

World Languages Curriculum

Spanish III Curriculum



Grades 9-12

Unit 3: La familia

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

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.

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.

Pacing Chart – Unit 3			
#	Student Learning Objective	CCSS	6 weeks
1	Students describe orally and in writing their living quarters including their plans for future living spaces.	7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.3 7.1.NH.C.2	
2	Students discuss and demonstrate knowledge about family members, relationships and cultural traditions and differences.	7.1.NH.C.2 7.1.NH.C.3 7.1.NH.B.5	
3	Students describe and discuss living arrangements and family responsibilities.	7.1.NH.A.3 7.1.NH.B.5	
4	Students discuss, explain and evaluate various relationships including dating, marriage, single parenting and social challenges in raising children.	7.1.NH.A.3 7.1.NH.A.5 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2 7.1.NH.C.4 7.1.NH.A.6	

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
<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

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 Boards
- 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, 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 Comic Strips

Enduring Understanding

- Living arrangements reflect social class and income level.
- Cultural values are an integral part of family life
- Facing and overcoming social challenges is part of parenting.
- Family relationships have an impact on individual lives.
- Definitions and expressions of love differ among time periods and across cultures.

Grade: 9-12	Unit: Three	Topic: La familia
NJCCCS: 7.1.NH.A.3, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4		
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 Students describe orally and in writing their living quarters including their plans for future living spaces. 7.1.NH.B.4	<ul style="list-style-type: none"> • What is “<i>home?</i>” 	<u>Compare/Contrast</u> Using a Venn diagram, compare and contrast city living with suburban living arrangements. Review your answers in a whole class setting.	¡Avancemos! 3 Textbook: pp 330-353 Unida 6 - Lección 1 Tema: La vida en la ciudad CD 11: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Cuaderno: pp. 246-248	City living vs. country living

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>		<p><u>Real Estate</u></p> <p>In groups of three, role play a house hunting scene. One student will be a real estate agent and the other two will be buyers. First, describe the type of house/apartment you are interested in buying/renting. The real estate agent will ask questions for clarification, make suggestions and describe one or two dwellings that he is available to show. Record the conversation on lingt.com for evaluation by rubric.</p> <p><u>Journal Entry</u></p> <p>In your journal, write a page in Spanish describing your home, including location, size, number of rooms, number of bathrooms, garage, yard, and who you live with. Read aloud to your partner.</p> <p><u>Glogster</u></p> <p>You want to sell your home.</p>	<p>¡Avancemos! 1 Textbook: pp 248-267 Unidad 5 - Lección 1 Tema: Vivimos aquí DVD 2 CD 5: Tracks 1,2, 3, 4, 5, 6, 7, 8, 9, 10 Cuaderno: 197-207</p> <p>¿Cómo es su casa? quizlet https://quizlet.com/8966055/capitulo-4-como-es-tu-casa-ideal-flash-cards/</p>	<p>Types of dwellings</p> <p>Vocabulary may change among Spanish-speaking countries. For example, a bedroom might be called <i>el cuarto, la habitación, la pieza, la recámara, el alcoba or el dormitorio.</i></p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		Create an electronic poster on Glogstr including a headline and key terms to maximize its attractiveness.		
<p>SLO # 2</p> <p>Students discuss and demonstrate knowledge about family members, relationships and cultural traditions and differences.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> • How does the concept of “family” vary across cultures? • Who is included in “family?” • How does the concept of “pets” differ across cultures? • How do family traditions differ across cultures? How does that define us as 	<p><u>Compare/Contrast</u></p> <p>Compare and contrast Spanish or Latin American and American families (or your own family). Write a one-page essay and then share it with a partner.</p> <p><u>Photo Talk</u></p> <p>Students will randomly select a family photo and be asked to describe and talk about it in Spanish. Students may also bring in their own photos for this exercise.</p> <p><u>Comic</u></p> <p>Using makebeliefscomix.com, create a comic showing the protocol and appropriate manners for addressing relatives</p>	<p>¡Avancemos! 2 Unidad 7 Lección 2 Tema: Somos familia Textbook: pp. 388-413 DVD 3</p> <p>CD 8: Tracks 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p>Cuaderno: pp. 318-320, 321-323, 324-326, 327-328</p>	<p>Family relations are based on blood or marriage. There is a nuclear family and an extended family.</p> <p>The family unit has undergone changes in the past century.</p> <p>Relationships are important in all cultures but they develop under different circumstances; they</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<p>individuals?</p>	<p>in Spain and in the United States.</p> <p><u>Research</u> Research living arrangements in Spain and one other Spanish-speaking country. Analyze and discuss with your partner your findings, comparing and contrasting your information.</p>		<p>evolve against cultural backdrops specific to each country.</p>
<p>SLO # 3 Students describe and discuss living arrangements and family responsibilities.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics</p>	<ul style="list-style-type: none"> • How are traditional living arrangements defined? • How does culture dictate who does the chores around the house? 	<p><u>Email Poll</u> News 12 NJ is running a poll to find out the kinds of responsibilities and chores that NJ teens have around the house. Reply with an email stating your name, age and type of dwelling. Follow up with the kinds of chores you are assigned and register your likes, dislikes and preferences.</p> <p><u>Poll Everywhere</u> Use your digital devices to answer questions about your family and its living</p>	<p>Canción: Hay una casita chiquita y muy blanca https://www.youtube.com/watch?v=axJMG7xPqQc</p>	<p>Living arrangements and contributions to expenses are unique to each country and culture.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
studied in other content areas.		arrangements. Create a class graphic showing the results.		
<p>SLO # 4</p> <p>Students discuss, explain and evaluate various relationships including dating, marriage, single parenting and social challenges in raising children.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<ul style="list-style-type: none"> • How many types of relationships do we experience? • How can communication alter relationships? • How can culture interfere with communication and relationships? • Is there a set age for dating? • Should a newlywed legally change her name to that of her 	<p><u>Personal ads</u></p> <p>Provide students with various personal ads that are age and level appropriate. Divide students into groups, and have them find someone compatible based on their ads. Once students find their match, students pair up to find out the commonalities in their profiles. Summarize and report back to the whole group.</p> <p><u>Speed Dating Game</u></p> <p>Arrange the desks to facilitate a three minute dating game cycle where students move from one station to the next, conversing with their date and finding out as much as possible about</p>	<p>El Matrimonio y el amor - Video https://www.youtube.com/watch?v=hzQvUglzHvM</p> <p><u>Fakebook:</u> http://thedaringlibrarian.wikispaces.com/Fakebook_Page</p>	<p>Maternity leave in Spain is 16 weeks with full pay while paternity leave is only two weeks with pay.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.A.6</p>	<p>spouse in Spain? In other Spanish-speaking countries? In your culture?</p>	<p>him/her in the allocated time. All conversations will be conducted in Spanish.</p> <p><u>Prediction</u></p> <p>Have students predict their future and write a one-page description of their lives. Their prediction should include as much vocabulary possible from the unit.</p> <p><u>Cloze Activity</u></p> <p>Play the song, “Tu, Mi Madre Soltera” twice for students to listen and fill in blanks in the lyrics that are provided. Think/pair/share activity to interpret the lyrics and summarize the meaning of the song.</p> <p><u>Song</u></p> <p>Create and write your own song lyrics in Spanish about a relationship.</p>	<p>Daniel y Samantha Valenzuela; Tu Mi Madre Soltera</p> <p>https://www.youtube.com/watch?v=oA6e_nMXKK8</p> <p>Dónde Está Mamá?</p> <p>https://www.youtube.com/watch?v=VQJrcjngKYs</p> <p>¡Avancemos! 2</p>	<p><i>Apellido</i> in Spanish refers to the surname which is the last name of the father and mother. It is common to carry both father's and mother's surnames, connected by the word, “y.”</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>		<p><u>Reading Comprehension</u></p> <p>In pairs, assign a section of “Los padrinos” to read. Students read, define new vocabulary, discuss the content, answer questions and report back to the whole group in order of sections. Play the audio CD after students report and then discuss any additional comments/observations students may have.</p> <p><u>Social Challenges</u></p> <p>Research and analyze challenges faced by one of the following:</p> <ul style="list-style-type: none"> ● nuclear families ● blended families ● extended families ● single parenting ● same sex parenting <p>Write two paragraphs in Spanish addressing the challenges, impacts and outcomes of your topic.</p>	<p>Textbook: pp 406-407 Los Padrinos CD 8: Track 21</p>	

Unit 3 Vocabulary

Unidad 3: Vocabulario: La familia

<p><u>Vocabulario</u> la familia los padres los abuelos el abuelo la abuela el padre/ papá la madre/ mamá los nietos el nieto la nieta un bebé un niño/un hijo un hijo una hija los gemelos las gemelas un hermano un hermano mayor un hermano pequeño una hermana una hermana mayor una hermana pequeña</p>	<p>un cuñado una cuñada un esposo una esposa un tío una tía un primo una prima un sobrino una sobrina un novio/ un prometido una novia/ una prometida un padrastro una madrastra un matrimonio un casado una casada un hijo único una hija única un hermanastro una hermanastra un soltero una soltera</p>	<p>Un divorciado Una divorciada Separado/ Separada un viudo una viuda un niño adoptado una niña adoptada</p> <p><u>Los verbos</u></p> <p>Ser Estar Tener Estar casado/casada Estar divorciado/divorciada Estar orgulloso/orgullosa (de) Entenderse Enojarse Llevarse bien Llevarse mal Discutir</p>	<p><u>Los adjetivos</u></p> <p>Hermoso/hermosa Lindo/linda Agradable Divertido/divertida Generoso/generosa Impaciente Paciente Sincero/sincera Tímido/tímida Elegante Popular Súper Genial Fácil Difícil</p>
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Unit 3 Grammar

This Unit will focus on the following grammatical concepts:

Verb tenses:

- Present progressive
- Future

Unit Project (Choose 1)

1. Create a family scrapbook of at least 5 pages. Each page must include one or more pictures of family members along with a detailed description of who they are, where the activity is taking place and when it is taking place. Students will take turns presenting their albums in groups of 4. These will be handed in for grading with a rubric.

Rubric Required

2. Plan a family milestone celebration: wedding, baptism, sweet 16, or any other celebration from your culture. Include in your plans the venue, the number of guests, cost, menu, decorations, dress code, cultural observance, special theme, etc. and any other detail that you would like to include.

Rubric Required