identify Costa Rica on a map. *Identify the architecture, food and dances from Costa Rica.</p>	<p>using the new vocabulary words and the new grammar points. *Students will watch a video program to learn grammar. (Grama Vision) *Students will practice listening. *Students will use their workbook to practice grammar and vocabulary. *The teacher will use a transparency to teach vocabulary. *Students will use a puzzle pro to practice vocabulary and grammar.</p>	<p>CD-Rom *Expresate Online *PuzzlePro *Authentic materials and video/audio clips. *Teacher made worksheets</p>	
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				<p>*Students will practice vocabulary using the TPR activity.</p> <p>*Students will play a game using their book bags. (Identify school supplies).</p> <p>*Students will use a map to locate Costa Rica.</p>		
April	7.1	<p>*What plans do you have for the week?</p> <p>*Why don't you come to the party with me?</p>	<p>*Develop writing skills using the verbs tener, venir and ir.</p> <p>*Compare Their classes with Spanish speaking students.</p> <p>Grammar:</p> <p>*Use ir with infinitive</p> <p>*Use regular and irregular –er and –ir verbs.</p> <p>*Use tag questions.</p> <p>Communication:</p> <p>*Create question in</p>	<p>Pair activity: Interpretative. Students will create a dialog using the new vocabulary words.</p> <p>*Group activity: Presentational. Students will create a story using the new vocabulary words and the</p>	<p>*Holt Spanish 1 Expresate by Nancy Humbach, Sylvia Madrigal Velasco.</p> <p>*World map</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*One stop Planner CD-Rom</p>	<p>* Quizzes</p> <p>* Chapter Test</p> <p>* Performance Assessment</p> <p>* Alternative Assessment</p>

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			<p>reference to the pictures. *Tell the time that they are taking their classes.</p>	<p>new grammar points. *Students will watch a video program to learn grammar. (Grama Vision) *Students will practice listening. *Students will use their workbook to practice grammar and vocabulary. *The teacher will use a transparency to teach vocabulary. *Students will use a puzzle pro to practice vocabulary and grammar</p>	<p>*Expresate Online *PuzzlePro *Authentic materials and video/audio clips. *Teacher made worksheets</p>	
May	7.1	*How is your relationship with your parents?	<p>*Describe people and family relationships. *Explain where they and others live.</p>	<p>* Pair activity: Interpretative. Students will create a dialog</p>	<p>*Holt Spanish 1 Expresate by Nancy</p>	<p>* Quizzes * Chapter Test * Performance Assessment</p>

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		*Where do you live?	<p>*Explain about their responsibilities.</p> <p>Grammar:</p> <p>*Use possessive adjectives.</p> <p>*Practice stem-changing verbs: almorzar, dormer, volver, merendar, entender, and empezar.</p> <p>*Use estar with prepositions.</p> <p>Communication:</p> <p>*Identify their extended family.</p> <p>*Tell what they do with their family members.</p> <p>Culture:</p> <p>*Identify Chile on a map.</p> <p>*Identify the architecture, food and dances from Chile.</p>	<p>using the new vocabulary words.</p> <p>*Group activity: Presentational. Students will create a story using the new vocabulary words and the new grammar points.</p> <p>*Students will watch a video program to learn grammar. (Grama Vision)</p> <p>*Students will practice listening.</p> <p>*Students will use their workbook to practice grammar and vocabulary.</p> <p>*The teacher will use a transparency to</p>	<p>Humbach, Sylvia Madrigal Velasco.</p> <p>*World map</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*One stop Planner CD-Rom</p> <p>*Expresate Online</p> <p>*PuzzlePro</p> <p>*Authentic materials and video/audio clips.</p> <p>*Teacher made worksheets</p>	* Alternative Assessment
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				<p>teach vocabulary.</p> <p>*Students will use a puzzle pro to practice vocabulary and grammar.</p> <p>*Students will practice vocabulary using the TPR activity.</p> <p>*Students will use the map to locate Chile and name the bordering countries and body of water.</p>		
June	7.1	*What are your responsibilities at home?	<p>*Develop writing skills using estar with prepositions.</p> <p>*Compare the size of the families between USA and Spanish speaking countries</p> <p>Grammar:</p> <p>*Use negation with nunca, tampoco, nada,</p>	<p>* Pair activity: Interpretative. Students will create a dialog using the new vocabulary words.</p> <p>*Group activity: Presentational. Students will</p>	<p>*Holt Spanish 1 Expresate by Nancy Humbach, Sylvia Madrigal Velasco.</p> <p>*World map</p> <p>*Teachers created online activities:</p>	<p>* Quizzes</p> <p>* Chapter Test</p> <p>* Performance Assessment</p> <p>* Alternative Assessment</p>

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			<p>and nadie *Use the verbs tocar and parecer. Communication: *Explain their daily routine. *Describe their ideal home</p>	<p>create a story using the new vocabulary words and the new grammar points. *Students will watch a video program to learn grammar. (Grama Vision) *Students will practice listening. *Students will use their workbook to practice grammar and vocabulary. *The teacher will use a transparency to teach vocabulary. *Students will use a puzzle pro to practice vocabulary and</p>	<p>www.Quizlet.com *One stop Planner CD-Rom *Expresate Online *PuzzlePro *Authentic materials and video/audio clips. *Teacher made worksheets</p>	
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				grammar. *Students will practice vocabulary using the TPR activity.		
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.

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Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

PRESENTATIONAL RUBRIC

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be

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	meaning.		incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

INTERPERSONAL RUBRIC

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)	67
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Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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SECTION III

NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices 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, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools 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.

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Presentational

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).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and
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	sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests

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	through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

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7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .
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Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar

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	structures.
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Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary materials

Textbook

Holt Spanish 1 ¡Exprésate!; Holt, Rinehart and Winston; Orlando-Austin-New York-
San Diego-London

Multi-media Resources

Computer-assisted language learning materials are developed to supplement teaching in class and maximize the efficacy of instruction. Newly developed or revised versions of textbooks usually have web sites and accompanied CD-ROMs.

Tools for Spanish Learning
Exprésate! Online

- *Students Edition with multi-media.
- *SoundBooth recording tool.
- *Interactive activities with feedback.
- *Self –tests with feedback
- *Interactive workbook. (Vocabulary – Grammar).
- *Holt Online Assessment.

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DVD Tutor

- *Geo Vision.
- *Grama Vision.
- *Video Novela.
- *Cultura.
- *Variedades.

Interactive Tutor

- *Interactive practice games.
- *Writing and recording workshops.

Audio Program

- *Assessment listening activities.
- *Songs.

One Stop Planner

- *Complete media and print resources.
- *Exam view Pro test generator.
- *Holt Calendar Planner.

Puzzle Pro

- *Customizable word games.

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