PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Spanish I Honors Curriculum

Español

Grades 9-12

Unit 1: All About Me

Course Description

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc…
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for grades 9-12 consist of the following seven thematic units of study:

Unit 1: All About Me
Unit 2: School Days
Unit 3: Home, Sweet Home
Unit 4: Food, Glorious Food
Unit 5: Celebrations!
Unit 6: Migratory Animals
Unit 7: Going Green

Pacing Chart – Unit 1			4 weeks
#	Student Learning Objective	CCSS	
1	Differentiate between English and Spanish pronunciation and writing including the use of accent marks.	**7.1.NM.B.3**	
2	Ask and respond to questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication.	**7.1.NM.B.1** **7.1.NM.B.4** **7.1.NM.A.4**	
3	Skim and scan culturally authentic Spanish language audio, video, or written text to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes, dislikes, and preferences.	**7.1.NM.A.1** **7.1.NM.A.4**	
4	Model and apply appropriate intonation for asking different types of questions and statements including name, age, and expressions used to indicate location	**7.1.NM.B.3** **7.1.NM.B.4**	
5	Describe self and others using gender appropriate physical characteristics and personality qualities.	**7.1.NM.C.4**	
6	Describe culturally specific Spanish personal pastimes and activities. (i.e. Cafes, playing sports such as soccer, eating, singing, going to the movies,	**7.1.NM.C.4** **7.1.NM.B.4**	

	hanging out with friends, talking on the phone, traveling, watching TV)		
7	Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime.	**7.1.NM.C.1** **7.1.NM.C.4**	

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Educational Technology
Standards
8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➢ **Technology Operations and Concepts**
  ☐ Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➢ **Creativity and Innovation**
  ☐ Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➢ **Communication and Collaboration**
  ☐ Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➢ **Digital Citizenship**
  ☐ Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➢ **Research and Information Literacy**
  ☐ Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➢ **Critical Thinking, Problem Solving, Decision Making**
  ☐ Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

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21st Century Life & Career Skills
Standards:
9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

Learning and Innovation Skills:

➢ **Creativity and Innovation**
   ☐ Use multiple points of view to create alternative solutions.

➢ **Critical Thinking and Problem Solving**
   ☐ Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
   ☐ Implement problem-solving strategies to solve a problem in school or the community.

➢ **Communication and Collaboration Skills**
   ☐ Determine an individual's responsibility for personal actions and contributions to group activities.
   ☐ Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
   ☐ Model leadership skills during classroom and extra-curricular activities.

➢ **Cross-Cultural Understanding and Interpersonal Communication**
   ☐ Demonstrate the ability to understand inferences.
   ☐ Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

➢ **Career Exploration**
   ☐ Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self-Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

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Assessments
Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers

- Unit Assessments, Chapter Assessments, Quizzes

- DBQ, Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Create an Original Song, Film, or Poem

- Glogster to make Electronic Posters

- Tumblr to create a Blog

Enduring Understanding:

➢ Sounds in languages are presented by a system that is based on letters or pictures.

➢ Individual experiences help shape identities.

➢ Language connects people.

Grade: 9-12	Unit: One	Topic: All About Me

New Jersey Core Curriculum Content Standards (NJCCCS):
7.1.NM.A.1, 7.1.NM.A.4 , 7.1.NM.B.1, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4

ACTFL Modes of Communication:

- Interpersonal
- Interpretive
- Presentational

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Differentiate between English and Spanish pronunciation and writing including the use of accent marks.	• What is a tone and how does it sound? • How is learning Spanish similar and/or different from learning English? • How are greetings and	**Word/Sound Recognition** Students will be given a list of proper names and words to identify sounds, accents and intonation.	**Avancemos 1** Textbook: pp 2-9 ¿Hola, que tal? ¡Mucho Gusto ! **Spanish Pronunciation**	Formal vs. informal communication. *Voseo* stands for the usage of *vos* for the second person singular pronoun. A

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard:7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave-takings, and daily interactions.	leave taking conducted in your own culture/background? • How do I use language to communicate with others?	**Pronunciation** Pronounce words using the appropriate sounds based on accent marks, pairing of alphabet letters, etc… **Media/Broadcast** Listen to authentic show, broadcast and/or *Avancemos!* DVD, listening activities to distinguish various Spanish accents from Spain and the Spanish-speaking world. **Las formas de tratamiento** Read the article "Las formas de tratamiento". In pairs discuss the contents of the article and then report back to the whole group. Identify new vocabulary words	https://www.youtube.com/watch?v=Xg525KvZxi0 **Learn Spanish - How to Greet People in Spanish** https://youtu.be/SoPiuMh6lnQ **El Español sin misterios - Las formas de tratamiento** http://espanolsinmisterios.blogspot.com/2012/09/tu-usted-vos-o-su-merced-problemas-con.html	similar word for the usage of *tú* is *tutear*. Although not a part of standard Spanish anymore, *vos* does have significant currency in certain parts of Latin America where its knowledge is an absolute necessity such as Argentina and Uruguay
SLO # 2	• How does Spanish	**Introductory**	**Leisure Activities Done in**	Spaniards like to relax, have fun, hang out with

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Ask and respond to questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication. **Standard: 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. **Standard:7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. **Standard: 7.1.NM.A.4** Identify familiar people,	culture compare to that of the United States? • How does body language convey meaning when communicating in a foreign language? • How do I use my knowledge of language and culture to enrich my own community and broaden my opportunities? • What are common pastimes, likes, and dislikes in the Spanish speaking world?	**Video/Lecture** In a whole group setting, students will view an authentic video *Avancemos!* of various students expressing likes, dislikes, physical characteristics, personality traits and pastime activities. Students will compare and contrast their personal information with the ones observed in the video. **Dialogue** Students are paired to ask/respond to questions in expressing likes, dislikes and preferences. **Reading Comprehension** Read a descriptive authentic passage in Spanish and write a brief summary.	**Spanish Speaking Countries** http://www.ehow.com/list_7230946_leisure-done-spanish-speaking-countries.html **Latin American Influence in the USA** http://www.donquijote.org/culture/spain/society/people/latin-american-influences **Spanish reading passages** https://www.superteacherworksheets.com/spanish-reading.html **Spanish4teachers.org – reading comprehension passages** http://spanish4teachers.org/spanishreadingcomprehension/	friends, stay up all night and sleep late. It is the perfect country for teenagers.

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NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
places, and objects based on simple oral and/or written descriptions				
SLO # 3 Skim and scan culturally authentic Spanish language audio, video, or written text to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes, dislikes, and preferences. **Standard: 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	• How do you express preferences using the target language? • How do people communicate without using language? • How do native speakers express their likes and dislikes?	**<u>Avancemos! reading/writing Activities</u>** Teacher will distribute writing activities for students to self-assess their reading and writing skills. **<u>Avancemos! listening comprehension activities</u>** Students will self-assess their listening comprehension skills through a series of authentic audio activities. **<u>Scavenger Hunt</u>** Distribute images and descriptions and have students find the matching descriptions to the images using locations as	**Spanish Physical characteristics** https://quizlet.com/96116/spanish-physical-characteristics-flash-cards/ **AudioVideo:Spanish Vocabulary for Physical Traits** http://study.com/academy/lesson/spanish-vocabulary-for-physical-traits.html **Images from the web** **Images from magazines**	Common activities in Spanish teenager's life.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions		indicators. **Picture Prompt** Provide an image per student and ask them to write a short paragraph describing the image. Students use adjectives associated with the unit.	**Spanish reading comprehension flip chart** http://www.reallygoodstuff.com/images/art/304751.pdf	
SLO # 4 Model and apply appropriate intonation for asking different types of questions and statements including name, age, and expressions used to indicate location. **Standard: 7.1.NM.B.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	• How does intonation convey meaning in asking different types of questions and statements? • How do gender, age, and culture impact statements and questions? • How is spoken language different from written language?	**Centers** Students will rotate between four centers and perform culturally appropriate body language and greetings based on the unique situations: • meeting your friend's parents for the first time • running into your friend (s) at the cafe • seeing your teacher in the hallway	**Presentarse - video** https://www.youtube.com/watch?v=GWaBQ-ZUm-c **Gender of Nouns in Spanish** http://www.studyspanish.com/lessons/genoun1.htm **Masculine and Feminine Nouns** http://www.spanishdict.com/topics/show/1	Socially appropriate greetings based on age and status. The use of "tú" and "usted"

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NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard:7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		**Integración** Read the web page and listen to the boys' messages using Avancemos resources. Describe the two boys. **Interviews** In groups of four, create a talk show program to get to know your classmates. One of the members of your group will be the host and the others will be the guests. The host will ask questions about topics associated with this unit; guests will respond.	**Avancemos 1** Textbook: p. 71 # 19 CD 1: Tracks 41, 42 Audio Script: TE p. 53b	
SLO # 5 Describe self and others using gender appropriate physical characteristics and personality qualities. **Standard: 7.1.NM.C.4**	• What are the similarities and differences between Spanish and American gender norms? • What is gender? • How can cultural awareness enhance my	**Journal** Students will write in their journal the following in complete sentences: • name • age • two physical characteristics	**Journals**	The use of expressions and emotions as culturally appropriate.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	language learning?	• two personality traits • two likes, two dislikes and one preference **Birth Announcement** Students will create a personalized birth announcement using their knowledge of Spanish.	**Card Stock Scissors Markers Coloring pencils**	
SLO # 6 Describe culturally specific Spanish personal pastimes and activities. (i.e. Cafes, playing sports such as soccer, eating, singing, going to the movies, hanging out with friends, talking on the phone, traveling, watching TV)	• How do common Spanish pastimes, sports, and music reflect the culture? • How can learning and using a language help to assimilate into a new culture? • How does the study of another language and culture make the world smaller? (i.e.	**Facebook Profile** In groups of two, students will create a profile chart in Spain, including their picture, physical characteristics, personality qualities, pastime activities. **Your activities** Write a list of your activities or activities that interest you. In pairs, take turns in	**Spanish Vocabulary: Hobbies and Pastimes** http://www.leaflanguages.org/spanish-vocabulary-hobbies-and-pastimes/ **Avancemos 1** Textbook: p. 35, activity # 5	The importance of sports in a teenager's life. The significance of soccer in Spain and Spanish-speaking world.

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NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **Standard:7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	globalization)	asking/answering questions about activities. Avancemos Textbook p. 36 # 5 **Lectura Cultural** Read about things to do in San Antonio and Miami. Compare what teens do in those two cities with what you do where you live. Share with a partner.	**Avancemos 1** Lectura Cultural Saludos desde San Antonio Textbook: pp 72-73 CD 1: Track 14	
SLO # 7 Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime.	• How are language, culture and identity related? • How are pastimes and preferences influenced by culture? • What are culturally specific pastimes and preferences in Spain and the Spanish-speaking world?	**Free Time Activities** Watch the video module from Avancemos Telehistoria Escena 1. List words you recognize and then discuss with a partner the scene. Identify new or unfamiliar vocabulary and define. (Students use text version). **True or False**	**Avancemos 1** Telehistoria Escena 1 Textbook: pp 35-36 DVD 1 CD 1: Track 25 **Avancemos 1**	In Spanish, there are more than one verb that means to play. *Jugar* means to play a game. *Tocar* means to play an instrument. There are regional variations for some words and phrases in Spanish: i.e. *montar in bicicleta* in

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Standard: 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. **Standard: 7.1.NM.C.4** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		Based on the previous scene, respond in writing to the true or false statements on page 36 # 3. **Email Exchange** Use Avancemos tools to create an email exchange accounts amongst students. Students will write a description about themselves, using gender appropriate adjectives for physical characteristics and personality traits. • You may use this activity to create an open communication with another Spanish teacher's class from your school or District.	Textbook: p. 35, activity # 3 **Avancemos 1** my.hrw.com	Mexico is referred to *andar en bicileta* in Spain.

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Unit 1 Vocabulary Unidad 1: Vocabulario: ¡Soy yo!			
Greetings / Los Saludos	**Introductions / Los Presentaciones**	**Self-Description /Descripciones**	**Preferences / Las Preferencias**

Buenos días
Buenas tardes
Buenas noches
Hola
Adiós
Hasta luego
¿Cómo está?
¿Cómo está usted?
¿Cómo estás?
¿Qué tal?
¿Qué pasa?
¿Y usted ?/ ¿y tú?
Bien
Muy bien
Mal
Regular
Más o menos
Gracias
Por favor
	¿Cómo se llama usted?
	¿Cómo te llamas?
	Me llamo…
	Le presento a…
	Te presento a…
	¿Cómo se llama?
	Se llama…
	Mucho gusto
	Encantado
	Encantada
	¿Cuántos años tienes?
	¿Cuántos años tiene usted?
	Tengo… años.
	¿Cuántos años tiene él/ella?
	Él/ella tiene …
	¿Cuándo es tu cumpleaños?
	¿Qué día es tu cumpleaños?
	Mi cumpleaños es en + el + date + mese
	Mi cumpleaños es el…
	¿De dónde eres?
	Yo soy de…
	¿Dónde vives?
	Yo vivo a …
	¿Dónde estudias?
	Estudio a …
		Tengo_____
		Él tiene/ Ella tiene_____
		   Pelo rubio
		   Pelo castaño
		   Pelo negro
		Yo soy…
		   Alto (a)
		   Bajo (a)
		   Bonito (a)
		   Guapo (a)
		   Serio (a)
		   Pequeño (a)
		   Bueno (a)
		   Malo (a)
		   Atlético (a)
		   Artístico (a)
		   Cómico (a)
		   Desorganizado (a)
		   Inteligente
		   Perezoso (a)
		   Serio (a)
		   Simpático (a)
		   Joven
		   Pelirrojo (a)
		   Viejo (a)
		Señor/Sr.
		Señora/Sra.
		Señorita/Srta.
			¿Qué te gusta hacer ?
			¿Te gusta…?
			Me gusta…
			A mí me gusta…
			No me gusta…
			Yo prefiero…
			Mirar la tele
			Pasar un rato
			Pasar un rato con los amigos
			Trabajar
			Jugar
			Dibujar
			Escribir
			Leer
			Estudiar
			Comer
			Beber
			Escuchar música
			Hablar por teléfono
			Hablar español
			Hablar ingles
			Hablar francés
			Hacer la tarea
			Jugar al futbol
			Montar en bicicleta
			Practicar deportes
			Preparar la comida
			Tocar la guitarra

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Unit 1 Vocabulary

Unidad 1: Vocabulario: ¡Soy yo!

Asking for information	Where are they?/¿Donde están?	Verbs	Other words and phrases
¿Dónde? ¿A dónde? ¿Cuándo? ¿Con quién? ¿A qué hora?	Juan esta… 　　Aquí 　　Allá 　　Por ahí 　　Por allá 　　En 　　En la casa 　　En el clase 　　En el 　　restaurante 　　En el cine	Ser Estar Tener	Antes de Después de Mas O Pero También

Numbers /Los números			
Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez	Once Doce Trece Catorce Quince Dieciséis Diecisiete Dieciocho Diecinueve	Veinte Veintiuno Veintidós Veintitrés… Treinta Treinta y uno…	Cuarenta Cincuenta Sesenta Setenta Ochenta Noventa Cien

Unit Project (Choose 1)	
Project (Suggested)	**Project (Suggested)**
Design and create a postcard or video message in Spanish that you will send to your South American pen pal. Include personal information, name, age, as well as description of yourself. RUBRIC REQUIRED	Create a PowerPoint, Glogster, or iMovie presentation about yourself from childhood in Spanish. Share with your audience your personal information, birthplace, given name, description of you as an infant, toddler and now. Use physical characteristics, personality traits, likes and dislikes and pastime activities. You may include pictures of yourself in different stages of your life. RUBRIC REQUIRED