

**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** Spanish I

**Timeline:** Full Year; 5 Credits

**Course Description:**

Spanish I will teach students to communicate in present tense, simple future and simple past tenses in order to express basic needs, opinions and form questions in a real life situation. By the end of the course, students will have a solid understanding that language and culture are intertwined and that communication is not only speech, but also understanding the products of another culture, which in turn will help them understand their own selves as well. At this level, the primary emphasis is on developing listening and speaking skills in Spanish. Students talk about everyday situations using simple questions and short answers at the phrase or sentence level. Cultural awareness of the world where Spanish is spoken is an integral component of the course. Lastly, students will understand that successful communication is knowing how, when and why to convey a message to different audiences.

**Course Outline:**

- I. Personal Identity / School Life
- II. School / Celebrations
- III. Family / Traditions
- IV. Family / Food

Refer to the attached curriculum map for a detailed outline of course objectives.

**Curriculum Alignment:**

New Jersey Student Learning Standards - World Languages

**Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

**Adoption Date:**

June 2024

**Union County Educational Services Commission  
Curriculum Mapping – Spanish I**

<b>Topics</b>	<b>UNIT 1</b> Personal identity/ School life	<b>UNIT 2</b> School / Celebrations	<b>UNIT 3</b> Family/ Traditions	<b>UNIT 4</b> Family / Food
<b>Length of Unit</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Essential Question(s) and/or Big Idea(s)</b>	What is culture?  Students reinforce and broaden their knowledge of other	What is Identity?  What are some customs and traditions of Spanish-speaking countries?	What is family?  What is the definition of family?	What is a traditional food?  What are some customs and traditions of Spanish-speaking countries?
<b>Topics / Reading Focus / Writing Focus</b>	Speaking activities  Spanish Speaking countries  Greetings and farewells  Ask questions  Provide responses (ie. Self, dates, simple math)  Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.  Describing characters in context	Ask questions and provide responses (ie. Self, dates, simple math)  Describe how they and others feel  Talk about what they and their friends do  Holidays/Traditions  Talk about different Holidays or Traditions  Describe some Holidays or Traditions  Calendar  School subjects	Traditions  Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning  Compare and Contrast Spanish and US families  Ask questions and provide responses (ie. Self, dates, simple math)  Vocabulary “La Familia”  Greetings and farewells to family members	Food Vocabulary  Subject Pronouns  “Verbs to be”  Spanish Countries  Discusses cultural and intellectual developments by looking at the ways in which families were influenced by the cultural traditions and beliefs of the wider society  Speaking activities  Ask a question about families

	TPR (Total Physical Response)	Classroom objects and furniture  School supplies		Traditions vocabulary  Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.  Describing characters in context  TPR (Total Physical Response)
<b>Target Standards (a)</b>	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 on their own, and	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 on their own, and	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 on their own, and	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 on their own, and

	<p>participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2</p>	<p>participated in home and global communities.</p> <p>7.1.NH.A.1 7.1.NH.B.3 7.1.NM.C.2</p>	<p>participated in home and global communities.</p> <p>7.1.NH.A.1 7.1.NH.B.3 7.1.NM.B.4 7.1.NM.C.2</p>	<p>participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.B2 7.1.NM.C.2</p>
<b>Content and Skills</b>	<p>Ask questions</p> <p>Provide responses (ie. Self, dates, simple math)</p> <p>Speaking activities</p> <p>Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Describing characters in context</p> <p>TPR (Total Physical Response)</p>	<p>State basic school information</p> <p>Ask questions and provide responses</p> <p>Describe the classroom in Spanish Descriptions</p> <p>“Verb to be”</p> <p>Unit vocabulary: “La escuela”</p>	<p>Interpersonal Mode</p> <p>Work in pairs to develop and/or practice conversations appropriate for a given situation or theme</p> <p>Perform a skit or short play for a class, the school or the community</p>	<p>State basic family information</p> <p>Basic food vocabulary</p> <p>Ask questions and provide responses</p> <p>Describe the family in Spanish</p> <p>Descriptions</p> <p>“Verb to be”</p> <p>Unit vocabulary” La Familia”</p> <p>La Comida</p>
<b>Assessment</b>	<p>Day of the Dead/ Traditions Around the World</p> <p>“Hispanic Heritage Month”</p>	<p>“Black History Month” (Afro-Latino)</p> <p>“Women’s History Month”</p>	<p>“La invitación a la fiesta”</p> <p>El Árbol de la Familia</p>	<p>“El Restaurante”</p>

		<p>“Las mujeres en el poder” (Afro-Latina)</p>		
--	--	--	--	--