PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

World Languages Curriculum

Spanish I Curriculum

Español

Grades 9-12

Unit 3: Home, Sweet Home

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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.

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Pacing Chart – Unit 3			
#	**Student Learning Objective**	**CCSS**	6 weeks
1	Skim and scan age and level appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in a home, the names of rooms in a home, common household items and household chores.	**7.1.NM.A1** **7.1.NM.A.4** **7.1.NM.A.5**	
2	Skim and scan culturally authentic texts to identify cultural products and practices related to home life.	**7.1.NM.A.3**	
3	Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.	**7.1.NM.B.1** **7.1.NM.B.4** **7.1.NM.C.1**	
4	Retell highlights from age and level appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.	**7.1.NM.C4**	

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Differentiated Instruction

Accommodate Based on Student's Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks	• Extra Response time	• Precise step-by-step directions	• Teacher-made checklist
• Adjust length of assignment	• Have students verbalize steps	• Short manageable tasks	• Use visual graphic organizers
• Timeline with due dates for reports and projects	• Repeat, clarify or reword directions	• Brief and concrete directions	• Reference resources to promote independence
• Communication system between home and school	• Mini-breaks between tasks	• Provide immediate feedback	• Visual and verbal reminders
• Provide lecture notes/outline	• Provide a warning for transitions	• Small group instruction	• Graphic organizers
	• Reading partners	• Emphasize multi-sensory learning	

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
• Computer/whiteboard	• Extended time	• Consistent daily structured routine	• Individual daily planner
• Tape recorder	• Study guides	• Simple and clear classroom rules	• Display a written agenda
• Spell-checker	• Shortened tests	• Frequent feedback	• Note-taking assistance
• Audio-taped books	• Read directions aloud		• 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 Assessments**
- 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:

➢ Many products and practices related to home and community are shared across cultures; others are culture specific.

➢ Each country is unique in its geographical location which influences its people's lifestyles.

➢ The products, practices and perspectives of a culture reveal its values

➢ Dwellings take on various forms depending upon available resources, climate and space

Grade: 9-12	Unit: Three	Topic: Home, Sweet Home
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C4		
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 age and level appropriate culturally authentic audio, video or written text from	• How do homes differ across cultures in terms of architecture and functionality • How does home life in	**Role Play** Imagine you are a real estate agent. In groups of 2-4 take your classmates on a virtual house tour. Students will	**¡Avancemos! 1** Textbook: pp. 248-267 DVD 2 CD 5: Tracks 1,2	Moorish and Mediterranean influences are evident in the structure of the homes in southern Spain.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
electronic information sources and other sources to identify types of furniture found in a home, the names of rooms in a home, common household items and household chores. **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. **7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions. **7.1.NM.A.5** Demonstrate	your culture differ from the home life in Spain and the Spanish-speaking world? • How do household chores for American and Spanish teens differ? • How do household responsibilities in different regions reflect culture? • How does summer living in Spain/Spanish speaking world differ from that of the United States? • What is the ratio of condominium & apartment dwellings to private homes in Spain? And the United States? • What does home size and design imply about a culture?	choose from among three house plans. **Matching** Given a series of descriptions of people, students will choose a dwelling from a newspaper ad (provided) that is best suited to each individual lifestyle and preferences. **Following Directions** Students will apply their knowledge about prepositions of location to a sketch that they will create. The teacher will read aloud a series of sentences explaining where things are in a given room. Students will draw the room, putting the items mentioned into their correct location(s). **Home Design Project** Design your dream home using Spanish vocabulary. Create a poster or Glogster showing the overall layout, size of each	**Basic Spanish Vocabulary: HOME** http://www.e-spanyol.hu/en/vocabulary/words_home.php **Multimedia-Audio: Around the House** http://www.medicalspanish.com/basic-vocabulary/around-the-house.html **Spanish Vocabulary - Around the House / En la casa** https://www.youtube.com/watch?v=2MEYQxy-2Q0	In many Spanish-speaking countries, the ground floor is called the *planta baja*. Numbering of floors starts at what we would call the second floor. This is called the first floor in Spanish. Spanish speakers have different words for apartment: in Mexico, Peru

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		room, furnishings and other details. **Photo Talk** Students will randomly be given photos of homes and/or rooms and will be asked to talk about it in Spanish. Students may also bring in their own photos of their home and/or rooms. Students are expected to recognize the furniture and items found in the rooms. **Picture I.D.** Two similar house-related pictures are shown on a screen. One student provides a verbal description of one of the pictures to his/her partner who then draws it. The student who has been listening is given a choice of which picture A or B has been described. Switch roles and repeat for the next series of pictures.	**Las partes de la casa (The parts of the house) Spanish song** https://www.youtube.com/watch?v=TK5u4c6s8uQ **The house in Spanish: questions and answers** https://www.youtube.com/watch?v=gm2aAOlLJA4 **La casa** https://www.youtube.com/watch?v=ctW0GEqhk2M	and Cuba, people use "*departamento*"; in Spain people say "*piso*".
SLO # 2	• The rise of Home Depot and Lowes stores is a	**Graphic organizer game**	**A Day in the life:**	Some words in Spanish may change meaning based on

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
Skim and scan culturally authentic texts to identify cultural products and practices related to home life. **7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target culture(s).	testimony to American obsession with home improvements. Do Spanish-speakers engage in the same home remodeling and repairing practices?	In groups, one student thinks of a room or area of the house while the rest of the group take turns guessing articles of furniture or other house-related terms. If the guess pertains, the leader writes it inside of a circle drawn on the front board. If it does not, he writes it outside. Guessing continues until someone correctly identifies the room. **Artist Race** The class is divided into two teams. Each team designates an artist. The rest of the team lines up behind the artist. One by one, each team member approaches the artist and provides one detail of a picture that is displayed on the screen. When time is called the two pictures are evaluated to see which one got the most details correct.	**Spain** **What is it like to grow up in Spain** http://www.timeforkids.com/destination/spain/day-in-life **Oye! Homelife: Spanish** **Household tasks and Home life** http://oye.languageskills.co.uk/intermediate/year10/12813.html	their geographical locations. There are multiple ways to use words based on geographical locations such as el *cuarto, la habitación*.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 3 Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language. **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. **7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. **7.1.NM.C.1** Use basic information at	• How is space used in the construction of Spanish dwellings? (Are kitchens large or small? Are there family rooms? Living rooms?) • What is home life like in Spain?	**Recast** Put a new twist on a fairy tale by changing the setting to a modern-day home. Be certain to describe the setting in detail. Does the new setting affect the outcome of the tale? **Survey** Conduct a survey in the target language to find out where your classmates live: apartments, single homes, multi-family homes, etc… analyze the data and present percentages. **Handyman Advertisement** You are a handyman looking for a job. Create a flyer advertising all of the different kinds of work that you are willing to do. Be sure to add illustrations and your contact information. **Flashcards:** Practice learning household	**Multimedia: Spanish Lesson- Los quehaceres (chores)** https://youtu.be/MzcqgcU4PoU **Spanish Grammar Review #31 Household chores** https://youtu.be/VrttxtwhyX4 **Chores and Responsibilities:** **¡Avancemos! 1** Textbook: pp275-276 **¡Avancemos! 1** Textbook: Activity 3 CD 5: Track 14 **Household Chores in Spanish**	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		chores with Language guide quizlet files on the topic.	https://quizlet.com/263477/household-chores-in-spanish-flash-cards/ **Los quehaceres (chores)** https://www.youtube.com/watch?v=MzcqgcU4PoU	
SLO # 4 Retell highlights from age and level appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture. **7.1.NM.C4** Present information from age and level appropriate, culturally authentic materials orally or in writing.	• How does culture impact the design and construction of homes? • What makes places unique and different? • How does Spanish home price by region differ from the United St	**Fair Market Value** In groups of two, evaluate and compare two properties in similar settings (i.e. city, suburbs, etc…) from the target culture and the U.S. Discuss the values ($ vs. €), property size, number of rooms and bathrooms, amenities, etc…)	**Spanish Homes** http://www.dezeen.com/tag/spanish-houses/ **9 Architectural Elements of Spanish Revival Style** http://www.houzz.com/ideabooks/275035/list/9-architectural-elements-of-spanish-revival-style	Landscapes can indicate the economic level of a community and the type of terrain that surrounds it.

Unit 3 Vocabulary			
Unidad 3: Vocabulario: Home, Sweet Home			
Vocabulario	**Los muebles/los objetos**	**Los verbos**	**Los adjetivos**
La habitación	El suelo	Ser	Grande
La casa	El armario	Estar	Pequeño/pequeña
El apartamento	La alfombra	Gustar	Bonito/bonita
La cocina	La cama	Bajar	Cómodo/cómoda
El comedor	La cómoda	Preparar	Viejo/vieja
El cuarto	Las cortinas	Ayudar	Tradicional
La escalera	La chimenea	Cocinar	Moderno/moderna
El patio	El espejo	Subir	
El traspatio	La lámpara	Vivir	
El jardín	Los muebles	Dormir	
El garaje	El sillón	Tener	
La cerca	El sofá	Comer	
El piso	La pared		
La planta baja	La estufa		
La sala	El congelador		
La puerta	El refrigerador		
La ventana	El lavaplatos		
El altillo	El microonda		
	La bañera		
	La ducha		

Unit 3 Vocabulary			
Unidad 3: Vocabulario: Home, Sweet Home			
Los números ordinales	**Los quehaceres domésticos**	**Las preposiciones de lugar**	**Data**
Primero/primera Segundo/segunda Tercero/tercera Cuarto/cuarta Quinto/quinta Sexto/sexta Séptimo/séptima Octavo/octava Noveno/novena Décimo/décima	Limpiar la casa Lavar los platos Pasar la aspiradora Cortar el césped Preparar la comida Cocinar Hacer la cama Barrer el suelo Sacar la basura	Delante de Detrás de Al lado de A la derecha de A la izquierda de Enfrente de Debajo de Dentro de	Porcentaje La mitad Por ciento Más que Menos que

Unit 3 Grammar
This Unit will focus on the following grammatical concepts: • Stem changing verb   ○ Dormir (ue)   • Verb Gustar   • Preposition of location   • Ordinal numbers

Unit Project (Choose 1)	
Project (Suggested)	**Project (Suggested)**
1. **Madrid Apartment:** Develop a floor plan for an apartment in Madrid. Label all rooms and prepare a description of at least three. In a presentation to the class, describe the apartment and your neighborhood. Use either a poster or a PowerPoint presentation as a visual aid during your presentation. Rubric Required	2. **Digital Voice Recorders:** Given the layout of a home, assume the roles of a rental agent and a prospective renter. Carry on a conversation about the property for at least 2 minutes. Send your recorded speech sample to the teacher folder for grading by rubric. Rubric Required