**PATERSON PUBLIC SCHOOLS**

*Preparing All Children for College and Career*

# World Languages Curriculum

# Spanish II Curriculum



## Grades 9-12

## Unit 5: El mundo del trabajo

# 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 II are as follows:

Unit 1: ¡Hola Madrid!
Unit 2: El Mundo Hispano
Unit 3: Ir de compras
Unit 4: ¡Viva el fin de semana!
Unit 5: El mundo del trabajo
Unit 6: La cultura pop
Unit 7: Las vacaciones

# 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.

# PATERSON PUBLIC SCHOOLS

*Preparing All Children for College and Career*

| Pacing Chart – Unit 5 | | | |
|:---:|:---:|:---:|:---:|
| **#** | **Student Learning Objective** | **CCSS** | 5 weeks |
| 1 | Identify and discuss employment aspects, including employment laws, minimum wage, vacation time, unemployment rates, and retirement. | **7.1.NH.A.1**<br>**7.1.NH.A.4**<br>**7.1.NH.B.4**<br>**7.1.NH.B.5**<br>**7.1.NH.C.2** | |
| 2 | Develop and design a professional CV in the target language. | **7.1.NH.B.2**<br>**7.1.NH.C.3** | |
| 3 | Interpret and demonstrate comprehension of culturally appropriate employment quests. | **7.1.NH.C.5** | |
| 4 | Express and explain comprehension of culturally appropriate office protocol and dress code in a professional environment. | **7.1.NH.B.5** | |

# PATERSON PUBLIC SCHOOLS
*Preparing All Children for College and Career*

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

| Time/General | Processing | Comprehension | Recall |
|---|---|---|---|
| • Extra time for assigned tasks<br><br>• Adjust length of assignment<br><br>• Timeline with due dates for reports and projects<br><br>• Communication system between home and school<br><br>• Provide lecture notes/outline | • Extra Response time<br><br>• Have students verbalize steps<br><br>• Repeat, clarify or reword directions<br><br>• Mini-breaks between tasks<br><br>• Provide a warning for transitions<br><br>• Reading partners | • Precise step-by-step directions<br><br>• Short manageable tasks<br><br>• Brief and concrete directions<br><br>• Provide immediate feedback<br><br>• Small group instruction<br><br>• Emphasize multi-sensory learning | • Teacher-made checklist<br><br>• Use visual graphic organizers<br><br>• Reference resources to promote independence<br><br>• Visual and verbal reminders<br><br>• Graphic organizers |
| **Assistive Technology** | **Tests/Quizzes/Grading** | **Behavior/Attention** | **Organization** |
| • Computer/whiteboard<br><br>• Tape recorder<br><br>• Spell-checker<br><br>• Audio-taped books | • Extended time<br><br>• Study guides<br><br>• Shortened tests<br><br>• Read directions aloud | • Consistent daily structured routine<br><br>• Simple and clear classroom rules<br><br>• Frequent feedback | • Individual daily planner<br><br>• Display a written agenda<br><br>• Note-taking assistance<br><br>• 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, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip

**Enduring Understanding:**

➢ Educational choices lead to future career choices

➢ Working provides necessary and material items we crave

➢ Career choices affect the quality of life of the individual

| Grade: 9-12 | Unit: Five | Topic: El mundo del trabajo |
|---|---|---|
| **NJCCCS : 7.1.NH.A.1, 7.1.NH.A.4, 7.1.NH.B.2,  7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5** ||| 
| **ACTFL Modes of Communication:**<br><br>➢**Interpersonal**<br><br>➢**Interpretive**<br><br>➢**Presentational** ||| 

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|---|
| **SLO # 1**<br><br>Identify and discuss employment aspects, including employment laws, minimum wage, vacation time, unemployment rates, and retirement. | • What are the top 10 jobs in Spain/ the Spanish-Speaking world? in the United States?<br><br>• What are | **Compare and Contrast**<br><br>Compare and contrast the top paying jobs in Spain and in the United States.  Complete a currency conversion.<br><br>**Percentile**<br><br>Find the percentage of Spanish | **¡Avancemos! 2**<br><br>Textbook: pp 444-469<br>DVD 3<br>CD 9: Tracks 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22<br>Cuaderno: pp 367-369, 370-372, 373-375, 376- | Professional work force<br><br><br>Laws of employment<br><br><br>Number of young college graduates and employment. |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|---|
| **7.1.NH.A.1** Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. **7.1.NH.A.4** Identify people, places, objects, and activities in daily life based on oral or written descriptions. **7.1.NH.B.4** Ask and respond to questions, make requests, and express preferences in various social situations. | employment laws? <br><br>• How are working conditions and worker rights reflective of culture? <br><br>• How are aspects of gender and age treated in the workplace? <br><br>• What is the unemployment rate in Spain? <br><br>• What is the legal retirement age? | citizens who take an annual vacation and compare it to the United States citizens who do so. Analyze and discuss rationales and benefits in a whole class setting. <br><br>**Listen and Repeat** <br>Repeat the professions vocabulary with the YouTube video. <br><br>**Advertisement** <br>You are a handyman looking for a job. Create a flyer advertising all of the different kinds of work that you are willing to do. Be sure to add illustrations and your contact information. <br><br>**Interviews** <br>In groups of four, students will conduct interviews: one candidate and three interviewers. Based on the employment position, students will create six questions to ask the candidate. Students will be given two minutes to prepare before recording the interview on | 377 <br><br>**YouTube vocabulary** https://www.youtube.com/watch?v=5bwyZpyhQpM <br><br>**Desempleo de España** http://www.datosmacro.com/paro/espana <br><br>**Department of Labor** http://labor.ny.gov/stats/pressreleases/pruistat.shtm <br><br>**Seguridad Social-Trabajadores** http://www.seg-social.es/Internet_1/Trabajadores/PrestacionesPension10935/Jubilacion/RegimenGeneral/Jubilacionordinaria/Requisitos/177422 <br><br>**Legal retirement age** https://en.wikipedia.org/ | Retirement age |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|---|
| **7.1.NH.B.5**<br>Converse on a variety of familiar topics and/or topics studied in other content areas.<br><br>**7.1.NH.C.2**<br>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. | | lingt.com<br><br>**Graph**<br>Provide unemployment rates in Madrid and New York and design a graph indicating the rates from 2005-2015.<br><br>**Differentiation:  Guided Notes:** Teacher supplies students with notes about unemployment in Spain. The notes include blanks in strategic places for students to write in key facts, concepts, and/or relationships. Teacher stops at intervals to check that students are successful in filling in the blanks.<br><br>**Dialogues**<br><br>In pairs, students discuss the legal retirement age in Spain and in the United states, including various professions that one might be eligible to retire after a certain number of service years. | wiki/Pensions_in_Spain<br><br>**Legal retirement age**<br>http://www.nytimes.com/2011/01/28/world/europe/28iht-spain28.html<br><br>**Data chart Spain's retirement age: women**<br>http://www.tradingeconomics.com/spain/retirement-age-women<br><br>**Social security programs throughout the world: Spain**<br>https://www.ssa.gov/policy/docs/progdesc/ssptw/2014-2015/europe/spain.html | |
| **SLO # 2**<br>Develop a professional | • How does written and spoken language | **Write a CV**<br>Provide a format and have | **How to write a Curriculum Vitae** | Differences in Résumé and CV writing |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|---|
| CV in the target language.<br><br>**7.1.NH.B.2**<br>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.<br><br>**7.1.NH.C.3**<br>Describe in writing people and things from the home and school environment. | change in different situations? (i.e. The workplace, school, hanging with friends)<br><br>• How do the requirements for jobs differ across cultures? | students write their own CV in Spanish.<br><br>**Venn Diagram**<br>Compare and contrast a CV with a Résumé; list findings in a Venn diagram. Share with a partner.<br><br>**Cloze listening**<br>Play the YouTube video "talking about occupations." Provide students with a worksheet containing blanks. Students fill in the blanks as they listen. | http://www.donquijote.org/jobs/cv/<br><br>**How to write a CV**<br>https://www.youtube.com/watch?v=hRDMl0R2c9g<br><br>**Talking about occupations**<br>https://www.youtube.com/watch?v=DXIdTJ4tzzA<br><br>**Dialogs**<br>https://www.youtube.com/watch?v=BIrEXWr7j6Y<br><br><br>**CV vs. Résumé**<br>http://writingcenter.unc.edu/handouts/curricula-vitae-cvs-versus-resumes/ | |
| **SLO # 3**<br>Interpret and | • How do people in the Hispanic world | **Employment Search**<br>Students are provided with | **Expatica**<br>http://jobs.expatica.com/s | Employment searches via employment agencies, newspaper ads, and Internet |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|---|
| demonstrate comprehension of culturally appropriate employment quests.<br><br>**7.1.NH.C.5**<br>Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. | search for employment?<br><br>• How do one's talents and interests influence a future career choice?<br><br>• How does career choice impact an individual's quality of life? | various authentic pages of employment ads. They are asked to search for a particular profession i.e. banker. When found, students circle their ad and describe it in their own words to their partners. Partners guess the type of employment from the description provided.<br><br>**Want Ad**<br>Students design culturally appropriate media advertisements for the wanted section of a local newspaper.<br><br>**Matching Skills and Needs**<br>After spilling out tickets from an envelope, students work in pairs to job postings with the profiles of qualified candidates. | pain/home.html | sites. |
| **SLO # 4**<br>Express and explain comprehension of culturally appropriate office protocol and dress | • What is the role of fashion/dress in the workplace? | **Compare and Contrast**<br>Assign students various professions and in pairs have them compare and contrast the dress codes in Spain and in the | **Doing business in Spain**<br>http://www.strongabogad os.com/business-culture.php | Office protocol, dress code and business etiquette. |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|---|
| code in a professional environment.<br><br>**7.1.NH.B.5**<br>Converse on a variety of familiar topics and/or topics studied in other content areas. | • How does culture influence our concept of professionalism?<br><br>• What is the impact of culture on office protocol? | United States.<br>**<u>Role Play</u>**<br>In pairs students will demonstrate proper office protocol in Spain and the Spanish-speaking world.<br>**<u>Poem/Journal Writing</u>**<br>Student will write a haiku about the Spanish workplace that is suitable for hanging in an office and share with the class. | **Spain: Business Etiquette and Culture**<br>http://www.cyborlink.com/besite/spain.htm<br><br>**Examples of Haiku Poems**<br>http://examples.yourdictionary.com/examples-of-haiku-poems.html | |

## Unit 5 Vocabulary

Unidad 5:  Vocabulario: El Mundo del Labor

| **Vocabulario** | Por Internet/ En línea | Un empresario | Querer |
|---|---|---|---|
| El trabajo | | Un modelo | Volver |
| El empleo | **Las profesiones** | Un chófer | Ver |
| La agencia de empleo | | Un ingeniero | Ser |
| La oficina de empleo | Un mecánico de automóviles | Un autor | Estar |
| El contrato | Un músico/ una música | Un médico | Ir |
| El desempleo | Un pastelero |  un doctor/una doctora | |
| La jubilación | Un camarero/una camarera | Un plomero | **Los adjetivos** |
| La edad de jubilación | Una lavandería | Un electricista | |
| La jubilación anticipada | Un traductor/una traductora | | Egresado/egresada |
| El candidato | Un vendedor/una vendedora | **Los verbos** | Licenciado/licenciada |
| El empleado | Un veterinario/una veterinaria | | Exitoso/exitosa |
| La oficinista | Un agricultor/una agricultura | Gustar | Retenido/retenida |
| El jefe | Un arquitecto/una arquitecta | Buscar | Valeroso/valerosa |
| La compañía | Un artista/ | Encontrar | Instruido/instruida |
| La fábrica | Un abogado/una abogada | Estudiar | Calificado/calificada |
| La planta | Un cantante/una cantante | Emplear | Culto/culta |
| El salario | Un barbero/una estilista | Preguntar | Quebrado/quebrada |
| Las vacaciones pagadas | Un contable/una contable | Aplicar | Pobre |
| Las vacaciones de verano | Un modisto/una modista | Terminar | Rico/rica |
| Mal pagado | Un cocinero/una cocinera | Reparar | |
| Bien pagado | Un decorador/una decoradora | Arreglar | |
| Les estudios superiores | Un informático/una informática | Necesitar | |
| Un estudiante/una estudiante | Un periodista/una periodista | Tratar | |
| Un diploma | Un juez | Pedir | |
| Un sueño | Un librero | Conducir | |
| Una entrevista | Un intérprete/una intérprete | Preferir | |
| Un anuncio de empleo | Un obrero/una obrera | Salir | |
| | Un enfermero/una enfermera | Recibir | |

| Un periódico | | Tener/ Tener éxito | |
|---|---|---|---|

## Unit 5 Grammar

This Unit will focus on the following grammatical concepts:

- Irregular preterit tense
- Use of the preterit
- Meaning of the preterit

## Unit Project (Choose 1)

| | |
|---|---|
| 1. Compile a professional portfolio in the target language; include your CV, a reference letter (obtained from a peer) in the target language, evaluations (including your highest score assessments), professional activities, affiliations, etc... | 2. In groups of four, create a video interview segment 3-5 minutes long, interviewing one candidate and an interview panel of three. Videos will be presented and judged by the audience using a rubric. |
| Rubric Required | Rubric Required |