

World Languages Curriculum

Spanish I Curriculum

Español

Grades 9-12

Unit 2: School Days

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:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- 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 related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- 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 global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course 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 Spanish I consist of the following:

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

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 2

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#	Student Learning Objective	CCSS	5 weeks
1	Demonstrate understanding of classroom routines using total physical response technique.	7.1.NM.A.2	
2	Ask and respond to questions about academic and social aspects of school life, schedules, time telling, classroom objects, and classroom activities using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.4	
3	Skim and scan culturally authentic Spanish language audio, video, or written text to identify words and phrases associated with school life, schedules, classroom objects and activities.	7.1.NM.A.1 7.1.NM.A.4	
4	Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing that compares school life in the home and Spanish culture and culture in the Spaniard world.	7.1.NM.C.1 7.1.NM.C.4	

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<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 	<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 	<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 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<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
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Tiered / Multileveled Activities
- Learning Centers
- Individual Response Board
- Open-ended Activities
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessment**
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

Enduring Understanding:

- School systems in all countries are important for the education of a nation.
- Education empowers the mind and provides a vehicle for overcoming challenges
- The right to a free public education is not universal.

Grade: 9-12	Unit: Two	Topic: School Days
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Demonstrate understanding of classroom routines using total physical response technique.	<ul style="list-style-type: none"> • How do daily classroom routines differ across cultures? • How does language change in different situations? • Are high stakes tests universal across 	<p><u>Video</u> Watch a video illustrating a typical day in a High School in Spain.</p> <p><u>Graphing</u> Graph time spent in school, in classes and after school</p>	<p>Learn Spanish – Rutinas Diarias (Daily Routines)</p> <p>http://www.spanishdaddy.com/learnspanish/dailyroutines.aspx</p>	<p>Days of the week in relation to the planets.</p> <p>Spanish Calendar starts on a Monday.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>7.1.NM.A.2</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>	<p>cultures? Is tracking prevalent in schools around the globe?</p>	<p>activities of a typical American teen. Compare the same information about a typical French teen.</p> <p><u>Magic box</u></p> <p>Teach classroom vocabulary by withdrawing it from the magic box. Recycle the vocabulary over and over again by asking the class to point to it, to answer sí and no questions, to answer either / or questions, to tell who has the item and, finally to name the item. Repeat.</p> <p><u>TPR</u></p> <p>Students perform gestures corresponding to the classroom routines that the teacher calls out in the target language.</p> <p><u>Inside / Outside Circles</u></p> <p>Each student has a card showing a daily activity. Students stand in 2 concentric circles facing each other. On signal, inside circle partner tells the time when he does the</p>	<p>Useful sentences in the Spanish classroom</p> <p>https://www.youtube.com/watch?v=FLjkcM8G1Oc</p> <p>School day in Spain</p> <p>https://www.youtube.com/watch?v=khdF4HeiwlM</p> <p>Un Día Típico en la Escuela</p> <p>https://www.youtube.com/watch?v=vrH-Wy3tzAA</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>activity and asks the outside partner to share his time. This is repeated with both partners commenting on the time when they do the outside circle’s activity. The teacher gives a signal to rotate and students in either inside or outside circle move number of one place to the left. Repeat the process with the new partner.</p>		
<p>SLO # 2 Ask and respond to questions about academic and social aspects of school life, schedules, time telling, classroom objects, and classroom activities using digital tools and face-to-face communication through the target language.</p> <p>7.1.NM.B.1 Use digital tools to</p>	<ul style="list-style-type: none"> • How do Spanish schools and educational experiences differ from those in the United States? • How can cultural awareness and familiarity enhance language learning? • How does language change in different situations? 	<p><u>Role Play</u> In groups of two, plan an entire day schedule including times, classes, and after school activities.</p> <p><u>Vocabulary Folders</u> 5 students come to the front of the room holding a vocabulary folder with one new word in each folder pocket. Students at their seats have a guessing grid. Through questions and answers, those seated fill out the grid, ultimately determining who has</p>	<p><u>Spanish Vocabulary Classroom</u> https://quizlet.com/64536/spanish-vocabulary-classroom-flash-cards/</p> <p>¡Avancemos! 1 Unit 2: Somos Estudiantes. Textbook: pp. 84-88</p> <p><u>Somos estudiantes</u> https://quizlet.com/37940</p>	<p>Expressions associated with various times of the day: AM and PM</p> <p>The use of the 24-hour clock on timetables and TV schedules in Spain.</p> <p>Time difference between the US and Spain.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>		<p>which two vocabulary words.</p> <p><u>¿Qué es?</u></p> <p>Students are given pictures of classroom objects. In groups of two, students take turns describing an item for the partner to guess.</p> <p><u>Calendar</u></p> <p>Given a Spanish calendar for the current year, students mark up the dates that the teacher calls out, indicating holidays and special occasions.</p> <p><u>Venn Diagram</u></p> <p>Using a Venn Diagram, compare and contrast popular sports in the US and Spain.</p> <p><u>Telling Time</u></p> <p>Using an analogue clock made from a paper plate, students will formulate the times that they hear in Spanish.</p>	<p>762/avancemos-1-unit-2-lesson-1-flash-cards/</p> <p><u>How to tell time in Spanish</u></p> <p>http://www.europapages.co.uk/lessons/spanish-time.html</p> <p>La escuela- tutorial</p> <p>https://www.youtube.com/watch?v=R9TdvS0UIAk</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p><u>Matching Manipulatives</u></p> <p>In groups of two, match the time shown on analog clocks and the time written on slips of paper.</p>		
<p>SLO # 3</p> <p>Skim and scan culturally authentic Spanish language audio, video, or written text to identify words and phrases associated with school life, schedules, classroom objects and activities.</p> <p>7.1.NM.A.1</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.4</p> <p>Identify familiar people, places, and objects based</p>	<ul style="list-style-type: none"> • How do school course choices and activities reflect culture? • Is public education mandatory in other countries and, if so, until what age? 	<p><u>Telling Time Listening Comp</u></p> <p>Using audio recordings, students will draw the hands of the clock.</p> <p><u>Journal</u></p> <p>Narrate your daily activities with its corresponding times. Include your favorite part of the day and explain why.</p> <p><u>Flashcard Line Up</u></p> <p>Daily activity picture flashcards are distributed to the class. Students come to the front of the room and line up in the correct sequence according to statements made by the teacher.</p>	<p>The Spanish School System</p> <p>http://www.expatica.com/es/education/schools/Education-in-Spain_103110.html</p> <p>Education in Spain: What do they need to know?</p> <p>http://iberosphere.com/2012/04/education-in-spain-what-do-they-need-to-know/5888</p>	<p>School structure in Spain and the groupings of students.</p> <p>After school programs in Spain as they compare to those in the US.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>on simple oral and/or written descriptions.</p>		<p><u>True/False</u> Referencing a Spanish student’s schedule, learners will mark T/F according to the teacher’s statements.</p>		
<p>SLO # 4 Interpret highlights from a culturally authentic Spanish language passage orally and/or in writing that compares school life in the home and Spanish culture and culture in the Spaniard world.</p> <p>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.</p>	<ul style="list-style-type: none"> • How does traditional home and school life reflect the characteristics of Spanish culture? • How does audience and purpose (i.e., inform, entertain, persuade) influence a speaker’s technique (i.e. volume, pacing, word choice, intonation)? 	<p><u>Cultural Comparison</u> In groups of 3 or 4, given a text, compare the curriculum of an eighth grader in the US with that of a Spanish teenager in the equivalent grade. List the various subjects and then discuss your preference between the two. Report back to the whole group.</p> <p><u>iMovie or Photostory</u> In groups of two, create an iMovie of your day in school. Take us on a tour of your school, include times, room numbers, subjects, and point out to various objects that might be available and displayed in the classrooms.</p>	<p>Comparison of Primary School in USA and Spain http://wagonsabroad.com/comparison-of-primary-school-in-usa-and-spain/</p> <p>Education: Spain vs. USA http://www.slideshare.net/rincondelguti/spain-vs-usa</p> <p>Spanish Education System http://www.donquijote.org/culture/spain/society/customs/education-in-spain</p>	<p>Classification of core subjects vs. electives in the US and the target culture(s)</p> <p>Implications of high stakes testing and the Spanish Baccalaureate vs. standardized testing in the US</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>7.1.NM.C.4</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p><u>Flyswatters</u></p> <p>Digital times, subjects and classroom vocabulary are splashed onto a board. The class is divided into two teams. Each team numbers off. The first two contestants are given a flyswatter. They compete to think of the answer to the teacher’s question and find it on the board.</p> <p><u>Jeopardy</u></p> <p>Play a jeopardy review game with unit vocabulary</p>		

Unit 2 Vocabulary			
Unidad 2: Vocabulario: School Days			
Los Objetos de Clase	Las materias	El día y la fecha	La fecha
El horario El lapicero La pluma El bolígrafo El lápiz El cuaderno El papel La mochila La calculadora El pizarrón La tiza El borrador La silla El escritorio El reloj El mapa La ventana La puerta El teléfono	Las matemáticas Las ciencias El ingles El arte El español El francés El árabe El mandarín La historia La geografía La civilización Los físicos La chimisturria La informática La tecnología La música La educación cívica La educación física y deportiva Las materias obligatorias La materias facultativas Las lenguas modernas	Los días de la semana lunes martes miércoles jueves viernes sábado domingo	¿Qué día es hoy? Hoy es martes. ¿Cuál es la fecha? Es el... de... Mañana es miércoles. ¡Hasta sábado! ¡Hasta mañana! ¿Qué es la fecha hoy? Hoy es el 12 de setiembre. Es el primer de julio. ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 23 de agosto.

Unit 2 Vocabulary			
Unidad 2: Vocabulario: School Days			
Las meses	Los lugares	Los actividades	Respuestas
enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre	La cafetería La clase El gimnasio La biblioteca El pasillo Los baños La oficina del director	El recreo El almuerzo El club de... Los deportes Los diversiones La música La orquesta La banda La coral El ensayo de coro	Mi clase favorita es... Me gusta mucho ... Mi estación favorita es... Mi color favorito es... Me necesita...para la escuela. Si, puedes ir. No, quédate aquí. Seguro Sí, pero rápidamente Se dice... Se escribe... Sabe No sabe Comprendo No comprendo Me voy a... Yo participo ... Es...
Los verbos			
Ser Estar Gustar Necesitar Tener			

Unit 2 Grammar

This Unit will focus on the following grammatical concepts:

- Conjugation of regular
 - er verbs
 - ir verbs
- Irregular verbs:
 - Ser
 - Estar
 - Tener

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. You are in charge of setting up a new school. Videotape a one minute commercial sharing information about your school. You may choose to mention the length of the school days, classes offered, after school activities, number of students, class sizes and anything else that will make students want to attend your school.</p> <p>Rubric Required</p>	<p>2. You are an architect who has been recruited to design a new school. Draw a plan of the inside and outside of your school. Label each room, including classrooms, rest rooms, main office, principal's office, cafeteria, gymnasium, etc. You will present your plan in groups of four.</p> <p>Rubric Required</p>