

CURRICULUM GUIDE

Introduction to Spanish 1

Course Description

The course treats all language learning skills: listening, speaking, reading and writing. Students learn to manipulate structural patterns of Spanish with the primary goal being the understanding and production of the written and spoken language. Class activities include preparation of dialogues, question/answer exchanges, oral proficiency sessions, and the completion of written exercises. Audio-visual materials and computer software reinforce the linguistic and cultural outcomes of the course. Cultural topics focus both on Latin America and Spain. This course prepares students for Introduction to Spanish 2. Superior students may be recommended for Spanish 1 or 2.

District 219
Niles Township High Schools
Skokie, Illinois

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This guide may be changed at any time at the sole discretion of the Board of Education and/or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

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LEARNING TARGETS – Introduction to Spanish 1 – Semester 1

Over-arching Reading Target

I can comprehend (at a literal level) a passage of fiction or non-fiction containing structures and vocabulary presented in the course.

Sub-targets

- I can preview and extract meaning from graphics in Spanish.
- I can determine the meaning of unfamiliar words through context.
- I can identify the author's main idea in a text.

Over-arching Vocabulary

I can recognize and use vocabulary contained in *Realidades 1, Para Empezar* through 3A.

Sub-targets

- I can recognize and use vocabulary from *para empezar*.
- I can recognize and use vocabulary from *unit 1A*.
- I can recognize and use vocabulary from *unit 1B*.
- I can recognize and use vocabulary from *unit 2A*.

Over-arching Verb Target

I can recognize and use a variety of verbs in the present tense.

Sub-targets

- ^ I can recognize and use present tense regular verbs.
 - ^ **Sub-sub-targets**
 - ^ I can recognize and use present tense regular *ar* verbs
 - ^
- ^ I can recognize and use present tense irregular verbs.
 - ^ **Sub-sub-targets**
 - ^ I can recognize and use the present tense irregular verbs: *ser* (*singular forms*)
- ^ I can recognize and use the verbs that require infinitive constructions such as *gustar* + infinitive ,

Over-arching Usage Target

I can recognize and use grammatical structures.

Sub-targets

- ^ I can recognize and use subject pronouns.
- ^ I can recognize and use numbers 0 to 100.
- ^ I can recognize and use articles: definite and indefinite.
- ^ I can recognize and form nouns based on gender and number.
- ^ I can maintain agreement and correct placement of nouns and adjectives.
- ^ I can recognize and use days and months.

- ⤴ I can recognize and use ordinal numbers.
- ⤴ I can make statements negative.

Over-arching Culture Target

I can recognize specific cultural nuances and customs particular to the Hispanic world, appearing in Realidades 1

Sub-targets

- I can understand that people greet each other in Spanish speaking countries with a hug and / or a kiss on the cheek.
- I can explain what the custom of the “Running of the Bulls” is.
- I can talk about El cinco de mayo and what it celebrates.
- I can recognize some Mayan and Aztec hieroglyphics.
- I can talk about Spain.
- I can identify Pablo Picasso’s “cubism” style.
- I can make connections between my life and the life of a teenager in a Spanish speaking country.
- I can recognize different music styles and traditions in the Hispanic world.
- I can talk about the Caribbean.
- I can recognize the “huipil.”
- I can talk about Frida Kahlo.
- I can talk about Mexico.
- I can identify Fernando Botero’s art work.
- I can chant popular sporting cheers in Spanish.

Over-arching Listening Target

I can respond to comprehension questions based on a listening passage commensurate in difficulty with the Spanish 1 learning outcomes.

Over-arching Speaking Target

- ⤴ I can greet people.
- ⤴ I can introduce myself.
- ⤴ I can ask and tell how one feels.
- ⤴ I can express likes and dislikes.
- ⤴ I can express agreement and disagreement
- ⤴ I can count from 0-100
- ⤴ I can describe others.
- ⤴ I can describe parts of the body.
- ⤴ I can describe classes and classroom objects.
- ⤴ I can discuss obligations
- ⤴ I can talk about class schedules
- ⤴ I can ask and tell time.
- ⤴ I can sequence events.
- ⤴ I can express preferences

^ I can describe the weather and seasons.

LEARNING TARGETS – Introduction to Spanish 1 – Semester 2

Over-Arching Reading Target

I can comprehend (at a literal level) a passage of prose-fiction or non-fiction, containing structures and vocabulary presented in the course.

Over-Arching Vocabulary Target

I can recognize and use vocabulary found in *Realidades* , chapters 2B to 4B

Sub-targets

- I can can recognize and use vocabulary from *unit 2B*
- I can can recognize and use vocabulary from *unit 3A*.
- I can can recognize and use vocabulary from *unit 3B*.
- I can can recognize and use vocabulary from *unit 4A*.
- I can can recognize and use vocabulary from *unit 4B*.

Over-Arching Verb Usage Target

I can recognize and use verbs in the present tense.

Sub-targets

- ⤴ I can recognize and use present tense regular *er* verbs
- ⤴ I can recognize and use present tense regular *ir* verbs
- ⤴ I can recognize and use the following present tense irregular verbs: ser, estar, ir, hacer (singular forms only for hacer), *hay*
- ⤴ I can recognize and use the verbs that require infinitive constructions such as *ir + a + infinitive*.
- ⤴ I can recognize and use the verbs that require infinitive constructions such as *encantar + infinitive*

Over-Arching Usage Target

I can recognize and use grammatical structures.

Sub-targets

- ⤴ I can use a noun to modify another noun. (Sopa de verduras)
- ⤴ I can recognize and use interrogative words.
- ⤴ I can recognize and use the construction *ir + a + infinitive*.
- ⤴ I can recognize and use the construction *Jugar + a*
- ⤴ I can recognize and use possessive adjectives (singular forms).
- ⤴ I can recognize and use location words with the verb "**estar**".

Over-Arching Culture Target

I can recognize specific cultural nuances and customs particular to the Hispanic world appearing in ***Realidades***.

Sub-targets

- ⤴ I can talk about Central America.
- ⤴ I can identify different aspects in a typical school in a Spanish speaking country.
- ⤴ I can talk about South America. I can identify common foods in the Hispanic world.
- ⤴ I can talk about South America.
- ⤴ I can understand the importance of Diego Rivera's murals.
- ⤴ I can explain the importance of the "Mercado" in Spanish speaking countries.
- ⤴ I can explain the prevalence of herbal remedies in the Hispanic world.
- ⤴ I can talk about the influence of Spain on the architecture in the United States.
- ⤴ I can talk about the presence of Spanish in many communities in the United States.
- ⤴ I can chant some popular Hispanic childhood rhymes.
- ⤴ I can talk about contributions of Hispanics in the United States.
- ⤴ I can talk about famous Hispanic athletes.

Over-Archiving Listening Target

- ⤴ I can respond to comprehension questions based on a listening passage commensurate in difficulty with the Introduction to Spanish 1 (second semester) learning outcomes

Over-Archiving Speaking Target

- ⤴ I can express possession (singular forms).
- ⤴ I can say where things are located
- ⤴ I can say how often one does something.
- ⤴ I can describe food.
- ⤴ I can discuss health.
- ⤴ I can indicate a preference.
- ⤴ I can indicate agreement or disagreement.
- ⤴ I can discuss plans.
- ⤴ I can express quantity.
- ⤴ I can say where people are from.
- ⤴ I can talk about places people know.
- ⤴ I can say where someone is going to.
- ⤴ I can say where someone is coming from.
- ⤴ I can talk about sports.
- ⤴ I can say what I know how to do.
- ⤴ I can talk about leisure activities.
- ⤴ I can extend, accept, or decline invitations.
- ⤴ I can express feelings.
- ⤴ I can ask questions.

Introduction to Spanish 1 - Vocabulary themes, benchmarks, and activities

Theme	Benchmarks using Illinois standards	Activities in text
<p>Para Empezar</p> <ul style="list-style-type: none"> a) Greetings b) Classroom Objects and Useful Phrases c) Telling Time d) Spanish alphabet e) Days of Week f) Weather Terms g) Numbers 0-100 h) Body Parts 	<p>28.A.1b Respond appropriately to simple commands in the target language.</p> <p>28.A.2b Follow instructions in the target language, given one step at a time for a wide range of activities.</p> <p>28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources.</p> <p>28.B.1a Respond to and ask simple questions with prompts.</p> <p>28.B.1b Imitate pronunciation, intonation, and inflection, including sounds unique to the target language.</p> <p>28.B.2b Produce language using proper pronunciation, intonation, and inflection.</p> <p>28.C.1b Infer meaning of cognates from context.</p> <p>28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates, and recognize loan words.</p> <p>28.D.1a Copy/write words, phrases, and simple sentences.</p> <p>28.D.2b Present a simple written or oral report on familiar topics.</p> <p>29.A.1 Use common forms of courtesy, greeting, and leave-takings appropriate to the time of day and relationship.</p>	<ul style="list-style-type: none"> a) p. 2-5 b) p. 6, 10-11 c) p. 8 d) p. 12 e) p. 14-17 f) p. 18-19 g) p. 7 h) p. 9
<p>1A</p> <ul style="list-style-type: none"> a) Activities / Pastimes b) Saying what you like to do 	<p>All benchmarks from preceding sections, and also:</p> <p>28.A.1a Recognize basic language patterns.</p>	<ul style="list-style-type: none"> a) p. 27-37 b) p. 38

Introduction to Spanish 1 - Vocabulary themes, benchmarks, and activities

Theme	Benchmarks using Illinois standards	Activities in text
	<p>28.B.2a Pose questions spontaneously in structured situations.</p> <p>28.D.2a Write on familiar topics using appropriate grammar, punctuation, and capitalization.</p>	
<p>1B</p> <p>a) Adjectives / Describing people</p> <p>b) Definite Articles</p> <p>c) Indefinite Articles</p>	<p>All benchmarks from preceding sections, and also:</p> <p>28.A.2a Comprehend illustrated stories, audiovisual programs, or websites.</p> <p>28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p>	<p>a) p. 50-59</p> <p>b) p. 60</p> <p>c) p. 60</p>
<p>2A</p> <p>a) Subject Pronouns</p> <p>b) Ordinal Numbers</p> <p>c) School Vocabulary</p>	<p>All benchmarks from preceding sections, and also:</p> <p>28.D.1b Describe people, activities, and objects from school and home.</p> <p>29.E.2 Use maps, charts, digital images, graphs and other</p>	<p>a) p. 82-83</p> <p>b) p. 74, 81</p> <p>c) p. 76-80</p>
<p>2B</p> <p>a) Estar, Prepositions</p> <p>b) Classroom Vocabulary</p>	<p>All benchmarks from preceding sections, and also:</p> <p>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.</p> <p>28.D.2c Present an original production using known vocabulary and grammatical structures.</p> <p>29.C.1c Identify primary media sources (e.g., television, radio, CD/ROM software, films, online resources, websites, periodicals) in the target language.</p>	<p>a) p. 105, 107</p> <p>b) p. 100-104, 112</p>

Introduction to Spanish 1 - Vocabulary themes, benchmarks, and activities

Theme	Benchmarks using Illinois standards	Activities in text
3A a) "-er" / "-ir" verb endings b) Saying you like / love something c) Food / Beverages	All benchmarks from preceding sections, and also: 28.D.1b Describe people, activities, and objects from school and home. 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.	a) p. 132-133 b) p. 125, 135-137 c) p. 124-131
3B a) Describing Food b) Health	All benchmarks from preceding sections.	a) p. 152-153, 156-157 b) p. 148-151, 155, 158, 159, 1162, 163
4A a) Leisure Activities b) Places	All benchmarks from preceding sections, and also: 29.E.1 Identify and use simple geography vocabulary of the target language.	a) p. 172-178, 184 b) p. 172-177, 180-181
4B a) Sports / Leisure b) Feelings	All benchmarks from preceding sections.	a) p. 198-201, 206-209, 214 b) p. 202-205

Introduction to Spanish 1 - Grammar themes, benchmarks, and activities

Theme	Benchmarks using Illinois standards	Activities in text
<p>Para Empezar</p> <p>a) Greetings</p> <p>b) Classroom directions</p> <p>c) Telling Time</p> <p>d) Alphabet</p> <p>e) Calendar</p> <p>f) Weather</p> <p>g) Numbers 0-100</p> <p>h) Body Parts</p>	<p>28.A.1b Respond appropriately to simple commands in the target language.</p> <p>28.A.2b Follow instructions in the target language, given one step at a time for a wide range of activities.</p> <p>28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources.</p> <p>28.B.1a Respond to and ask simple questions with prompts.</p> <p>28.B.1b Imitate pronunciation, intonation, and inflection, including sounds unique to the target language.</p> <p>28.B.2b Produce language using proper pronunciation, intonation, and inflection.</p> <p>28.C.1b Infer meaning of cognates from context.</p> <p>28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates, and recognize loan words.</p> <p>28.D.1a Copy/write words, phrases, and simple sentences.</p> <p>28.D.2b Present a simple written or oral report on familiar topics.</p> <p>29.A.1 Use common forms of courtesy, greeting, and leave-takings appropriate to the time of day and relationship.</p>	<p>a) p. 2-5</p> <p>b) p. 6, 10-11</p> <p>c) p. 8</p> <p>d) p. 12</p> <p>e) p. 14-17</p> <p>f) p. 18-19</p> <p>g) p. 7</p> <p>h) p. 9</p>
<p>1A</p> <p>a) Likes and Dislikes</p> <p>b) Infinitives and Infinitives with Gustar</p>	<p>All benchmarks from preceding sections, and also:</p> <p>28.A.1a Recognize basic language patterns.</p>	<p>a) p. 26-37</p> <p>b) p. 27-37</p> <p>c) p. 34</p> <p>d) p. 38</p>

Introduction to Spanish 1 - Grammar themes, benchmarks, and activities

Theme	Benchmarks using Illinois standards	Activities in text
c) Cognates d) Negatives / Expressing Agreement and Disagreement	28.B.2a Pose questions spontaneously in structured situations. 28.D.2a Write on familiar topics using appropriate grammar, punctuation, and capitalization. 29.A.2 Demonstrate activities (e.g., games, songs and role playing) associated with the target language. 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.	
1B a) Personality Traits b) Adjective Agreement c) Definite Articles d) Indefinite Articles	All benchmarks from preceding sections, and also: 28.A.2a Comprehend illustrated stories, audiovisual programs, or websites. 28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.	a) p. 50-59 b) p. 55-59 c) p. 60 d) p. 60
2A a) Subject Pronouns b) Conjugating "-ar" verbs in present tense c) Ordinal Numbers	All benchmarks from preceding sections, and also: 28.D.1b Describe people, activities, and objects from school and home. 29.E.2 Use maps, charts, digital images, graphs and other	a) p. 82-83 b) p. 84-87 c) p. 74, 81

Introduction to Spanish 1 - Grammar themes, benchmarks, and activities

Theme	Benchmarks using Illinois standards	Activities in text
2B a) "Estar" formation and uses b) Making nouns and articles plural	All benchmarks from preceding sections, and also: 28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song. 28.D.2c Present an original production using known vocabulary and grammatical structures. 29.C.1c Identify primary media sources (e.g., television, radio, CD-ROM software, films, online resources)	a) p. 105, 107 b) p. 110-111
3A a) "-er" / "-ir" verbs in present tense b) Using gustar / encantar with nouns c) Using a noun to modify another noun	All benchmarks from preceding sections, and also: 28.D.1b Describe people, activities, and objects from school and home. 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.	a) p. 132-133 b) p. 125, 135-137 c) p. 124-131
3B a) Noun and adjective agreement - quantity and gender b) ser	All benchmarks from preceding sections.	a) p. 152-153, 156-157 b) p. 148-151, 155, 158-159, 162-163
4A a) Interrogative Words b) Ir	All benchmarks from preceding sections, and also: 29.E.1 Identify and use simple geography vocabulary of the target language.	a) p. 172-178, 184 b) p. 172-177, 180-181
4B a) Jugar b) ir + a + infinitives c) Accepting / Declining Invitations d) Telling at what time an event happens	All benchmarks from preceding sections.	a) p. 198-201, 206-209, 214 b) p. 206 c) p. 202-203 d) p. 204-205

Introduction to Spanish 1 - Culture themes, benchmarks, and activities

<p>Para Empezar Greetings Customs / Running of the Bulls / Cinco de Mayo / Mayan and Aztec Hieroglyphics</p>	<p>29.A.1 Use common forms of courtesy, greeting, and leave-takings appropriate to the time of day and relationship.</p>	<p>p. 1, 13, 15-17</p>
<p>1A Spain</p>	<p>29.A.2 Demonstrate activities (e.g., games, songs and role playing) associated with the target language. 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</p>	<p>a) p. 24, 44-45</p>
<p>1B Caribbean / Huipil / Kahlo / Día de los Muertos</p>	<p>29.B.1a Identify one or more art forms representative of areas where the target language is spoken. 29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken.</p>	<p>b) Teacher-created activities c) p. 48, 65, 68-69</p>
<p>2A Mexico / Botero / Sporting Cheers</p>	<p>29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language. 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</p>	<p>p. 72, 92, 94-95</p>
<p>2B Central America / School in Spanish-speaking countries</p>	<p>29.E.3 Describe geographical aspects of areas where the target language is spoken. 29.A.3 Demonstrate selected customs, manners and traditions in</p>	<p>p. 118-119, 106, 113-117</p>

Introduction to Spanish 1 - Culture themes, benchmarks, and activities

	societies associated with the target language	
3A South America	29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language	p. 142-142
3B South America / Diego Rivera / El mercado / herbal remedies	29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language 29.D.1 Recognize important people and events in the history of areas where the target language is spoken. 29.E.1 Identify and use simple geography vocabulary of the target language.	p. 166-167, 146-147, 152, 160, 164
4A Influence of Spanish in the U.S. Hispanic Childhood Rhymes	29.B.1a Identify one or more art forms representative of areas where the target language is spoken. 29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken. 29.E.1 Identify and use simple geography vocabulary of the target language.	p. 182, 185-187, 192-193 p. 190
4B Contributions of Hispanics in United States Famous Hispanic Athletes	29.A.2 Demonstrate activities associated with the target language. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language	p. 182, 185-187, 192-193 p. 190

Introduction to Spanish 1 - Culture themes, benchmarks, and activities

	29.D.1 Recognize important people and events in the history of areas where the target language is spoken.	

NETS	Activities: AP = audio program; VP = video program; CD ROM; IN = internet activities
1. Basic operations and concepts: <ul style="list-style-type: none"> • Students demonstrate a sound understanding of the nature and operation of technology systems. • Students are proficient in the use of technology. 	IN
2. Social, ethical, and human issues: <ul style="list-style-type: none"> • Students understand the ethical, cultural, and societal issues related to technology. • Students practice responsible use of technology systems, information, and software. • Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. 	CD ROM; IN
3. Technology Productivity Tools: <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. • Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works. 	AP; VP; CD ROM; IN
4. Technology communications tools: <ul style="list-style-type: none"> • Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. • Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. 	Student-created videos; IN
5. Technology research tools: <ul style="list-style-type: none"> • Students use technology to locate, evaluate, and collect information from a variety of sources. • Students use technology tools to process data and report results. • Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. 	IN
6. Technology problem-solving and decision-making tools: <ul style="list-style-type: none"> • Students use technology resources for solving problems and making informed decisions. • Students employ technology in the development of strategies for solving problems in the real world. 	IN

Spanish 1 INTRO: SEMESTER 1 CURRICULUM

KEY: RL=Realidades Text WB=Realidades (cuaderno/workbook) LL= Language Lab
 CWB=audio program in Communications Workbook AUD/RL=audio program in text

1st Quarter/Spanish 1/PE to 1B

UNIDAD/ETAPA (vocabulary)	MATERIAL TO BE COVERED verbs/usage/culture	RL	VGWB	TECHNOLOGY CWB	TECHNOLOGY (AUD/RL/LL)
<i>Para Empezar – En la escuela</i>					
Greetings & Salutations	Greetings	2-5	1,2,3,8	1,	3, 4, 5
Numbers 0-100	Numbers (0-100)	7	4,10	1, 4	7
Telling Time	Telling time	8	5	1	8

<i>Para Empezar – En la clase</i>					
Classroom Objects and Useful Phrases	Classroom directions	6, 10-11	11,12, 14,15,16	2	6, 10
Alphabet	Alphabet	12	9,17,18,23,24		12
Days of Week/Months	Calendar	14-17	13	3,5	14

<i>Para Empezar – El tiempo</i>					
Weather Terms	Weather	18, 19	19,20,21,22	6	18-19
Culture	Greetings Customs/Running of Bulls/Cinco de Mayo/Mayan and Aztec Hieroglyphics/Seasons	1, 13, 15-17			

1A					
	Likes and Dislikes	26-37	35,37, 39	8-17	26-29, 33
Activities/Pastimes	Infinitives and infinitives with Gustar	27-37	29-34	8-17	27-29, 33
	Cognates	34			
Saying what you like to do	Negatives / Expressing Agreement & Disagreement	38	34,35, 36		
Body Parts (P.E.)	Body Parts	9	6	4	9
Culture	Spain	24, 44-45			

Spanish 1 INTRO: SEMESTER 1 CURRICULUM

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2nd Quarter/Intro to Spanish 1/1B-2A

UNIDAD/ETAPA (vocabulary)	MATERIAL TO BE COVERED verbs/usage/culture	RL	VGWB	TECHNOLOGY CWB	TECHNOLOGY (AUD/RL/LL)
1B					
Adjectives / Describing People	Personality Traits	50-59	39,40,41- 43,44,45	18-28	50-53,
	Adjective Placement and Agreement	55-59	47,48,50		
Indefinite Articles	Indefinite Articles	60	49		
Culture	Caribbean/Huipil/Kahlo	48, 65, 68-69			
Culture Project	El Día de los Muertos				

2A					
Subject Pronouns	Subject Pronouns	82, 83	63,64		
	Conjugating "-ar" verbs in present tense	84-87	65,66	37	86
Ordinal Numbers	Ordinal Numbers	74, 81	61,62		74
School Vocabulary		76-80	53-60	29-36 38	76-77
Culture	Mexico / Botero / Sporting Cheers	72, 92, 94, 95			

REVIEW FOR THE FINAL/CRT

Spanish 1 INTRO: SEMESTER 2 CURRICULUM

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3rd Quarter/Intro to Spanish 1/2B-3A

UNIDAD/ETAPA (vocabulary)	MATERIAL TO BE COVERED verbs/usage/culture	RL	VGWB	TECHNOLOGY CWB	TECHNOLOGY (AUD /RL/LL)
2B					
Estar, Prepositions / Location Words	"Estar" formation and uses	105, 107	77,78		
	Making nouns and articles plural	110, 111	79,80		111
Classroom Vocabulary		100 to 104, 112	69-76	39-48	100-103
Culture	Central America	118, 119			
	School in Spanish-speaking countries	106,113, 114-117			

3A					
"-er" / "-ir" verb endings	"-er" / "-ir" verbs in present tense	132, 133	93,94	57	
Saying you like / love something	Using gustar / encantar with nouns	125, 135-137	95,96	59	125
Food /Beverages	Using a noun to modify another noun (using de)	124-131	83-92	49-56	124, 126-127, 128
Culture	South America	142, 143			

Spanish 1 INTRO: SEMESTER 2 CURRICULUM

KEY: RL=Realidades Text WB=Realidades (cuaderno/workbook) LL= Language Lab
 CWB=audio program in Communications Workbook AUD/RL=audio program in text

4th Quarter/Intro to Spanish 1/3B-4B

UNIDAD/ETAPA (vocabulary)	MATERIAL TO BE COVERED verbs/usage/culture	RL	VGWB	TECHNOLOGY CWB	TECHNOLOGY (AUD /RL/LL)
3B					
Describing Food	Noun and adjective agreement – quantity and gender	152, 153, 156, 157	99-109, 110	60-65, 68, 69 66, 67	
Health	Ser	148-151 155, 158, 159, 162, 163	111, 112		148-151, 158
Culture	South America	166, 167			
	Diego Rivera	146			
	El mercado/herbal remedies	146, 147, 152, 160, 164			

4A

Leisure activities	Interrogative words	172-178, 184	115-124 127-129	71-78	172-175
Places	Ir	172 to 177, 180, 181	125, 126 143, 144		172-175
Culture	Influence of Spanish in the U.S.	182, 185-187, 192, 193			
	Hispanic childhood rhymes	190			

4B

Sports/Leisure	Jugar	198-201, 206- 209, 214	133-142 145, 146	79-87	198-201,
	ir + a + infinitive	206			206
Feelings	Accepting/Declining invitations	202, 203			203
	Telling at what time an event happens	204, 205			
Culture	Contributions of Hispanics in the United States	196, 212, 213			
	Famous Hispanic athletes	216, 217			

REVIEW FOR THE FINAL/CRT