

World Languages Curriculum

Spanish I Curriculum

Español

Grades 9-12

Unit 6: Migratory Animals

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 6

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#	Student Learning Objective	CCSS	5 weeks
1	Skim and scan culturally authentic audio, video or written text from electronic and other sources to identify information about indigenous and migratory animals, their habitats, and the reason for migration.	7.1.NM.A.1 7.1.NM.A.4	
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	
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	
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	

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
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed Individually or with Partners
- Individual Response Board
- Tiered/Multilevel Activities
- Learning Centers
- 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/Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, 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 Understandings:

- Exploring animal behavior in home and target cultures is essential in developing an understanding of world and global issues.
- Animals provide us with food and clothing; they enrich our world through their companionship
- Animals chosen as pets may vary from culture to culture

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.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:		
<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 Skim and scan culturally authentic audio, video or written text from electronic and other sources to identify information about	<ul style="list-style-type: none"> • How does geography impact migratory animals? • What are some of the characteristics of migratory and 	<u>Picture Identification</u> Listen to the teacher as he/she describes a migratory animal. After each pause, write the number associated with a picture that illustrates the	Native Spanish Animals http://www.donquijote.org/culture/spain/wildlife/native-spanish-animals	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
<p>indigenous and migratory animals, their habitats, and the reason for migration.</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<p>indigenous animals?</p>	<p>animal. (use colored images).</p> <p><u>Map Activity</u> Locate important regions on a map where migratory animals migrate to and from. Label and paste a photo of the animals in each region.</p> <p><u>Venn Diagram</u> Students make a Venn Diagram comparing migratory animals including characteristics, habitats, reasons for migration, survival needs, geographical locations, and weather patterns.</p> <p><u>Concentration</u> Teacher places numbered cards on the chalk sill and divides the class into teams. Each team takes a turn calling two numbers. These are turned over to see if a match is made. Play continues until all cards have been matched.</p>	<p>Animals and Plants Unique to Spain http://Intreasures.com/spain.html</p> <p>Spanish words, Common phrases, and Grammar http://www.learnspanishtoday.com/learning_module/grammar.htm</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> • 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? 	<p><u>Jigsaw</u> Students count off by 4’s. They leave their group to gather with students of the same number, forming an expert group. Each expert group reads and discusses materials provided. They return to their regular group and teach their peers about the physical characteristics, survival needs, geographical location, weather patterns and compass points of the animal assigned. Whole class discussion follows identifying commonalities.</p> <p><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, geographic location, patterns, etc....</p>	<p>Wildlife in Spain http://www.donquijote.org/culture/spain/wildlife/</p> <p>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</p>	<p>Migratory and indigenous animals are often the subjects of literary works.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p><u>Children’s Book</u></p> <p>Students will write an original story in the target language depicting an indigenous or migratory animal as the main 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)</p>		
<p>SLO # 3</p> <p>Demonstrate culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the Spanish language about indigenous and migratory animals.</p> <p>7.1.NM.B.3</p> <p>Imitate appropriate gestures and intonation of the target</p>	<ul style="list-style-type: none"> • Do animals make the same sound in Spanish as they do in English? • How does culture influence the naming of animals? 	<p><u>Pollito Pío</u></p> <p>Play YouTube video of animal sounds: <i>El Pollito Pío</i></p> <p><u>Line Up!</u></p> <p>Cards are distributed to volunteer students depicting the stages of migration. Volunteers line up, holding their card in sequential order.</p> <p><u>Imaginary Animal</u></p> <p>Students are given paper to draw an imaginary animal. They should be creative in naming the animal. Their</p>	<p>Spanish at the Zoo</p> <p>http://spanish.about.com/od/wordlists/a/zoo.htm</p> <p>El Pollito Pío</p> <p>https://www.youtube.com/watch?v=dhsy6epaJGs</p>	<p>Spanish onomatopoeia is a word meant to mimic a certain sound made by a human, an animal or an object.</p> <p>Animal sounds are referred to differently in Spanish. A dog’s bark is represented by the <i>gua gua</i> rather than <i>woof woof</i>. A rooster’s crowing is <i>quiquiriqui</i>.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>culture(s)/language during greetings, leave-takings, and daily interactions.</p>		<p>illustration is followed by a paragraph describing how it moves, what it eats and what it looks like. Evaluate with a rubric and post in the classroom.</p> <p><u>Pictionary</u></p> <p>The class plays Pictionary with the imaginary animals that they have created.</p>		
<p>SLO # 4</p> <p>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.</p> <p>7.1.NM.C.1</p>	<ul style="list-style-type: none"> • Are migratory animals essential for human survival? • How does man impact the life of migratory animals and vice versa? 	<p><u>Picture Collage</u></p> <p>Divide the class into groups. Provide each group with animal images, characteristics, habitats and regions. Each group will create a collage by matching the appropriate animal to the description. Each member of the group present one migratory will animal with the appropriate information.</p> <p><u>Language Guide</u></p> <p>Review the Spanish names for animals electronically with language guide and</p>	<p>Flamingos: Habitat and Distribution</p> <p>http://seaworld.org/animal-info/animal-infobooks/flamingos/habitat-and-distribution/</p> <p>Mallorca, Spain- Geography, Wildlife, fauna and Vegetation</p> <p>http://www.seemallorca.com/geography</p> <p>The Best Zoos in Spain</p>	<p>Loro Parque</p> <p>Mundomar</p> <p>Terra Natura</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>pictograms.</p> <p><u>Flyswatters</u> Play flyswatters as a way of reviewing the unit vocabulary.</p> <p><u>Build Your Wild Self</u> Students go online to create an electronic animal through the NY Zoos and Aquarium website. Email the finished product to the teacher folder for grading.</p>	<p>http://www.ranker.com/list/the-best-zoos-in-spain/worldchap?utm_expid=16418821-119.rk_BoRtrRJWIKfF9iZbujQ.0&utm_referrer=https%3A%2F%2Fwww.google.com%2F</p> <p>Build Your Wild Self http://www.playrific.com/m/255/build-your-wild-self-website</p>	

Unit 6 Vocabulary			
Unidad 6: Vocabulario: Migratory Animals			
Vocabulario	Las características	Los verbos	Los alimentos/las necesidades
El elefante africano El elefante asiático El bisonte americano El caribú La rana El cangrejo Las tortugas marinas La tintorera El pájaro azul El ruisenior El colibrí La mariposa monarca El murciélago rojo El delfín la ballena blanca El ánade real La oca La cacatúa Las patas El animal	Los colores (revisen) Los adjetivos (revisen) El pelaje (plumaje) La pluma (feather) La escama (scales) La concha (shell) La piel (fur) Las alas (wings) La trompa (trunk of an elephant) El pico (beak) El cuerno (horn) La aleta (fin of a fish) La cola (tail) La garra (claw) Los dientes (teeth)	Volar Volar en grupo Nadar Nadar juntos Caminar Caminar en grupo Migrar Hibernar Dormir Sobrevivir Deslizar Volar Nadar Caminar Subir Cavar	Los insectos Las plantas Los animales El agua El sol La lluvia La nieve La zona seca La zona húmeda El océano El mar El río

Unit 6 Vocabulary Unidad 6: Vocabulario: Migratory Animals			
Los lugares geográficos	Las condiciones meteorológicas		
El norte El sur El este El oeste El ártica El antártica	Necesitar la lluvia Necesitar el sol Necesitar el tiempo frío Condiciones glaciales Estar en la sombra		

Unit 6 Grammar

This Unit will focus on the following grammatical concepts:

- Stem changing verbs
- Adverbs

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Picture Book/Photo Essay: In groups of 3-4 students will create a migratory animal picture book using Prezi or StoryBird. Your digital picture book must be 6 pages long and include no fewer than 8 facts about the animal.</p> <p>Rubric Required</p>	<p>2. Using the authentic print material “El Dia Mundial de los Animales,” interpret the poster and answer the questions that follow. https://www.pinterest.com/pin/343751384031397337/</p> <p>Rubric Required</p>