

World Languages Curriculum

Spanish III Curriculum



Grades 9-12

Unit 1: La salud, el aseo y rutinas diarias

Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- 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 Language units of study for Spanish III are as follows:

Unit 1: La salud, el aseo y rutinas diarias

Unit 2: Comida y nutrición

Unit 3: La familia

Unit 4: El futuro

Unit 5: España y sus regiones

Unit 6: Artes: el cine, el teatro y la televisión

Unit 7: El sistema político de España

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

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

<p style="text-align: center;"><u>Time/General</u></p> <ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<p style="text-align: center;"><u>Processing</u></p> <ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
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<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
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Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaptation of Material and Requirements
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Tiered/Multilevel 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, Roleplaying, 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 Strip

Enduring Understanding

- Daily routines help us with time management.
- Culture influences the way we look at health and well-being.
- Healthcare systems vary from country to country.
- Economic, geographic and religious factors play a part in maintaining a healthy lifestyle.
- Knowing how and when to navigate the health care system is critical to maintaining good health.
- The early detection of health issues and diseases helps reduce related health care costs.

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

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Describe and explain your daily routine including activities and time.	<ul style="list-style-type: none"> • What is considered being healthy? • How does one’s economic status 	<u>Comparison Report</u> Compose a short report on your daily routines. In pairs, compare and contrast your routines to that of your partner’s. Report back to the whole group	¡Avancemos! 2 Textbook: p. 16-19 CD 1: Tracks 8, 9, 10 Mi rutina diaria video https://www.youtube.com/	Differences in daily routines in Spain and Spanish-speaking countries.

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	<p>affect one’s health?</p> <ul style="list-style-type: none"> • How are daily routines reflective of culture? • Is eating breakfast an essential part of a healthy morning routine? 	<p>highlighting similarities and differences.</p> <p><u>Survey</u> Take a survey in class to determine the amount of time needed to be ready in the morning, from the wake up time to the time ready to leave.</p> <p><u>Graph</u> Based on the previously conducted survey, create a class graph to show the results.</p> <p><u>Quizlet:</u> Practice the unit vocabulary independently by using Quizlet or Language Guide</p> <p><u>Cold Versus Flu</u> Write a paragraph on the differences between colds and flu. Use the website in Spanish provided.</p>	<p>watch?v=NSblebrx6ng</p> <p>Los verbos reflexivos- Canción https://www.youtube.com/watch?v=pNFf4mvIChQ</p> <p>Los verbos reflexivos- Tutorial https://www.youtube.com/watch?v=Go-qS0riapg</p> <p>Quizlet Flashcards Spanish cold & flu https://quizlet.com/5836006/spanish-cold-and-flu-symptoms-flash-cards/</p> <p>Cold vs. flu http://espanol.cdc.gov/ene/flu/about/qa/coldflu.htm</p>	<p>Health concerns in the United States and in Spain.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>SLO # 2</p> <p>Identify aspects of good hygiene in Spain and in the United States including culturally accepted habits and challenges.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>	<ul style="list-style-type: none"> • Why is hygiene important? • How and why do daily routines differ across cultures? 	<p><u>Journal Entry</u> Write a journal entry explaining the importance of keeping good hygiene. Identify the consequences of keeping bad hygiene.</p> <p><u>Reading Comprehension</u> In groups, students are assigned to read a section of “<i>¿Qué es la higiene y por qué es importante?</i>”. Students identify new vocabulary and discuss their reading in expert groups. Return to the original group to teach peers what they have learned. Watch attached video to the link after students report. Or continue the Jigsaw to translate the article: <i>Everything You Know About Hygiene is Wrong</i>.</p> <p><u>Public Service Announcement</u> As part of your community service project, you develop a</p>	<p>¿Qué es la higiene y por qué es importante? http://www.tnrelaciones.com/cm/preguntas_y_respuestas/content/24/200/es/que-es-la-higiene-y-por-que-es-importante.html</p> <p>Everything You Know About Hygiene is Wrong http://www.huffingtonpost.com/2013/11/08/personal-higiene-facts_n_4217839.html</p> <p>Quizlet Images https://quizlet.com/subject/espanol-body-my-spanish-personal-higiene/</p> <p>Hygiene factors: http://www.linguee.es/ingles-espanol/traduccion/personal+hygiene.html</p>	<p>Personal hygiene across cultures</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>Spanish-language public service announcement (PSA) about ways to stay healthy, using the “<i>Encesta por la salud</i>” video as a guide. Remember to tell your audience things they <u>should and should not</u> do to stay healthy. You can either record your message or write it. You must include information about the following three topics:</p> <ul style="list-style-type: none"> - Nutrition - Exercise/Being active - Hygiene 		
<p>SLO # 3</p> <p>Analyze and discuss the health care system in Spain and the United States including advantages and disadvantages of the program.</p> <p>7.1.NH.A.5</p>	<ul style="list-style-type: none"> • What are the current debates surrounding healthcare? ? • How does healthcare in Spain differ from health care in the US? 	<p><u>Venn Diagram</u> Compare and contrast Spain's Health- care System to that of the United States.</p> <p><u>Journal Entry</u> Describe a visit to the doctor’s office. Include in your journal entry the reason for the visit, the appointment and the time in the waiting room, co-pay and/or the</p>	<p>Sistema Nacional de Salud- España http://www.msssi.gob.es/organizacion/sns/docs/sns2012/SNS012_Espanol.pdf</p> <p>El Mundo- Blogs- Salud Pública http://www.elmundo.es/blogs/salud/saludpublica/20</p>	<p>The importance of routine yearly examinations.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p>	<ul style="list-style-type: none"> • What non-negotiables contribute to optimal healthcare across cultures? 	<p>fee charged by the office, the type of health coverage, etc.</p> <p><u>Proposal</u> Develop and present a proposal on health care reform, addressing critical points on how your proposal will improve health care and how it will affect the population.</p> <p><u>Role Play</u> Develop, write and act out a dialogue in a doctor’s office. Include in your dialogue the reasons for the visit, the ailment, and solution.</p> <p><u>Medical Questionnaire</u> Complete a medical form in Spanish and compare it with a partner’s form. Switch papers and interview each other as if you were a doctor about to provide care.</p>	<p>10/08/30/la-salud-en-espana-al-loro-que-no.html</p> <p>Salud Oral http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/salud/Health/docs/oral-health-family-tips-spanish.pdf</p> <p>Medical Form in Spanish http://www.communityhealthcenters.org/images/stories/forms/All%20Patient%20Forms-Spanish.pdf</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p><u>Advice Column</u> In groups of 4, the teacher assigns each group member a health challenge. Students write down their symptoms. On signal, a paper is passed to the person on their right (or behind) who then writes advice. The paper continues circulation within the group until it returns to the original owner.</p>		

Unit 1 Vocabulary

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

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

Unit 1 Grammar

This Unit will focus on the following grammatical concepts:

- Reflexive verbs
- Reflexive Pronouns
- Commands
- Formal
- Informal

Unit Project (Choose 1)

1. The school nurse is planning a health fair. She needs your input in setting up displays to provide interpretation for new exchange students / parents coming to NJ. Develop a questionnaire and a list of electronic resources to help. Use authentic cultural sources in your research such as an online medical evaluation: (<http://www.oshamedcert.com/tips.aspx>) or other medical websites:

(<http://espanol.cdc.gov/enes/flu/about/ga/coldflu.htm>)

(<http://www.sharpenespanol.com/tools/coldflu.cfm>)

Rubric Required

2. You were hired by a medical group to create a brochure/pamphlet that represents the group. Include a name for the group, an inviting slogan, a list of services provided and contact information. Use graphics to make the brochure appealing to prospective customers.

Rubric Required