

Spanish III Honors Curriculum



Grade 9-12

Unit 1: La salud, el aseo y rutinas diarias

Course Description

Philosophy

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: La salud, el aseo y rutinas diarias
2. Unit 2: Comida y nutrición
3. Unit 3: La familia
4. Unit 4: El futuro
5. Unit 5: España y sus regiones
6. Unit 6: Artes: el cine, el teatro y la televisión
7. Unit 7: El sistema político de España

Pacing Chart – Unit 1			
#	Student Learning Objective	CCSS	4 weeks
1	Describe and explain your daily routine including activities and time.	7.1.NH.C.3 7.1.NH.B.2 7.1.NH.A.5	
2	Identify aspects of good hygiene in Spain and in the United States including culturally accepted habits and challenges.	7.1.NH.C.3 7.1.NH.A.6 7.1.NH.A.5 7.1.NH.B.4	
3	Analyze and discuss the health care system in Spain and the United States including advantages and disadvantages of the program.	7.1.NH.A.5 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.A.3 7.1.NH.C.2	

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.

➤ **Career Exploration**

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<p style="text-align: center;"><u>Time/General</u></p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;"><u>Processing</u></p> <ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> ● 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, Roleplaying, 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

- Daily routines help us with time management.
- Medical and public health efforts enable people to live healthier and have better lives.
- Knowing how and when to navigate the health care system is critical to maintaining good health.
- The early detection of health issues and diseases helps reduce health care related costs.

Grade: 9-12	Unit: 1	Topic: La salud, el aseo y rutinas diarias
NJCCCS: 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NM.B.3, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.C.2, 7.1.NH.C.3		
ACTFL Standards: <ul style="list-style-type: none"> ➤ Interpersonal ➤ Interpretive ➤ Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Interdisciplinary Connections
SLO # 1 Describe and explain your daily routine including activities and time.	<ul style="list-style-type: none"> • What are daily routines? • How are daily routines reflective of culture? 	<u>Comparison Report</u> Compose a short report on your daily routines. In pairs, compare and contrast your routines to that of your partner's.	Avancemos Textbook: p. 16-19 CD 1: Tracks 8, 9, 10	Differences in daily routines in Spain and Spanish-speaking countries.

<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<ul style="list-style-type: none"> • How long does it take to be ready? • Is breakfast important as part of the morning routine? 	<p>Report back to the whole group highlighting your similarities and differences.</p> <p><u>Survey</u> Take a survey in class to determine the amount of time needed to be ready in the morning, from the wake up time to the time ready to leave.</p> <p><u>Graph</u> Based on the previously conducted survey, create a graph to show the results of your survey.</p> <p><u>La importancia de las rutinas</u> Read the article “La importancia de las rutinas”. In groups of three, discuss the importance of daily routines in a child’s life and then report back to the whole group.</p>	<p>Mi rutina diaria video https://www.youtube.com/watch?v=NSblebrx6ng</p> <p>Los verbos reflexivos- Canción https://www.youtube.com/watch?v=pNFf4mvIChQ</p> <p>Los verbos reflexivos- Tutorial https://www.youtube.com/watch?v=Go-qS0riapg</p> <p>La importancia de las rutinas http://www.psicosaludtenerife.com/la-importancia-de-las-rutinas/</p>	<p>Health concerns in the United States and in Spain.</p> <p>Global awareness</p>
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		<p><u>La conexión del bienestar: dieta y sueño</u> In groups of three or four students, assign a section of the article “La conexión del bienestar: dieta y sueño”. Students read their assigned sections and then report back in order of section to the whole group.</p>	<p>La conexión del bienestar: dieta y sueño http://www.livestrong.com/es/conexion-del-bienestar-funcion_1172/</p>	
<p>SLO # 2 Identify aspects of good hygiene in Spain and in the United States including culturally accepted habits and challenges.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and</p>	<ul style="list-style-type: none"> • Why is hygiene important? • How and why do daily routines differ across cultures? • How can hygiene impact perception? 	<p><u>Journal Entry</u> Write a journal entry explaining the importance of keeping good hygiene as well as identifying consequences of keeping bad hygiene.</p> <p><u>Reading Comprehension</u> In groups, assign students to read parts of “¿Qué es la higiene y por qué es importante?” Have student identify new vocabulary and discuss their reading. Report back to the whole group in order of assigned sections.</p>	<p>Journals</p> <p>¿Qué es la higiene y por qué es importante? http://www.tnrelaciones.com/cm/preguntas_y_respuestas/content/24/200/es/que-es-la-higiene-y-por-que-es-importante.html</p>	<p>Hygiene across cultures</p>

<p>level-appropriate, culturally authentic materials.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>		<p>Watch attached video to the link after students report.</p> <p><u>Group Discussions</u> In groups of 3 or 4 students, read “el aseo personal y la salud” and discuss content. Report back to the whole group.</p> <p><u>Summarize</u> Read the articles on personal hygiene and summarize the content. Share your summary with a partner.</p> <p><u>¿Por qué es tan importante la higiene personal?</u> Students read the article “¿Por qué es tan importante la higiene personal?” and then respond to questions (teacher created questions)</p>	<p>El aseo personal y la salud https://www.salonhogar.net/Salones/Ciencias/1-3/Aseo_salud/indice.htm</p> <p>Saludenfamilia.es http://www.saludenfamilia.es/general.asp?seccion=528</p> <p>Livestrong.com en Español ¿Por qué es tan importante la higiene personal? http://www.livestrong.com/es/importante-higiene-personal-tip_25008/</p>	
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<p>SLO # 3</p> <p>Analyze and discuss the health care system in Spain and the United States including advantages and disadvantages of the program.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in</p>	<ul style="list-style-type: none"> • What are the current debates surrounding healthcare? • How does healthcare in Spain differ from health care in the US? • Do you go for your yearly physical exams? • What classifies as optimal healthcare across cultures? 	<p><u>Venn Diagram</u> Compare and contrast Spain’s Health care System to that of the United States.</p> <p><u>Journal Entry</u> Describe a visit to the doctor’s office. Include in your journal entry the reason for the visit, the appointment and the time in the waiting room, co-pay and/or the fee charged by the office, the type of health coverage, etc...</p> <p><u>Proposal</u> Develop and present a proposal on health care reform, addressing critical points on how your proposal will improve health care and how it will affect the population.</p> <p><u>Role Play</u> Develop, write and act out a dialogue in a doctor’s</p>	<p>Sistema Nacional de Salud- España http://www.msssi.gob.es/organizacion/sns/docs/sns2012/SNS012_Espanol.pdf</p> <p>El Mundo- Blogs- Salud Pública http://www.elmundo.es/bl ogs/salud/saludpublica/2010/08/30/la-salud-en-espana-al-oro-que-no.html</p> <p>Salud Oral http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/salud/Health/docs/oral-health-family-tips-spanish.pdf</p>	<p>Importance of yearly routine examinations.</p>
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<p>various social situations.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>		<p>office. Include in your dialogue the reasons for the visit, the ailment, and solution.</p> <p><u>Questionnaire</u> Complete a medical form in Spanish and compare it with a partner’s form. Identify and define new vocabulary.</p> <p><u>La visita el medico</u> Watch the video on “La visita al medico”. In pairs, discuss the content and steps one needs to take for the visit. Write a short summary of the video.</p> <p><u>Essay</u> Read the article on “El abecé del colesterol” and write an essay on differentiating between good and bad cholesterol.</p>	<p>Medical Form in Spanish http://www.communityhealthcenters.org/images/stories/forms/All%20Patient%20Forms-Spanish.pdf</p> <p>La Visita al Medico https://www.youtube.com/watch?v=zgdbDsLt3a4</p> <p>El abecé del colesterol http://www.consumer.es/web/es/salud/prevencion/2015/10/06/222662.php</p>	
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Unit 1 Vocabulary

Unidad 1: Vocabulario: La salud, el aseo y rutinas diarias

<p><u>Vocabulario</u></p> <p>Un peine El cepillo del pelo El cepillo de dientes La pasta de dientes El jabón El pintalabios La afeitadora El champú El maquillaje Una toalla de baño Un secador La higiene La salud un cita un paciente un enfermo una enfermedad una consultación un médico/ un doctor un médico de familia un enfermero/una enfermera un oftalmólogo un dentista</p>	<p>un farmacéutico un especialista un alergólogo/una alergóloga un tocólogo un veterinario la fecha de nacimiento el seguro médico las hojas informativas</p> <p><u>Los verbos</u></p> <p>Despertarse Levantarse Lavarse Vestirse Descansarse Dormirse Cepillarse Peinarse Secarse Maquillarse Afeitarse Divertirse Llegarse Pararse apresurarse</p>	<p>Ducharse Estar enfermo Tener dolor de cabeza Tener dolor de panza Tener dolor de muelas Tener dolor de garganta Consultar Cumplirse formas</p>	<p><u>Revisión</u></p> <p>La hora Los alimentos Los colores Los números La ropa Los adjetivos</p>
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Choose 1

<h2 style="margin: 0;">Unit Project (Suggested)</h2>	<h2 style="margin: 0;">Unit Project (Suggested)</h2>
<p>1. Create a PPT addressing the health care system in Spain or another country in the Spanish speaking world and the United States. Present your PPT to the whole group and provide a Q and A time. Students are expected to answer the questions posed to the best of their ability in the target language.</p> <p>RUBRIC REQUIRED</p>	<p>2. You were hired by a medical group to create a brochure/pamphlet that represents the group. Create and present your brochure to the whole group.</p> <p>RUBRIC REQUIRED</p>