

# Spanish Curriculum



## Grade 1: Unit Three

Title: Colors

## *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 at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is divided into four units of study and 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 Grade 1 consist of the following four thematic units of study:

Unit 1: Hello, it's me!

Unit 2: Numbers

Unit 3: Colors

Unit 4: Calendar

### Pacing Chart – Unit 3

Pacing Chart – Unit 3			
#	Student Learning Objective	CCSS	8 weeks
1	Students demonstrate knowledge of colors in Spanish orally and in writing.	<b>7.1.NM.B.3</b> <b>7.1.NM.C.3</b>	
2	Students demonstrate their skills in following directions using colors.	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b>	

**Effective Pedagogical Routines/Instructional Strategies**

Modeling

Shared Read Alouds

Collaborative problem solving

Model (I Do), Prompt (We Do), Check (You Do)

Whole class discussions

Storytelling

Role playing/Dramatization

Multiple Response Strategies

Think Pair Share

Turn and Talk

Choral reading

Reading partners

Charting

Visuals

Writing to learn

Rereading & rewriting

Interviews

Gallery walks

Diagrams, charts and graphs

Flash cards

Word Study Drills

Note taking

Coaching

Reader's/Writer's Notebooks

Quick writes

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern in learning

## Educational Technology

### Standards

8.1.2.A.1, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- **Technology Operations and Concepts**
  - Identify the basic features of a computer and explain how to use them effectively.
- **Creativity and Innovation**
  - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **Communication and Collaboration**
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- **Digital Citizenship**
  - Model legal and ethical behaviors when using both print and non-print information by citing resources.
- **Research and Information Literacy**
  - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- **Critical Thinking, Problem Solving, and Decision-Making**
  - Use mapping tools to plan and choose alternate routes to and from various locations.

LINK: <http://www.state.nj.us/education/cccs/standards/8/>

## 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.

## Computer Skills

### Basic Computer Skills

- Turn on the monitor
- Turn off the monitor
- Turn on the computer
- Turn off the computer
- Verbally identify computer parts:
  - Computer
  - Monitor
  - Screen
  - Keyboard
  - Mouse
  - Mouse pad
- Use the mouse
- Locate alphabet letters

### Programs

- Kids Works Deluxe
- Microsoft Word
- Internet Explorer



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

## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

**Seeking to build each learner’s capacity to do the following:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</li> <li>• Pose questions and exhibit sincere curiosity about principles and how things work.</li> <li>• The ability to grasp concepts and make real world and cross-curricular connections.</li> <li>• Generate theories and hypotheses and pursue methods of inquiry.</li> <li>• Produce products that express insight, creativity, and excellence.</li> <li>• Possess exceptional leadership skills.</li> <li>• Evaluate vocabulary</li> <li>• Elevate Text Complexity</li> <li>• Inquiry based assignments and projects</li> <li>• Independent student options</li> <li>• Tiered/Multi-level activities</li> <li>• Purposeful Learning Center</li> </ul> | <ul style="list-style-type: none"> <li>• Open-ended activities and projects</li> <li>• Form and build on learning communities</li> <li>• Providing pupils with experiences outside the ‘regular’ curriculum</li> <li>• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</li> <li>• A higher quality of work than the norm for the given age group.</li> <li>• The promotion of a higher level of thinking and making connections.</li> <li>• The inclusion of additional subject areas and/or activities (cross-curricular).</li> <li>• Using supplementary materials in addition to the normal range of resources.</li> </ul> |
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**Assessments**

**Required District/State Assessments**

- Star Early Literacy or STAR Reading  
(Students with CPL  $\geq 3.5$ )
- NJDOE Model Curriculum Unit Assessment  
(Students with CPL  $\geq 3.5$ )
- ESL Unit Level 1-2 Assessment (Students with  
CPL  $\leq 3.4$ )
- W-APT oral language proficiency test /  
ACCESS

**Suggested Formative/Summative Classroom  
Assessments**

- Academic/Domain Specific Vocabulary
- Homework
- Accountable Talk
- Graphic Organizers
- Journals
- Projects
- Portfolio
- Observation
- Role Playing/Dramatization
- Journals
- Presentations (incorporating Web 2.0 tools)
- Student Conferencing

**Enduring Understanding:**

- Colors are present everywhere
- Mixing colors can create a new color
- Popular colors amongst children my age vary based on gender and personal preference

<b>Grade: 1</b>	<b>Unit: Three</b>	<b>Topic: Colors</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.B.3, 7.1.NM.C.3		
<b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>		

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<b>SLO # 1</b> Students demonstrate knowledge of colors in Spanish orally and in	<ul style="list-style-type: none"> <li>• What are colors?</li> <li>• What is my favorite color?</li> <li>• Why do we have a</li> </ul>	<u><b>Label</b></u> Students label and color flags for various Spanish-speaking countries. All flags will be displayed around the	<b>Crayons</b> <b>Flags - Printables</b> <a href="http://www.crwflags.com/fo tw/flags/cbk-sa.html">http://www.crwflags.com/fo tw/flags/cbk-sa.html</a>	Spanish brought the <b>colors</b> of different <b>cultures</b> from many corners of the planet and merged in their heritage.

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p>writing.</p> <p><b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions</p> <p><b>7.1.NM.C.3</b> Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>favorite color?</p>	<p>classroom.</p> <p><b><u>The Magic Bag</u></b> Using flash cards have students pick a card from the magic bag then say the name of the color using the vocabulary words that they have learned.</p> <p><b><u>My Favorite Color</u></b> Students are provided with an image and crayons. Students are asked to color the image with their favorite color. Once completed, students show their image and state in Spanish their favorite color.</p> <p><b><u>My rainbow</u></b> Color your rainbow with the special colors that make up just you. No two rainbows are exactly alike because no two people are exactly alike.</p>	<p><b>La canción de los colores para niños</b> <a href="https://www.youtube.com/watch?v=DsRKOZGaoEM">https://www.youtube.com/watch?v=DsRKOZGaoEM</a></p> <p><b>Crayons</b></p> <p><b>Coloring pencils</b></p> <p><b>Images</b></p> <p><b>Activities for Colors</b> <a href="https://www.education.ne.gov/forlg/MiddleHighSchool/ColorActivities.pdf">https://www.education.ne.gov/forlg/MiddleHighSchool/ColorActivities.pdf</a></p> <p><b>Self-esteem turtle - coloring</b> <a href="http://www.weareteachers.com/docs/default-source/printable-materials/my-self-esteem.pdf?sfvrsn=0">http://www.weareteachers.com/docs/default-source/printable-materials/my-self-esteem.pdf?sfvrsn=0</a></p>	



Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
<p><b>SLO # 2</b></p> <p>Students demonstrate their skills in following directions using colors.</p> <p><b>7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<ul style="list-style-type: none"> <li>• How do I see colors?</li> <li>• Where do we see color?</li> <li>• How are colors used every day?</li> </ul>	<p><b><u>Coloring</u></b> Students follow direction and color by number.</p> <p><b><u>Simon Says</u></b> Play a game of Simon Says using colors. Crayons, blocks, or other manipulatives may be used.</p> <p><b><u>Guess the color</u></b> Guess the Color Students are given a 3X5 card with a color in the target language written on it. Taking turns, each student must touch three things of that color in the room. The class guesses which color the student has on his/her card.</p> <p><b><u>Color Charts</u></b> Color Charts Have two color charts and two teams. Ask the first person in each group to go the color chart. The teacher calls out the</p>	<p><b>EnchantedLearning.com – Color by Number</b> <a href="http://www.enchantedlearning.com/colorbynumber/spanish/flowers.shtml">http://www.enchantedlearning.com/colorbynumber/spanish/flowers.shtml</a></p> <p><b>EnchantedLearning.com</b> <a href="http://www.enchantedlearning.com/languagebooks/spanish/colors/">http://www.enchantedlearning.com/languagebooks/spanish/colors/</a></p> <p>Manipulatives</p> <p>Index cards Various classroom objects</p> <p>Color charts</p>	<p>Spanish bullfighting costumes consist of a silk jacket, heavily embroidered in gold, knee length skin tight pants with white or brightly colored <i>stockings</i>, and <i>montera</i> (a black bicorn hat) and black slippers. The importance of the bright colors has particular significance in bull fighting concerns.</p>

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		<p>color in the target language and the first to point to the color gets a point for his/her team.</p> <p><b><u>Follow my directions</u></b> Teacher will give directions on which color (s) to use to color the printable flowers or images.</p> <p><b><u>Interactive Spanish</u></b> Students use interactive Spanish to identify the colors of the images displayed by clicking on the crayons.</p> <p><b><u>El juego de Simón</u></b> Students use interactive online Spanish to play Simon game and have fun testing their memory; while practicing the colors in Spanish. Students follow the pattern of the colored buttons then click in the right order on the buttons</p>	<p><b>Colores – on line games</b> <a href="http://www.spanishspanish.com/colors/color_menu.html">http://www.spanishspanish.com/colors/color_menu.html</a></p> <p><b><u>Printable flowers</u></b> <a href="http://www.firstpalette.com/tool_box/printables/flowers.html">http://www.firstpalette.com/tool_box/printables/flowers.html</a></p> <p><b>On line free Spanish</b> <a href="http://www.onlinefreespanish.com/aplica/lessons/colors/colors1.htm#.VyJOLtQrKUk">http://www.onlinefreespanish.com/aplica/lessons/colors/colors1.htm#.VyJOLtQrKUk</a></p> <p><b>On line free Spanish</b> <a href="http://www.onlinefreespanish.com/aplica/lessons/colors/colors12.htm#.VyJWo9QrKUk">http://www.onlinefreespanish.com/aplica/lessons/colors/colors12.htm#.VyJWo9QrKUk</a></p>	

<b>Student Learning Objective</b>	<b>Essential Questions</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Cultural Practices, Products, and Perspectives</b>
		and repeat the same combination using their memory.		

**Unit 3 Vocabulary**  
**Unidad 3: Vocabulario : Colors**

<b>Greetings / Los Saludos</b>	<b>Introductions / Las Presentaciones</b>	<b>Expressions/Expresiones</b>	<b>Commands/Comandas</b>
Hola Buenos días Adiós Chao Hasta luego Hasta mañana ¿Cómo estás? ¿Qué tal? ¿Qué pasa? Bien Muy bien Así así Mal Muy mal Gracias Por favor	Yo soy ... ¿Cómo te llamas? Me llamo ... ¿Quién es? Él es ... Ella es ... Un niño Una niña Mi amigo Mi amiga Mi profesora Señor Señora Señorita	Silencio, por favor Muy Bien Bien hecho Fantástico Lo puedes hacer Échale ganas ¿Cómo se dice? No entiendo ¿Y usted? ¿Y tú?	Empecemos Escuchen Repitan Siéntate Siéntense Levántate Levántense Bajan la mano Levanta la mano Levanten la mano Bajan la mano Vamos
<b>Numbers/Los números 0-30</b>	<b>Numbers/Los números 31-100</b>	<b>Colors and shapes/Los colores y las figuras</b>	<b>Flags/Las Banderas de los países hispanohablantes</b>
Cero Uno Dos Tres Cuatro Cinco Seis	Treinta y uno Treinta y dos Treinta y tres Treinta y cuatro Treinta y cinco Treinta y seis Treinta y siete Treinta y ocho	<b>Los colores</b> Azul Rojo Amarillo Blanco Negro Marrón	Argentina Bolivia Chile Colombia Costa Rica Cuba Ecuador

**Unit 3 Vocabulary**  
**Unidad 3: Vocabulario : Colors**

Siete	Treinta y nueve	Rosado	El Salvador
Ocho	Cuarenta	Morado	España
Nueve	Cuarenta y uno	Anaranjado	Guatemala
Diez	Cuarenta y dos	Gris	Guinea Ecuatorial
Once	Cuarenta y tres...	Café	Honduras
Doce	Cincuenta	<b>Las figuras</b>	La Republica Dominicana
Trece	Cincuenta y uno	La estrella	México
Catorce	Cincuenta y dos...	El corazón	Nicaragua
Quince	Sesenta	El óvalo	Panamá
Dieciséis	Sesenta y uno	El triángulo	Paraguay
Diecisiete	Sesenta y dos...	El rectángulo	Perú
Dieciocho	Setenta	El cuadrado	Puerto Rico
Diecinueve	Setenta y uno	El círculo	Uruguay
Veinte	Setenta y dos...	El pentágono	Venezuela
Veintiuno	Ochenta		
Veintidós	Ochenta y uno		
Veintitrés	Ochenta y dos		
Veinticuatro	Ochenta y tres ...		
Veinticinco	Noventa		
Veintiséis	Noventa y uno		
Veintisiete	Noventa y dos		
Veintiocho	Noventa y tres ...		
Veintinueve	Cien		
Treinta			

## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Students draw a self-portrait and color the clothes in their favorite color. Write a sentence identifying their favorite color. i.e. Mi color favorito es ...</p> <p>All work will be displayed in class or hallway.</p> <p><b>RUBRIC REQUIRED</b></p>	<p>2. Students will draw and color the national flower (or flag) of one Spanish-speaking country and present it by saying the country's name and the colors the flower (flag) has.</p> <p>All work will be displayed in class or hallway.</p> <p><b>RUBRIC REQUIRED</b></p>