



Cultural Center for Language Studies

Fluency in Languages

CCLS SPANISH COURSE SYLLABUS

Course Length: 80 hours

20 weeks

LEVEL 1

Course description: The CCLS Spanish Course targets speaking and listening skills through total student involvement in class activities. Students practice natural conversation in situations that reflect every day, real life situations. Reading and writing complement the conversation activities. Course materials have been selected for their communicative activities and their engaging and authentic content.

Course materials: *Español Internacional 1* Textbook and Workbook.

Evaluation tools:

Written exams (midterm and final)
and an oral exam

Final score:

Simple average of exam grades rounded up
or down to the nearest full number

CCLS Academic Progress and Grading Policy: To maintain good academic standing and to progress to the next level, students must score an average of sixty-five (65) points or higher on three exams (Midterm, Final, Oral). A limited number of exam retakes is allowed. For details, please see Grading Policy available at cclsnj.edu.

Students who fail to meet these standards may not be eligible for a certificate of completion or to enroll for the subsequent level.

Homework will be assigned for this course. Completion of all coursework, including homework, is essential to achieve the course's expected learning outcomes.

Class schedule: evenings.

Main Language Functions

Main Grammar Structures



Cultural Center for Language Studies

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Introducing people; Greetings; Talking about one's family; Talking on the phone; Listing school supplies; Taking a cab; Asking for/giving personal information; Asking for and giving directions; Asking about family relationships; Identifying professions; Listing school materials; Asking about quantities; Expressing existence; Counting up to 40; Distinguishing formal from informal ways of addressing a person; Identifying vegetables and fruits; Buying food; Talking about actions in progress; Expressing surprise; Talking about quantities/prices; Identifying sports; Asking for/ telling the time; Expressing frustration; Stating physical conditions; Spelling names words; Expressing likes; Naming the days of the week; Stating needs; Identifying places of business; Identifying colors; Naming the months of the year; Describing positions on a map/chart; Talking about daily routines; Talking about chores; Inquiring one's motives; Identifying nationalities; Describing articles of clothing; Describing one's breakfast; Identifying places of business; Naming kitchen appliances; Taking about one's chores; Praising; Asking and informing prices; Making purchases at a store; Distinguishing formal from informal ways of addressing a person; Identifying numbers up to 500; Identifying nationalities; Buying food at a market; Expressing habitual actions in the present; Identifying professions; Naming linens; Listing the rooms in a home; Identifying body parts; Naming the seasons of the year; Asking and informing hours of operation; Expressing needs and obligations; Making suggestions/invitations; Talking about the weather; Buying fares; Asking about and informing bus schedules; Identifying nationalities; Identifying footwear; Naming different kinds of meat/seafood; Identifying foods; Discussing habits; Giving and accepting advice; Asking for and giving opinions; Stating wishes; Expressing satisfaction; Describing symptoms; Expressing sympathy; Naming electronic equipment; Stating preferences; Making appointments; Ordering food at a restaurant; Expressing ability, permission and possibility; Describing an office; Describing people; Making and accepting an offer; Describing objects

Personal Pronouns; Verbs SER/ESTAR/TENER; Definite/ Indefinite Articles; Prepositions; Contraction of A+EL; Regular/Irregular gender; Regular/irregular plurals; Possessive adjectives; Possessive case with "DE"; Interrogative pronouns; Omission of the subject in sentences; The alphabet; CUÁNTO/ CUÁNTOS; Verb HABER; Cardinal numbers (from 0 to 40); Present continuous tense; Conjunctions (Y/E); Simple present of regular/irregular verbs; PORQUE vs POR QUÉ; Gender of nouns, numerals and adjectives; Adverbs MUY, POCO, TAMBIÉN, and TAMPOCO; Adjectives MUCHO, POCO, BUEN; Cardinal numbers (from 40 to 500); Verb ESTAR/SER; Simple present of regular/irregular verbs; Demonstrative pronouns; Possessive pronouns (formal case); Regular/irregular plurals; TENER QUE = infinitive; Verb PODER; Adverb SOLO

CCLS SPANISH COURSE SYLLABUS

Course Length: 80 hours
20 weeks

LEVEL 2

Course description: The CCLS Spanish Course targets speaking and listening skills through total student involvement in class activities. Students practice natural conversation in situations that reflect every day, real life situations. Reading and writing complement the conversation activities. Course materials have been selected for their communicative activities and their engaging and authentic content.

Course materials: *Español Internacional 2* Textbook and Workbook.

Evaluation tools:

Written exams (midterm and final)
and an oral exam

Final score:

Simple average of exam grades rounded up
or down to the nearest full number

CCLS Academic Progress and Grading Policy: To maintain good academic standing and to progress to the next level, students must score an average of sixty-five (65) points or higher on three exams (Midterm, Final, Oral). A limited number of exam retakes is allowed. For details, please see Grading Policy available at ccls.nj.edu.

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Class schedule: evenings.

Main Language Functions	Main Grammar Structures
Identifying flatware; identifying means of transportation; Asking for and giving opinions; Asking for and giving permission; Expressing urgency; Handling emergency situations; Identifying the cardinal points; Stating addresses; Naming the zodiac signs; Discussing traditions; Identifying places of business; Identifying first-aid items; Inquiring and describing one's actions; Talking about the future; Expressing duties and needs; Naming articles of clothing; Naming fixtures and furniture in a home; Making comparisons; Describing people; Making requests; Giving commands; Formal Introductions; Ordering at a restaurant; Understanding the metric system; Identifying nationalities; Identifying professions; Identifying articles of clothing; Making choices; Saying dates; Shopping; Making compliments; Talking about plans; Identifying insects and animals; Checking in at a hotel; Talking about abilities; Apologizing; Talking about outdoor activities; Checking in at a hotel; Ordering food at a restaurant; Talking about sizes and shapes; Offering/ accepting services; Expressing relief/surprise; Describing problems; Complaining; Speculating; Naming car parts; Stating a complaint; Expressing needs; Making predictions/suppositions; Asking for help; Making choices; Describing things/places/objects; Stating likes/dislikes; Asking for/giving opinions; Stating dates; Talking about habitual actions; Apologizing; Offering/refusing services; Describing a problem; Making comments; Asking for/ stating prices; Making suppositions; Identifying nationalities; Identifying irony; Buying airfare and boarding a plane; Identifying professions; Expressing concern; Asking for and offering help; Expressing frustration	Review of level 1 main structures; Regular/irregular gender; Plural forms (regular and irregular); Present continuous tense; Prepositions; Simple Present (irregular verbs); De vs. para; Future (IR A); Verbs with objective case pronouns (GUSTAR, ENCANTAR); Verb complement (A + complement); Interrogative Pronouns; Comparatives of Equality and Superiority; Adjectives for emphasis; Omitting words to avoid repetition; Possessive Pronouns; Position of LO and LA in sentences; Pronouns with prepositions; Imperative Form; Prepositions; Interrogative pronouns; Possessive pronouns; Adverbs of place Regular/irregular gender; Plural forms (regular and irregular); Prepositions; Simple Present (irregular verbs); Cardinal Numbers (from 501 to 1,000); Ordinal numbers (from 1 st to 1,000 th); Conjunctions O/U; Comparative of Inferiority; Interrogative pronouns; Objective case pronouns; Superlative form; Verbs indicating obligation/ probability; Diminutive affixes; Present Continuous; Indefinite Pronouns; Present Continuous; Indefinite Pronouns

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LEVEL 3



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Course description: The CCLS Spanish Course targets speaking and listening skills through total student involvement in class activities. Students practice natural conversation in situations that reflect every day, real life situations. Reading and writing complement the conversation activities. Course materials have been selected for their communicative activities and their engaging and authentic content.

Course materials: *Español Internacional 3* Textbook and Workbook.

Evaluation tools:

Written exams (midterm and final)
and an oral exam

Final score:

Simple average of exam grades rounded up
or down to the nearest full number

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Class schedule: evenings.

Main Language Functions

Identifying color shades; Expressing gratitude; Offering excuses; Correcting a statement; Asking and talking about plans; Expressing feelings; Asking for a favor; Persuading; Saying what is wrong; Talking about habits; Following a recipe; Asking about likes; Ordering in a restaurant; Expressing facts in the past; Stating preferences; Confirming information; Describing things/people; Expressing/supporting an opinion; Asking/talking about others; Reporting impressions; Describing a problem; Making polite requests; Identifying baby items; Stating urgency; Giving excuses; Identifying professions; Asking about and stating interests; Asking for and giving opinions; Describing and discussing places of interest; doing business at a bank; Applying for a job; Identifying forms of ID; Fueling at a manned gas station; Talking about job offers; Expressing satisfaction; Borrowing; Warning; Identifying public places and businesses; Giving personal information; Describing people; Talking about past events; Asking for/offering explanation; Verifying information; Supporting an opinion; Commanding and ordering; demanding; Making predictions; Renting an apartment

Main Grammar Structures

Review of level 2 main structures; Regular/irregular gender; Plural forms (regular/ irregular); Irregular Gerunds; Simple present irregular verbs; Simple Past Tense of regular /irregular verbs; Comparative and Superlative of irregular adjectives; Direct / Indirect Object Pronouns; Verbs followed by two objects; Adverbs of place; Verbs with and without pronouns; HACE + time expression; Verb agreement; Diminutive affixes; GRAN X GRANDE; Regular/irregular gender; Plural forms (regular/ irregular); Simple present irregular verbs; Simple Past Tense (regular/ irregular verbs); Indefinite pronouns (CUALQUIER); Verbs CONOCER, PODER; Reflexive pronouns; Imperfect tense; Modal verbs; Gerund of regular/irregular verbs; Diminutive affixes; Adjectives (ALGUN/ NINGUN/ MAL/ CUALQUIER); Pronouns (ALGUNO, NINGUNO/ CUALQUIERA)



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CCLS SPANISH COURSE SYLLABUS

Course Length: 80 hours

20 weeks

LEVEL 4

Course description: The CCLS Spanish Course targets speaking and listening skills through total student involvement in class activities. Students practice natural conversation in situations that reflect every day, real life situations. Reading and writing complement the conversation activities. Course materials have been selected for their communicative activities and their engaging and authentic content.

Course materials: *Español Internacional 4* Textbook and Workbook.

Evaluation tools:

Written exams (midterm and final)
and an oral exam

Final score:

Simple average of exam grades rounded up
or down to the nearest full number

CCLS Academic Progress and Grading Policy: To maintain good academic standing and to progress to the next level, students must score an average of sixty-five (65) points or higher on three exams (Midterm, Final, Oral). A limited number of exam retakes is allowed. For details, please see Grading Policy available at ccls.nj.edu.

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Homework will be assigned for this course. Completion of all coursework, including homework, is essential to achieve the course's expected learning outcomes.

Class schedule: evenings.

Main Language Functions

Identifying means of transportation; Reporting an accident; Describing sights; Identifying professions; Expressing exhaustion; Expressing actions in progress in the past; Stating actions in the past; Expressing actions one used to do in the past; Expressing reflexive actions; Discussing home bills; Apologizing; Giving explanations; Giving good news; Making personal and general inquiries; Expressing surprise; Identifying forms and documents; Talking about a trip; Expressing states of mind; Talking about household bills; Speaking of one's professional experiences; Expressing an action that has just happened; Listing medical specialties; Describing one's routine; Giving explanations; Listing popular sports; Talking about means of transportation; Talking about habits in the past; Discussing smoking and its consequences; Expressing two simultaneous actions of different duration in the past; Giving personal information; Expressing consecutive actions in the past; Admonishing; Describing one's routine; Reporting a traffic accident; Identifying body parts; Describing rooms, items and parts in a home; Identifying professions; Expressing existence in the past; Apologizing; Expressing surprise; Describing one's personal accident; Describing one's visit to a vet; Identifying cardinal points; Admonishing; Identifying forms of payment; Interviewing; Reporting events; Expressing two simultaneous actions of same duration in the past; Describing one's chores; Filling in forms; Giving explanations; Giving good news; Reporting on one's work and leisure activities; Discussing favorite types of movies;

Main Grammar Structures

Review of level 3 main structures; Regular/Irregular Gender; Plural forms of words (regular and irregular); Simple Present (irregular verbs); Simple Past Tense of irregular verbs; Gerund of irregular verbs; Verb ACABAR + DE to indicate an action just completed; Use of SER and IR in the simple past tense; Accentuation and diacritic mark; Past Continuous and simple past to indicate simultaneous actions in the past (one shorter than the other); Reflexive verbs; Imperfect tense; Sentences without a subject; Gender, Imperfect (SER, IR); Plural of nouns; A as verb complement; Use of object case pronouns instead of possessive adjectives; Reflexive Pronouns; Indefinite subject; Using definite articles to refer to objects and parts of the body; Accentuation and diacritic mark; HACIA vs HASTA; Imperfect tense Indicative; Verb



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Mailing a certified letter; Discussing famous sights; Describing one's pastimes; Demanding/ Ordering; Comparing; Confirming information; Going shopping; Discussing favorite dance rhythms; Making requests; Verifying information; Discussing sports; Stating likes; Commenting about someone's job; Talking about plans, Offering, asking for and accepting help; Expressing enthusiasm; Describing a party

PODER (permission, ability, possibility); DECIR vs CONTAR; Imperfect tense for two simultaneous actions of same duration in the past; REIR vs SONREIR; Past tense of irregular verbs; Gender of nouns and adjectives; Irregular plurals

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20 weeks

LEVEL 5

Course description: The CCLS Spanish Course targets speaking and listening skills through total student involvement in class activities. Students practice natural conversation in situations that reflect every day, real life situations. Reading and writing complement the conversation activities. Course materials have been selected for their communicative activities and their engaging and authentic content.

Course materials: *Español Internacional 5* Textbook and Workbook.

Evaluation tools:

Written exams (midterm and final)
and an oral exam

Final score:

Simple average of exam grades rounded up
or down to the nearest full number

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Class schedule: evenings.

Main Language Functions

Main Grammar Structures



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Fluency in Languages

Identifying body parts; Reporting a theft; Describing people; Accusing and denying; Asking for/giving information about others; Blaming others; Reporting an accident; Discussing crime news; Identifying articles of clothing; Verifying information; Giving good news; Reporting on others; Describing places of interest; Expressing curiosity; Discussing nicknames; Identifying places of business; Talking about plans; Expressing disapproval; Expressing doubts; Making requests; Placing an order; Discussing vacations; Talking about the weather; Asking for and giving directions; Cancelling and making changes to an order; Talking about department stores; Discussing eating habits; Making social appointments; Discussing the environment; Expressing disbelief; Offering and accepting suggestions; Discussing health problems; Offering services; Paying compliments; Persuading others; Identifying computer equipment; Questioning a situation; Replying; Criticizing; Describing places/ things; Taking the blame; Giving advice; Expressing curiosity; Talking about intentions; Expressing enthusiasm; Discussing places of interest; Identifying foods and vegetables; Identifying the continents; Making inferences; Identifying nationalities; Discussing war crisis; Discussing hobbies; Expressing surprise; Expressing pessimism; Verifying information; Making a complaint; Offering professional advice; Describing articles of clothing; Identifying snacks; Asking for and giving personal opinions; Analyzing a sales ad; Talking about the weather; Reprimanding; Asking/Talking about plans; Asking/ Giving directions; Expressing/Supporting an opinion; Asking for help and responding; Verifying/ confirming information; Expressing one's feelings

Review of level 4 main structures; Regular/irregular Gender; Plurals (regular/irregular); Past tense of irregular verbs; Cardinal numbers (1000.000 on); Pronouns that indicate reciprocity; ¿QUEDAR or QUERDARSE?; ¿PONER or PONERSE?; ¿OLVIDAR or OLVIDARSE DE? ; Gerund forms; Imperfect Indicative; Simple Future; (regular/irregular verbs); Using the Simple Present to express future actions; Existence in the future; Regular/irregular Gender; Plurals (regular/irregular); Simple Present/Simple Past Tense/Gerund (irregular verbs); Imperfect Indicative (VER); Simple Future; (regular/irregular verbs); Present Perfect Tense; Past Participle of regular/irregular verbs; Reflexive Pronouns; Superlative; Expressing intentions (IBA A); Avoiding repetition of words (ME + LO, etc.);

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LEVEL 6

Course description: The CCLS Spanish Course targets speaking and listening skills through total student involvement in class activities. Students practice natural conversation in situations that reflect every day, real life situations. Reading and writing complement the conversation activities. Course materials have been selected for their communicative activities and their engaging and authentic content.

Course materials: *Español Internacional 6* Textbook and Workbook.

Evaluation tools:
Written exams (midterm and final)
and an oral exam

Final score:
Simple average of exam grades rounded up
or down to the nearest full number

CCLS Academic Progress and Grading Policy: To maintain good academic standing and to progress to the next level, students must score an average of sixty-five (65) points or higher on three exams (Midterm, Final, Oral). A limited number of exam retakes is allowed. For details, please see Grading Policy available at ccls.nj.edu.

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Homework will be assigned for this course. Completion of all coursework, including homework, is essential to achieve the course's expected learning outcomes.



Cultural Center for Language Studies

Fluency in Languages

Class schedule: evenings.

Main Language Functions

Describing family relations; Talking about one's business; Making small conversation at a party; Describing different wedding anniversaries; Expressing enthusiasm; Giving information; Talking about future events; Talking about plans; Congratulating; Expressing anger; Reprimanding; Talking about the weather; Talking about one's health; Expressing gratitude formally; Making invitations; Talking about one's garden; Reporting on an event; Making inferences; Identifying car parts; Describing a car theft; Talking about past events; Supporting opinions; Describing car damage; Agreeing; Describing places; Expressing one's feelings; Expressing one's physical condition; Using idiomatic expressions; Introducing a new product; Working on things in the home; Offering help; Using terms of endearment; Expressing preferences; Identifying different coffee preparations; Discussing chess; Identifying different types of pasta; Expressing urgency; Making and accepting invitations; Stating preferences; Agreeing to opinions; Discussing one's health problems with a doctor; Telling jokes; Giving orders; Wishing good luck; Warning; Interrupting politely and abruptly; Expressing anger; Describing an accident; Describing a rescue; Discussing heroic actions; Giving praise; Talking about car problems; Offering opinions; Reprimanding; Discussing outdoors adventures; Identifying camping gear; Expressing fear

Main Grammar Structures

Review of level 5 main structures; Verbs with objective case pronouns (DOLER, IMPORTAR, etc.); Verbs with/out pronouns (COMER, BEBER, etc.); Verbs with and without preposition DE; Verbs without a subject; Indefinite Subject (UNO/UNA, SE); Abbreviations; Present Perfect Tense; Simple Past Tense/Past participle/Gerund; Simple Future of irregular verbs; If clauses (SI + present tense + present tense) to express conditions; reason/cause; frequency of an action and absurd situations; Accentuation and diacritic mark; Irregular plural and gender forms; Verbs with and without SE; Present Subjunctive of regular and irregular verbs; Present subjunctive of regular and irregular verbs; DORMIR vs DORMIRSE; Sentences with indefinite subject; Present Subjunctive of irregular verbs; Imperative (regular/ irregular verbs); Using pronouns with the Imperative (affirmative); Irregular participles; PARECER vs PARECERSE A; Use of LO + adjective and LO + superlative; Superlative (RE-, SUPER-); Regular / Irregular Gender; Past Perfect Tense; Irregular plural forms; If clauses (SI +Past tense + Imperfect subjunctive); Imperfect subjunctive of irregular verbs; Conditional tense

CCLS SPANISH COURSE SYLLABUS

Course Length: 80 hours
20 weeks

LEVEL 7



Cultural Center for Language Studies

Fluency in Languages

Course description: The CCLS Spanish Course targets speaking and listening skills through total student involvement in class activities. Students practice natural conversation in situations that reflect every day, real life situations. Reading and writing complement the conversation activities. Course materials have been selected for their communicative activities and their engaging and authentic content.

Course materials: *Español Internacional 7* Textbook and Workbook.

Evaluation tools:

Written exams (midterm and final)
and an oral exam

Final score:

Simple average of exam grades rounded up
or down to the nearest full number

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Homework will be assigned for this course. Completion of all coursework, including homework, is essential to achieve the course's expected learning outcomes.

Class schedule: evenings.

Main Language Functions

Giving instructions; Reporting a problem; Giving explanations; Identifying home tools; Identifying flowers; Talking about home repair; Praising people; Talking about feelings; Using idiomatic expressions; Expressing wishes politely; Identifying musical instruments; Stating conditions; Expressing anxiety; Offering comfort; Buying construction materials; Encouraging; Making international calls via operator; Criticizing; Wondering; Discussing DUI; Congratulating; Giving good news; Describing people; Identifying nationalities; Talking about well-known places; Describing jewelry; Talking about recreational activities; Identifying the solar system planets; Offering solutions; Imagining situations; Identifying precious stones; Stating preferences; Identifying places of business; Identifying professions; Making appointments; Describing a museum; Apologizing; Expressing wishes; Describing folk dance; Giving instructions; Describing physical problems; Regretting; Talking about cosmetics; Talking about cultural differences; Expressing greetings (in person and over the phone); Expressing agreement; Congratulating; Expressing surprise; Expressing astonishment; Expressing encouragement; Describing architectural sights; Boarding a plane; Identifying cosmetics; Identifying human organs; Talking about one's health; Giving referrals; Reporting events; Talking about skin care; Discussing the languages spoken in Spain; Identifying nationalities; Discussing Spanish provinces and their main attractions; Identifying the oceans; Making and accepting invitations; Discussing Mexican cuisine

Main Grammar Structures

Review of level 6 main structures; Expressing wishes in a Polite Way (DESEARÍA, QUISIERA); Conditional (irregular verbs): HACER; Past Subjunctive (-SE vs -ERA endings) of regular/irregular verbs; Future/ Simple Past Tense/ Present Subjunctive/Imperative (irregular verbs); Using pronouns with the Imperative Mood (negative); Passive Voice; Using pronouns + articles with the Imperative Mood (affirmative/negative); Indirect Speech; POR QUÉ/ PORQUÉ/ PORQUE; Regular/ irregular gender; Regular/ irregular plural of words; Passive Voice; Conditional tense of irregular verbs; Changing gender to avoid cacophony; Reported speech; Regular and irregular verb conjugation; Prepositions; Regular/ irregular gender; Regular/ irregular plural of words; Subordinate clauses with subjunctive mood; Adverbs (place, time, manner; degree, frequency); The uses of the conjunction SINO; Identifying types of conjunction (OPOSICION. ADICION, CONDICION, FINALIDAD, ALTERNATIVA, CAUSA)