

# Spanish III Honors Curriculum



## Grade 9-12

### Unit 4: El futuro

# *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:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- 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 acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- 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 valuable citizens globally, 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 guided by the NJ DOE Model Curriculum for World Languages 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 grades 9-12 consist of the following seven thematic units of study:

1. Unit 1: La salud, el aseo y rutinas diarias
2. Unit 2: Comida y nutrición
3. Unit 3: La familia
4. Unit 4: El futuro
5. Unit 5: España y sus regiones
6. Unit 6: Artes: el cine, el teatro y la televisión
7. 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 4

Pacing Chart – Unit 4			
#	Student Learning Objective	CCSS	6 weeks
1	Understand, share ideas/opinions and discuss your views on the Spanish and American school system including number of years in High School.	<b>7.1.NH.A.5</b> <b>7.1.NH.B.5</b> <b>7.1.NH.C.2</b> <b>7.1.IM.B.5</b>	
2	Demonstrate comprehension of the Spanish education system and discuss future paths you will follow post High School graduation.	<b>7.1.NH.A.3</b> <b>7.1.NH.A.4</b> <b>7.1.NH.C.3</b> <b>7.1.IM.A.4</b> <b>7.1.IL.C.5</b>	
3	Develop and propose future academic and/or vocational plans to become a successful citizen in our global society.	<b>7.1.NH.A.3</b> <b>7.1.NH.B.5</b> <b>7.1.NH.C.5</b> <b>7.1.NH.C.2</b>	

selection.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

#### Time/General

- 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

#### Processing

- Extra Response time
- Have students verbalize steps
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Provide a warning for transitions
- Reading partners

#### Comprehension

- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

#### Recall

- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

<p><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<p><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<p><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>
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## Enrichment

### Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self-Selection of Research
- Tiered/Multi Level Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### *Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Roleplaying, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

**Enduring Understanding**

- School systems in all countries are important for the education of a nation
- High Schools prepare all students for college and career
- Successfully passing assessments determine the future of students

<b>Grade: 9-12</b>	<b>Unit: Four</b>	<b>Topic: El futuro</b>
NJCCCS: 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5		
<b>ACTFL Standards:</b> <ul style="list-style-type: none"> <li>➤ Interpersonal</li> <li>➤ Interpretive</li> <li>➤ Presentational</li> </ul>		

<b>NJDOE Student Learning Objectives</b>	<b>Essential Question</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Cultural Products, Practices, and Perspectives</b>
<b>SLO # 1</b>  Understand, share ideas/opinions and discuss your views on the Spanish	<ul style="list-style-type: none"> <li>• How many years is High School in Spain? And the other Spanish-speaking countries?</li> </ul>	<u><b>Venn Diagram</b></u>  Compare and contrast Spanish and American High Schools, including	<b>Avancemos 3</b> Unidad 7 - Lección 1 Tema: Recuerdos Textbook: pp 390-413 CD 13: Tracks 1, 2, 3, 4,	Education is compulsory for all children and young people who are resident in Spain between the ages of six to 16 years, with

<p>and American school system including number of years in High School.</p> <p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.IM.B.5</b> Engage in short conversations about personal experiences or</p>	<ul style="list-style-type: none"> <li>• How does that the length of school days/ school year define the contents covered?</li> <li>• What is the importance of student identification cards?</li> <li>• What are graduation requirements in Spain and Latin America? And in the United States?</li> </ul>	<p>courses, number of school days, number of years, required state assessments, etc...</p> <p><b><u>Think/Pair/Share</u></b></p> <p>Think of your school/state graduation requirements and that of Spain and/or Spanish-speaking countries. Make a list, discuss it with your partner and then share with the whole group.</p> <p><b><u>Imovie</u></b></p> <p>Create an Imovie of a day from your school life and schedule, narrating your activities, class attendance, etc... in Spanish.</p> <p><b><u>La calidad de la educación latinoamericana, bajo la lupa de las pruebas internacionales</u></b></p>	<p>5, 6, 7, 8, 9, Cuaderno: pp 295-305</p> <p><b>A guide to education in Spain</b> <a href="http://www.expatica.com/es/education/schools/Education-in-Spain_103110.html">http://www.expatica.com/es/education/schools/Education-in-Spain_103110.html</a></p> <p><b>La calidad de la educación latinoamericana, bajo la lupa de las pruebas internacionales</b> <a href="http://www.infobae.com/2015/05/31/1731714-la-calidad-la-educacion-latinoamericana-la-lupa-las-pruebas-internacionales">http://www.infobae.com/2015/05/31/1731714-la-calidad-la-educacion-latinoamericana-la-lupa-las-pruebas-internacionales</a></p>	<p>primary education (<i>primaria</i>) lasting six years followed by four years of compulsory secondary education (<i>Educación Secundaria Obligatoria</i> or <i>ESO</i>), at the end of which a Certificate of Education is received. All students receive basic vocational training at secondary level.</p>
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<p>events, topics studied in other content areas, and some unfamiliar topics and situations.</p>		<p>Read the article “La calidad de la educación latinoamericana, bajo la lupa de las pruebas internacionales”. In pairs, discuss the issues and/or problems raised in this article and suggest solutions to improve the quality of education. Share your suggested solutions with the whole group.</p>		
<p><b>SLO # 2</b></p> <p>Demonstrate comprehension of the Spanish education system and discuss future paths you will follow post High School graduation.</p> <p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural practices associated with target culture(s).</p>	<ul style="list-style-type: none"> <li>• How well does your High School prepare you to decide your future path?</li> <li>• What are your post-graduation options?</li> <li>• How do one’s talents and interests influence a career choice?</li> </ul>	<p><b><u>Compare and Contrast</u></b></p> <p>Select a University in Spain and/or a Spanish-speaking country and one in the US. Compare and contrast prices per credit, number of majors offered, campus living, cost of food and commute. Compare and discuss your findings with a partner.</p>	<p><b>Avancemos 3</b> Unidad 7 - Lección 2 Tema: Nuevos principios Textbook: pp 416-433 CD 14: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9 Cuaderno: 318-328</p> <p><b>Avancemos 3</b></p>	<p>Universidad de Santo Tomás in Colombia prepares students for an extremely broad range of career areas, including architecture, sports and recreation, accounting, law, engineering, international business, and orthodontics.</p> <p>Gabriel García Márquez was born in Aracataca, Colombia in 1928. He is a</p>

<p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p> <p><b>7.1.IM.A.4</b> Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p><b>7.1.IL.C.5</b> Compare and contrast products and cultural practices associated with the target culture(s) and one’s own culture, orally</p>		<p><b><u>Lectura Literaria</u></b> Read aloud the first part of the excerpt from "La luz es como el agua" as students listen. Ask students to read the segment on their own. In pairs, students discuss the passage and respond to the questions about the text. Students are encouraged to create their own questions. Report back as a class discussion.</p> <p><b><u>Journal Entry</u></b> Write a page in your journal describing your future plans after High School. Read aloud to a partner and have him/her do the same.</p> <p><b><u>El Sistema educativo en España</u></b> Read the article on “El Sistema educativo en España” and then reiterate</p>	<p><b>Lectura Literaria</b> <b>La luz es como el agua</b> Textbook: pp 408-411</p> <p><b>El Sistema educativo en España</b> <a href="http://www.donquijote.org/cultura/espana/sociedad">http://www.donquijote.org/cultura/espana/sociedad</a></p>	<p>novelist, journalist and superb crafter of short stories who is most known for his fictional writings that combines elements of fiction with elements of reality. He died in Mexico City, Mexico in 2014.</p>
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<p>in writing, or through simulation.</p>		<p>the information to a partner.</p> <p><b><u>Debate</u></b></p> <p>Divide the class into two groups: one pro and one con. Have each group discuss their point of view about the pros and cons of attending college after High School, and then have the two groups conduct a debate defending their argument in Spanish.</p> <p><b><u>Think/Pair/Share</u></b></p> <p>List obstacles that can prevent you from attending the school of your choice. Share and discuss with a partner. Report back to the whole group.</p>	<p><a href="#"><u>/costumbres/la-educacion-en-espana</u></a></p>	
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<p><b>SLO # 3</b></p> <p>Develop and propose future academic and/or vocational plans to become a successful citizen in our global society.</p> <p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.5</b> Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	<ul style="list-style-type: none"> <li>• How will you identify your choices after High School?</li> <li>• How do you define success?</li> </ul>	<p><b><u>Survey</u></b></p> <p>Conduct a survey on what your peers would like to do/become in the future. Create a graph indicating professions and percentages.</p> <p><b><u>Critical Thinking</u></b></p> <p>Have students work in small groups to invent course schedules for Estela's school and Álvaro's school. Students must use the information in the description to draw logical conclusions of course offerings</p> <p><b><u>Role play</u></b></p> <p>You are embarking on a new adventure called study abroad. Research and plan your study abroad trip; include school and location, expenses, airfare and lodging (one</p>	<p><b>Fundamental problems with the future of education</b> <a href="http://www.forbes.com/sites/jordanshapiro/2015/04/30/4-fundamental-problems-with-everything-you-hear-about-the-future-of-education/">http://www.forbes.com/sites/jordanshapiro/2015/04/30/4-fundamental-problems-with-everything-you-hear-about-the-future-of-education/</a></p> <p><b>La educación en medios en el currículum</b> <a href="http://www.uhu.es/cine.educacion/articulos/educacionenmedios.htm">http://www.uhu.es/cine.educacion/articulos/educacionenmedios.htm</a></p> <p><b>Comparación Cultural Educación especializada Avancemos 3</b> Textbook: pp 442-443 CD 14: Track 12 Cuaderno: pp 341-343</p> <p><b>Avancemos 2</b> Unidad 8: Lección 2</p>	<p>Venezuela has one of the highest standards of education and highest literacy rates (93.4%) in Latin America.</p> <p>Every Venezuelan is entitled to free education, and the first nine years of education (for children ages six to fourteen) are compulsory.</p> <p>In Venezuela, students who continue beyond the ninth year choose a field of study for the next two years (academic, technical, or vocational) after which they receive a diploma.</p> <p><i>Bachillerato</i> is similar to a High School diploma; afterwards, they can enter college or technical institute programs.</p>
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<p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>		<p>semester), food, books, tuition, etc. In groups of three students, take turns to role play as student and parents.</p> <p><b><u>Benefits of Trade School</u></b></p> <p>You have decided that college is not for you. Explain and discuss the benefits of attending trade school with your partner and then with the whole group.</p> <p><b><u>Proposal</u></b></p> <p>Develop a one page proposal for a partnership between your school and a company/association of your choice. In your proposal, address the importance and benefits of this partnership to the students, and how it will guide and direct the students in their future plan. Present your proposal to the panel</p>	<p>Textbook: pp 444-461 DVD 3 CD 9: Tracks 12, 13, 14, 15, 16, 17, 18, 19, 20 Cuaderno: pp 367-369, 370-372, 373-375, 376-377</p> <p><b>Avancemos 2</b> <b>Lectura Cultural</b> <b>Dos profesiones únicas</b> Textbook: pp 462-463</p>	
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		<p>(whole group). Rubrics are needed for this activity. Q &amp; A time should also be included after each proposal.</p> <p><b><u>Comic</u></b></p> <p>Using makebeliefscomix.com, create a comic illustrating college/university admittance protocol in the United States.</p> <p><b><u>Your Future</u></b></p> <p>Develop and write an essay about your dream job. Include in your essay what would make your dream job enjoyable, how you would interact with people/colleagues, and how you would deal with a demanding boss. Explain your choice for your career selection.</p>	<p>makebeliefscomix.com</p> <p><b>Cómo elegir una carrera</b>  <a href="http://www.mifuturo.cl/index.php/un-asunto-de-vocacion/como-elegir-una-carrera">http://www.mifuturo.cl/index.php/un-asunto-de-vocacion/como-elegir-una-carrera</a></p> <p><b>6 tips para escoger carrera profesional</b>  <a href="https://www.youtube.com/watch?v=OFUhQO-U8K4">https://www.youtube.com/watch?v=OFUhQO-U8K4</a></p>	
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## Unit 4 Vocabulary

### Unidad 4: Vocabulario: El futuro

<p><b><u>Vocabulario</u></b>          Un estudiante          Una estudiante          Una escuela          Una secundaria          Una materia          Un proyecto          Un diploma          El bachillerato          La tarjeta nacional          El resultado          Los estudios          El futuro          Una carrera          Una oportunidad          El colegio          La universidad          La escuela técnica          Los estudios secundarios          Los estudios superiores          La investigación doctoral          Un sueño          Una experiencia          Una especialidad</p>	<p>Una licencia          La facultad          La búsqueda/la investigación          La responsabilidad          El último año          El título          Un cliente          Una profesión          Un desempleado</p> <p><b><u>Los verbos</u></b>          Estudiar          Esperar          Gustar          Contratar          Amar          Especializarse          Pensar          Creer          Buscar          Continuar          Escribir          Dejar          Seguir una carrera</p>	<p>Ganar          Perfeccionar          Encontrar          Hacerse          Seleccionar          Tener idea de          Cursar estudios de          Querer</p> <p><b><u>Las profesiones y los estudios</u></b>          El (la) médico (a)/ la medicina          El (la) dentista          El (la) contador (a)/ la contabilidad          Un empresario          El (la) enfermero (a)/un alumno de enfermera          El (la) ingeniero (a)/ la ingeniería          El (la) mecánico          Un plomero          Un bombero          El turismo          Un artesano/la artesanía</p>	<p>El (la) abogado (a)/los estudios del derecho          El (la) juez          El comercio/los estudios de comercio          El (la) traductor (a)          El (la) profesor (a)          El (la) agente de bolsa          La mujer de negocios          El hombre de negocios          El (la) gerente          El (la) peluquero (a)          Las relaciones públicas</p>
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Choose 1

<b>Unit Project (Suggested)</b>	<b>Unit Project (Suggested)</b>
<p>1. Develop and create a PPT presentation describing your plans post High School graduation. Include in your presentation your interests, detailed plan that includes academic or vocational school of your choice, approximate costs, core and elective classes you will need, number of years to obtain your degree/certificate, etc...Add images of establishments and graphs/charts. Present to the whole group.</p> <p>RUBRIC REQUIRED</p>	<p>2. Conduct a survey on Spanish and American teens and their High School Post Graduation plans. Create an electronic poster on Glogstr indicating your findings on a chart or graph.</p> <p>RUBRIC REQUIRED</p>