

World Languages Curriculum

Spanish I Curriculum

Español

Grades 9-12

Unit 7: Going Green

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 7

#	Student Learning Objective	CCSS	4 weeks
1	Skim and scan culturally authentic Spanish language materials from a variety of sources (i.e. electronic, text, video, Internet, etc.) to identify words and phrases associated with environmental products and Spanish cultural practices.	7.1.NM.A1 7.1.NM.A.4	
2	Formulate directions regarding environmental practices in Spain and Spanish-speaking countries.	7.1.NM.B.2	
3	Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication in the Spanish language.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5	
4	Compare and contrast environmental products and practices of Spanish culture with those of the local school/community using information found in age and level appropriate culturally authentic texts.	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 Descriptions
- R.A.F.T.
- Opportunities for Extended 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, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic

Enduring Understanding:

- Reuse, recycle, and reduce have become universal symbols in the quest for going green.
- Everyone shares the responsibility of caring for our planet.

Grade: 9-12	Unit: Seven	Topic: Going Green
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.2, 7.1.NM.B.4, 7.1.NM.B.5, 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 Spanish language materials from a variety of sources (i.e. electronic, text, video, Internet, etc.) to identify words and phrases	<ul style="list-style-type: none"> • What is the impact of recycling on the environment? • Why should we care about the environment? • How is recycling different around the 	<p><u>KWL Chart</u></p> Individuals complete a KWL chart on the topic of recycling. <p><u>Video</u></p> Divide students by groups of 2 or 4. Watch a video on environmental issues in Spain or a Spanish-speaking world.	<p>Recycling in Spain</p> <p>http://www.spanishunlimited.com/spain/culture/2014/11/recycling-in-spain</p> <p>Refuse Collection and Recycling in Spain</p>	<p>The practice of recycling and how it is carried out in different cultures.</p> <p>The accessibility of trash receptacles in public spaces.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>associated with environmental products and Spanish cultural practices.</p> <p>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.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<p>globe?</p> <ul style="list-style-type: none"> How does pollution impact Spain? the United States? 	<p>Students list five (5) issues observed. Discuss in groups will focus on achieving solutions for the five (5) issues. Solutions will be reported back to the class.</p> <p><u>Research</u></p> <p>Create a Power Point Presentation on a region of Spain or a Spanish-speaking country explaining the effects of pollution. Identify the cause(s) of pollution and the health problems it is causing. What is the country doing to address this issue? Discuss.</p> <p><u>Game Show</u></p> <p>Create a Jeopardy game show to review unit vocabulary.</p>	<p>http://balearics.angloinfo.com/information/housing/setting-up-home/recycling/</p> <p>Madrid air pollution reaches alarming levels</p> <p>http://www.dw.com/en/madrid-air-pollution-reaches-alarming-levels/a-16739363</p>	<p>The presence or lack of environmental regulations.</p>
<p>SLO # 2</p> <p>Formulate directions regarding environmental practices in Spain and Spanish-speaking</p>	<ul style="list-style-type: none"> Why do we recycle? How are recycling symbols similar and different in the United States and the 	<p><u>Posters</u></p> <p>Create a recycling plan for the school and post English and Spanish flyers around the school announcing it.</p>	<p>Spain Passes Waste Recycling Act</p> <p>http://pffc-online.com/coatlam/green/10868-spain-</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>countries.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>Spanish speaking world?</p>	<p><u>Recycling Centers</u> Create recycling centers in the classroom. Post directions in Spanish and label the centers by using recycling symbols.</p> <p><u>Headlines</u> In groups of 3, create 3 headlines about what we just learned. Choose your best one and post it on the board.</p>	<p>passes-waste-recycling-act</p> <p>How To Recycle in Spain http://www.trevorhuxham.com/2014/04/how-to-recycle-in-spain.html</p> <p>Headlines www.fodey.com</p>	
<p>SLO # 3 Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication in the Spanish language.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase</p>	<ul style="list-style-type: none"> • How can we effectively protect our living areas? • Why are green initiatives essential for human survival? 	<p><u>Scenarios</u> Working in pairs, students take turns posing scenarios with recycling implications and suggesting the course of action to be taken.</p> <p><u>Digital Voice Recorders</u> In groups of two, students respond to a scenario that they teacher projects onto the board. They are given two minutes to prepare and two minutes to speak into a digital voice recorder. Speech samples are</p>	<p>Green Ports Initiative in Spain http://www.greenport.com/news101/Projects-and-Initiatives/green-ports-initiative-in-spain</p> <p>Using the Gouin Series in the Foreign Language Classroom https://wlteacher.wordpress.com/2012/02/10/using-the-gouin-series-is-the-foreign-language-</p>	<p>The use or non use of recyclables in every day life (plastic utensils, paper plates, plastic water bottles, packaging industry). What is each nation’s perspective on being a “throw away” society?</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>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> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>		<p>collected into a teacher folder for grading with a rubric.</p> <p><u>Classification Activity</u> The instructor will bring in large plastic containers, designating each one for a different type of recyclable. Students deposit recyclable items into the appropriate receptacle. The class will write a Gouin series about what they observe.</p> <p><u>Circumlocution.</u> Students work together in pairs. Provide Partner A with a list of 5 vocabulary words and Partner B with a different list. Partners may not share their lists with each other. Partner A starts by giving some clues in the target language so that Partner B will guess his first word. He/she continues with different ways to convey the message until Partner B guesses and the word and then the roles are reversed. Students should be equipped</p>	<p>classroom/</p>	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		with target language paraphrases for this activity.		
<p>SLO # 4 Compare and contrast environmental products and practices of Spanish culture with those of the local school/community using information found in age and level appropriate culturally authentic texts.</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> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in</p>	<ul style="list-style-type: none"> • What is the environmental, social, and cultural impact of going green in the Spanish-speaking world? • What is the role of government and economy in environmental initiatives? • What is the role of advertising in the going green movement? 	<p><u>Venn Diagram</u> Compare the cost of recycling in Spain and the United States. Design a graph to report this information visually.</p> <p><u>Pack the Suitcase</u> "Pack the Suitcase" to identify the most important information in the text. Give the students a short text and a small folder with a picture of a suitcase drawn or glued on it. Distribute pieces of scrap paper and tell students that they need to: review the text, write "an important point" on each sheet, "pack" them in their suitcase. Students can use as many or as few scraps of paper as they want. When finished, tell them they are going on a trip but that they packed too much — they must take out half of their items. Students will have to decide which items (points) are</p>	<p>Proactive Environmental Products Spain http://gopronow.biz/spain</p> <p>Spain - Environment http://www.nationsencyclopedia.com/Europe/Spain-ENVIRONMENT.html</p> <p>Publications.USA.gov Going Green Spain's Green Disaster: A Lesson for America http://therightscoop.com/spains-green-disaster-a-lesson-for-america/</p>	<p>The popularity of estate sales, garage sales, and consignment shops to re-purpose goods.</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
writing.		most important to bring on the trip. Finally, have students "travel" to the other side of the room and sit with a partner and "unpack." Learners compare ideas and reach consensus.		

Unit 7 Vocabulary			
Unidad 7: Vocabulario: Going Green!			
Los símbolos de reciclaje	Las formas y la materias	Vocabulario de reciclar	Las preposiciones/ Los verbos
El anillo de Möbius Punto Verde Tidyman Electrónica Papel reciclado y cartón Plásticos Vidrio Residuos peligrosos Otros	El círculo El cuadrado El triángulo El hexágono La flecha El óvalo El rombo El cubo El cilindro El papel El aluminio El vidrio El acero El polietileno El agua La electricidad	La planeta La atmósfera La conservación La ecología La ecosistema La polución La energía El medio ambiente La selva tropical La tierra El voluntario Trabajo voluntario Ecológica Limpio Sucio El calentamiento climático Día de la tierra En peligro de extinción	Encima de Bajo de Dentro de Delante de Detrás de Al lado de Cerca de A la derecha de A la izquierda de <hr style="width: 20%; margin: 5px auto;"/> Reciclar Proteger Reutilizar Conservar Contaminar Reducir la basura Poner Hacer Cuidar de Ocuparse de

Unit 7 Grammar

This Unit will focus on the following grammatical concepts:

- Reflexive verbs

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create a Logo: Design a logo for a Spanish language t-shirt that promotes green activities in home, school and community. You will be marketing to the local and international community through your school store and school website.</p> <p>Rubric Required</p>	<p>2. Environmental Debate: Students will be put into groups and assigned one side of an environmental issue. Each group will create a poster in support of their argument/issue. Each group will present and the class will engage in an Oxford-Style Debate.</p> <p>Rubric Required</p>