PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Spanish I Honors Curriculum

Español

Grades 9-12

Unit 6: Migratory Animals

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

Overview

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:

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

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

- ➢ **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- ➢ **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- ➢ **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- ➢ **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- ➢ **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- ➢ **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

	Pacing Chart – Unit 6		
#	**Student Learning Objective**	**CCSS**	5 weeks
1	Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about indigenous and migratory animals, their habitats, and the reason for migration.	**7.1.NM.A1** **7.1.NM.A.4** **7.1.NM.A.5**	
2	Ask and respond to memorized questions about indigenous and migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication.	**7.1.NM.B.1** **7.1.NM.B.4** **7.1.NM.A.5** **7.1.NM.A1**	
3	Demonstrate culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the Spanish language about indigenous and migratory animals.	**7.1.NM.B.3** **7.1.NM.A.5**	
4	Interpret highlights from age and level appropriate culturally authentic Spanish language text orally or in writing that includes physical characteristics of indigenous and migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation.	**7.1.NM.C.1** **7.1.NM.C.4**	

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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

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

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:

に！　Exploring animal behavior in home and target cultures is essential in developing an understanding to world and global issues.

Grade:9-12	Unit: Six	Topic: Migratory Animals
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.4, 7.1.NM.A.5, 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 Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about indigenous and migratory animals, their	• How does geography impact migratory animals? • What are some of the characteristics of migratory and indigenous animals?	**Picture Identification** Listen to the teacher as he/she describes a migratory animal. After each pause, write the number associated with a picture that illustrates the animal. (use colored images).	**Native Spanish Animals**: http://www.donquijote.org/culture/spain/wildlife/native-spanish-animals **Animals and Plants Unique to Spain:** http://lntreasures.com/spain.html	Indigenous animals are depicted in paintings, sculpture, and other art forms.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
habitats, and the reason for migration. **Standard:7.1.NM.A1** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. **Standard:7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions. **Standard:7.1.NM.A.5** Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally		**Map Activity** Locate important regions on a map where migratory animals migrate to and from. Label and paste a photo of animal(s) per region. **Venn Diagram** Students make a Venn Diagram comparing migratory animals including characteristics, habitats, and reasons for migration, survival needs, geographical locations, and weather patterns. **Reading Comprehension** Read "Animales que migran" and write down key information. In pairs, discuss the content of the article and then report back to the whole group.	**Animales Migratorios** http://listas.20minutos.es/lista/animales-mas-emigrantes-216063/ **La migración de los animales- You Tube** https://www.youtube.com/watch?v=0D4DU3yfsc0 **Avancemos 3** Textbook: p. 52 Mariposas migratorias **Animales que migran** http://www.botanical-online.com/animales/migracion_animales.htm	The Mexican Government has established a special task force to eliminate illegal logging in an area set aside as a butterfly reserve. There has been a decline in the number of Monarchs nesting there and most experts attribute this decline to the deforestation of their habitat.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
authentic materials on familiar topics.				
SLO # 2 Ask and respond to memorized questions about indigenous and migratory animals, their habitats, and the reasons for their migration using digital tools 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	• What is the influence of habitat on migratory patterns? • How does climate impact animal migration? • How are migratory animals portrayed in Spanish literature and art?	<u>**Narrative**</u> Assign a migratory animal per student. Have the students write a paragraph in Spanish including the physical characteristics, survival needs, geographical location, weather patterns and compass points to follow migration of the animal. Present to the class in target language. <u>**Video**</u> View a video in the target language on migratory animal(s). Turn off the video and take turns identifying major key points in the video. Include animal names, regions, geographical location, patterns, etc…	**Wildlife in Spain** http://www.donquijote.org/culture/spain/wildlife/ **Millions of birds migrating to Spain face painful deaths in glue-filled traps** http://www.theguardian.com/world/2011/nov/04/birds-migrating-spain-killed-hunters **Avancemos 1** Textbook: pp 426-427 CD 8: Track 8 **Avancemos 4** Textbook: p 161 Comparación Cultural **Mariposas monarcas-video**	Migratory and indigenous animals are often the subjects of literary works. Monteverde in Costa Rica is known as a cloud forest because of its high altitude. A cloud forest is different than a rain forest and will generally receive less rain than a rain forest on an annual basis.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
using memorized words and phrases. **Standard:7.1.NM.A.5** Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. **Standard:7.1.NM.A1** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.		**Children's Book:** Students will write an original story in the target language depicting an indigenous or migratory animal as the mail character. Students may work individually or in pairs. (give students examples of Native American folktales where animals such as the raccoon are depicted as a trickster) **La hibernación** Students read "La hibernación". In pairs, they ask/respond to questions related to text. **El hábitat de los animales salvajes** Students read "El habitat de los animales salvajes". In pairs, they ask/respond to questions related to text.	https://www.youtube.com/watch?v=zfmxJSdsuu8 **Tortugas marinas-video** https://www.youtube.com/watch?v=WhuLyFZ3aN4 **El elefante asiático-video** https://www.youtube.com/watch?v=QutwgVQwQqg **La ballena blanca-video** https://www.youtube.com/watch?v=J_ivPCZ96ug **La hibernación** http://www.botanical-online.com/animales/hibernacion.htm **El hábitat de los animales salvajes** http://www.botanical-online.com/animales/habitat_animales.htm	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 3 Demonstrate culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the Spanish language about indigenous and migratory animals. **Standard:7.1.NM.B.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. **Standard:7.1.NM.A.5** Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally	• Do animals make the same sound in Spanish as they do in English? • How does culture influence the naming of animals? • Are migratory animals essential for human survival?	**Inquiry** Students are paired to read a passage in the target language about indigenous or migratory animals. One student develops questions in the target language and the second student responds based on information in the passage. Students share their questions and answers with the class. **Climate Comparison** Compare and contrast the climate change between your state and other states. Compare those same climate changes with Spanish-speaking countries. **¿Qué comen?** Read "La alimentación de los animales salvajes". In pairs, ask questions about text using proper intonation.	**Mariposas Monarcas- Reading** http://mariposamonarca.sem arnat.gob.mx/monarca.html **In Class Daily interaction expressions in Spanish** https://quizlet.com/subject/i nteraction-class-daily-spanish-english/ **Avancemos 4** Textbook: p. 202 El Clima y los viajes **La alimentación de los animales salvajes** http://www.botanical-online.com/animales/alimen tacion_animales.htm	Spanish onomatopoeia word meant to mimic a certain sound made by a human, an animal or an object are different in Spanish and English.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
authentic materials on familiar topics.				
SLO # 4 Interpret highlights from age and level appropriate culturally authentic Spanish language text orally or in writing that includes physical characteristics of indigenous and migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation. **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.	• How would you describe indigenous and migratory animals in Spanish? • How would you observe and study migratory animals?	**Picture Collage** Divide the class into groups. Provide each group with animal images, characteristics, habitats, regions. Have each group create a collage by matching the appropriate animal to the descriptions. Each member of the group presents one migratory animal with the appropriate information. **Reading Comprehension** Students read the "Comparación Cultural" on p. 164 in Avancemos 3 Textbook. In pairs, students discuss their observations and respond to questions. **Presentations**	**Flamingos: Habitat and Distribution** http://seaworld.org/animal-info/animal-infobooks/flamingos/habitat-and-distribution/ **Mallorca, Spain-Geography, Wildlife, Fauna and Vegetation** http://www.seemallorca.com/geography **Avancemos 3** Textbook: p 164 Comparación Cultural	Loro Parque Mundomar Terra Natura Panama has teamed up with neighboring Colombia to protect humpback whales in its waters, which were recently discovered to be a mating ground.

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.		Assign students various migratory animals. In groups of three, students discuss, prepare and present their assigned migratory animal. Students use images, magazine clippings, etc. to enhance their presentation.		

Unit 6 Vocabulary			
Unidad 6: Vocabulario: Migratory Animals			
Vocabulario	**Los característicos**	**Los verbos**	**Los alimentos/las necesidades**
El elefante africano	Los colores (revisen)	Volar	El insecto/ Los insectos
El elefante asiático	Los adjetivos (revisen)	Volar en grupo	La planta/ Las plantas
El bisonte americano	El pelaje	Nadar	El animal/ Los animales
El caribú	La pluma	Nadar juntos	El árbol/ Los arboles
La rana	La escama	Caminar	El bosque
El cangrejo	La concha	Caminar en grupo	El flor
Las tortugas marinas	La piel	Migrar	El agua
La tintorera	Las alas	Hibernar	El sol
El pájaro azul	Las aletas	Dormir	La lluvia
El ruiseñor	La trompa	Sobrevivir	La nieve
El colibrí	El pico		La zona seca
La mariposa monarca			La zona húmida
El murciélago rojo			El océano
El delfín			El mar
la ballena blanca			El río
El ánade real			La selva
La oca			El río
La cacatúa			El lago
El flamenco			La montaña

Unit 6 Vocabulary Unidad 6: Vocabulario: Migratory Animals			
Los lugares geográficos	**Los condiciones meteorológicos**		
El norte El sur El este El oeste El árctica El antárctica	Necesitar la lluvia Necesitar el sol Necesitar el tiempo frio Condiciones glaciales Estar en la sombra		

Unit Project (Choose 1)	
Project (Suggested)	**Project (Suggested)**
1. Picture Book/Photo Essay: In groups of 3-4 students will create a migratory animal picture book using Prezi. This digital picture book must include the target language and include music as well as feature a large picture and Spanish captions. This project will enhance Spanish writing skills. RUBRIC REQUIRED	2. Creative Writing: Students will be presented with one picture or a series of pictures of indigenous or migratory to students and ask them to imagine a story by writing two to five sentences inspired by the pictures. RUBRIC REQUIRED