PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Spanish Curriculum

Español

Grade 5: Unit One

Title: Home and Community

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 4 consist of the following four thematic units of study:

Unit 1: Home and Community
Unit 2: Celebrations!
Unit 3: Healthy living
Unit 4: Living in the 21st century

Pacing Chart – Unit 1			
#	Student Learning Objective	CCSS	9 weeks
1	Students demonstrate understanding and knowledge of rooms in a house or an apartment.	**7.1.NM.B.4** **7.1.NM.C.3** **7.1.NM.C.4** **7.1.NM.A.4**	
2	Students demonstrate understanding and knowledge of household items and furniture.	**7.1.NM.A.1** **7.1.NM.C.2** **7.1.NM.A.2**	
3	Students demonstrate understanding and knowledge of places in their community.	**7.1.NM.B.4** **7.1.NM.A.4** **7.1.NM.C.4**	

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Effective Pedagogical Routines/Instructional Strategies	
Modeling	Writing to learn
Shared Read Alouds	Rereading & rewriting
Collaborative problem solving	Interviews
Model (I Do), Prompt (We Do), Check (You Do)	Gallery walks
Whole class discussions	Diagrams, charts and graphs
Storytelling	Flash cards
Role playing/Dramatization	Word Study Drills
Multiple Response Strategies	Note taking
Think Pair Share	Coaching
Turn and Talk	Reader's/Writer's Notebooks
Choral reading	Quick writes
Reading partners	Establishing text-based norms for discussions & writing
Charting	Establishing metacognitive reflection & articulation as a regular pattern in learning
Visuals	

Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

➢ **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

➢ **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

➢ **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

➢ **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

➢ **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

➢ **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Computer Skills

Basic Computer Skills	Programs

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

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.

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Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Color code materials

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:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- 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.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments	Suggested Formative/Summative Classroom Assessments
• Star Early Literacy or STAR Reading (Students with CPL ≥3.5) • NJDOE Model Curriculum Unit Assessment (Students with CPL ≥3.5) • ESL Unit Level 1-2 Assessment (Students with CPL ≤3.4) • W-APT oral language proficiency test / ACCESS	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:

➢ People, places and communities have changed overtime.

➢ Family beliefs and values have shifted over the past century.

➢ Geography affects where people live.

➢ Culture is a way of life of a group of people who share similar beliefs and customs.

Grade: 5	Unit: One	Topic: Home and Community
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.4, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4		
ACTFL Modes of Communication: • Interpersonal • Interpretive • Presentational		

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 1 Students demonstrate understanding and knowledge of rooms in a	• Where do I live? • How does my home define who I am? • How is culture	**Compare and contrast** Students compare and contrast a typical house or apartment in the US and Spain.	**Venn Diagram**	In many Spanish-speaking countries, the ground floor is not considered as the first floor but as *planta baja.* The first floor, or

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
house or an apartment. **7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. **7.1.NM.C.3** Copy/write words, phrases, or simple guided texts on familiar topics. **7.1.NM.C.4** Present information from age- and level-appropriate, culturally authentic materials orally and in writing. **7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.	manifested in my living space?	**Design and label** Draw or design your dream house and then label the various rooms and parts of the house in Spanish. **El apartamento ideal** Write a description of your ideal apartment using descriptive adjectives. **¿En qué piso?** Write and tell on which floor each family lives in Activity # 16 from Avancemos textbook, using ordinal numbers **Compara con tu mundo** Read "Comparación Cultural" with your students. Discuss and then have students discuss in groups what a painting of their community will have. Students then write five sentences describing where they live.	**Paper** **Ruler** **Coloring Pencils** **Avancemos 1B** Textbook: p. 55 Activity # 16 Ordinal Numbers p. 54 **Avancemos 1B** **Comparación Cultural** Mi casa Textbook: p. 51	what in the United States is considered to be the second floor, is the *primer piso*. Just as the British refer to an apartment as a *flat,* Spanish speakers also have different words for apartment. In Mexico, Peru and Cuba, people use *departamento*. In Spain, people say *piso*.

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
SLO # 2 Students demonstrate understanding and knowledge of household items and furniture. **7.1.NM.A.1** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. **7.1.NM.C.2** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. **7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	• What is your favorite room in the house? • What type of furniture/décor does it have?	**¿Dónde encuentras?** Indicate where you would find the items shown in Activity # 1 from Avancemos textbook. **¿Qué es?** Read the clue to identify places or things in a house based on Activity # 2 from Avancemos textbook. **El apartamento de Fernando** Help Frenando describe his apartment. Use "ser" or "estar" to write sentence with the information given in Activity # 6 from Avancemos textbook. **En la sala** Look at the drawing of the living room in Activity # 9 in Avancemos textbook. Use the verbs "ser" or "estar" to form as many sentences as you can to	**Avancemos 1B** Textbook: p. 45 Activity # 1 **Avancemos 1B** Textbook: p. 45 Activity # 2 **Avancemos 1B** Textbook: p. 49 Activity # 6 **Avancemos 1B** Textbook: p. 50 Activity # 9	Visitors to Seville, Spain can enjoy a flamenco show at one of Seville's many theater boats. While the dancers perform with amazing accuracy, grace, and passion, their movements are enhanced by the musician's guitar playing and voices. Flamenco has its roots in Gypsy culture, but has been evolving for centuries, incorporating Moorish and Spanish influences. Pablo Picasso's work of 75-year career can be seen at the Picasso Museum in Barcelona, Spain.

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
		describe the drawing. Students take turns to share their sentences with the whole group.		
SLO # 3 Students demonstrate understanding and knowledge of places in their community. **7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. **7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions. **7.1.NM.C.4** Present information from age- and level-appropriate,	• How does a community develop? • How do communities adapt to their environment? • How are cultures affected by their environment? • What is my role in my community? • Where do I go in my neighborhood?	**¿Qué encuentras?** Talk with a partner about what you will find in the places displayed in Activity # 12 from Avancemos textbook. **Integración** Read the pamphlet in Activity 22 from Avancemos and listen to the guide. Describe five activities you are going to do, where, and how you can get there. **Cuatro rincones** Teacher will label a poster for each corner of the room. Teacher will divide class in two groups and in turn, give each student an index card with a Spanish word or	**Avancemos 1A** Textbook: p. 257 Activity # 12 **Avancemos 1A** Textbook: p. 264 Activity # 22 CD 4: Tracks 19, 20 **Avancemos 1A** Textbook: p. 265	The ancient city of Quito was once inhabited by the Quitus, an indigenous group, who gave the city its name. In 1533, Inca leader Rumiñahui destroyed Quito to prevent the takeover by the conquistadors. Just a year later, though, the Spanish began to rebuild it. *Cusco,* which once was the capital of the Incam empire, is not a city of some 300,000 inhabitants. Ancient Cusco was constructed in four quarters, each corresponding to a part of the empire. A road stretched from each quarter into its related region,

Student Learning Objective	Essential Questions	Sample Activities	Resources	Cultural Practices, Products, and Perspectives
culturally authentic materials orally and in writing.		phrase on it. Each student will go to the corner of the room related to the word/phrase on his/her card. Each student will then use the word(s) on the card and the location name in a sentence. Each team will receive a point for each player who goes to the right corner and another point if the word is used in a correct sentence. The team with the most points at the end wins. **Compara con tu mundo** Read "Comparación Cultural" about Quito and how people show pride for their community. Is there an event celebrated in your community? In few sentences, explain and describe the event celebrated in your community. i.e. Dominican Heritage Parade.	**Avancemos 1B Comparación Cultural** Fiestas de Quito Textbook: p. 77	where that region's governor lived.

Unit 1 Vocabulary			
Unidad 1: Vocabulario: Home and Community			
Greetings / Los Saludos	**Introductions / Las Presentaciones**	**Expressions/Expresiones**	**Commands**
Hola Buenos días Buenas tardes 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 … Ahora Es importante Otro/otra Para Más Mucho/ mucha Durante **Indícate position** Aquel/aquella Aquellos/aquellas Ese/esa Esos/esas Este/esta Estos/estas ¿Qué es esto?	Silencio, por favor Muy Bien Bien hecho Fantástico Lo puedes hacer ¿Cómo se dice? No entiendo ¿Y usted? ¿Y tú? Yo tengo clase de … Él tiene Ella tiene Yo soy … Él/Ella es … ¿Dónde está? Está … ¿Dónde están? Están … ¿A qué hora es …? A la (s) …/ La … ¿A qué hora son …? ¿Qué te gusta hacer? ¿Te gusta…	Empecemos Escuchen Repitan Siéntate Siéntense Levántate Levántense Levanta la mano Levanten la mano Bajan la mano Vamos **Los verbos** Encontrar Bajar Subir Vivir Volver Poder Ver Ser Estar Ir

Unit 1 Vocabulary			
Unidad 1: Vocabulario: Home and Community			
Vocabulary/ Vocabulario	Communtiy/ La comunidad	Ordinal Numbers/ Los números ordinales	Adjectives/ Los adjetivos
El apartamento La casa El jardín El patio El garaje La cerca El piso La planta baja La cocina El comedor El cuarto La sala El baño El suelo La escalera La alfombra La cama La cómoda El espejo La lámpara El sillón El sofá Los muebles Las cortinas La cosa	El centro El edificio La piscina La biblioteca El café El restaurante El teatro El cine El parque La tienda El centro comercial La iglesia La mezquita El templo El correo La librería El centro de videojuegos El lugar	Primero/ Primera Segundo/ Segunda Tercero/ Tercera Cuarto/ Cuarta Quinto/ Quinta Sexto/ Sexta Séptimo/ Séptima Octavo/ Octava Noveno/ Novena Décimo/ Décima	Bonito/Bonita Caro/Cara Barato/Barata Grande Pequeño/Pequeña Nuevo/Nueva Feo/Fea Elegante Formal Casual Demasiado/Demasiada Brillante Ideal

Unit Project (Choose 1)	
Project (Suggested)	**Project (Suggested)**
1. Write an ad to sell a house. Tell where the house is, what it's like, and what rooms and furniture it has.	2. Draw a map of your community and label the various buildings in Spanish.
RUBRIC REQUIRED (Avancemos 1B p. 60)	RUBRIC REQUIRED