PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

World Languages Curriculum
Spanish III Curriculum

Grades 9-12

Unit 4: El futuro

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Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc…
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Overview

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course encompasses the N.J.C.C.C. Standards for World Languages, which address the need to prepare all students for an interdependent world.

The World Language units of study for Spanish III are as follows:
Unit 1: La salud, el aseo y rutinas diarias
Unit 2: Comida y nutrición
Unit 3: La familia
Unit 4: El futuro
Unit 5: España y sus regiones
Unit 6: Artes: el cine, el teatro y la televisión
Unit 7: El sistema político de España

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.

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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.	**7.1.NH.A.5** **7.1.NH.B.5** **7.1.NH.C.2**	
2	Demonstrate comprehension of the Spanish education system and discuss future paths you will follow post High School graduation.	**7.1.NH.A.3** **7.1.NH.A.4** **7.1.NH.C.3**	
3	Develop and propose future academic and/or vocational plans to become a successful citizen in our global society.	**7.1.NH.A.3** **7.1.NH.B.5** **7.1.NH.C.5** **7.1.NH.C.2**	

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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 - Provide lecture notes/outline	- 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 - Study guides - Shortened tests - Read directions aloud	- Consistent daily structured routine - Simple and clear classroom rules - Frequent feedback	- Individual daily planner - Display a written agenda - Note-taking assistance - Color code materials

Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaption of Material and Requirements
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Individual Response Boards
- Tiered/Multi Level Activities
- Learning Centers
- Individual Response Board
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
- Opportunities to Sustain Discourse

Assessments
Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers

- Unit Assessments, Chapter Assessments, Quizzes

- **Integrated Performance Assessments**

- Accountable Talk, Debate, Oral Report, Roleplaying, Think/Pair/Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks, Padlet

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Song Analysis

- Create an Original Song, Film, or Poem

- Glogster to Make Electronic Posters

- Tumblr to Create a Blog

- Makebeliefscomix to Create a Comic Strips

Enduring Understanding

➢ School systems in all countries are important for the education of a nation.
➢ Education empowers the mind and allows individuals to overcome many challenges.
➢ Successfully passing assessments determine a students' future.
➢ Not all countries provide a free public education.

Grade: 9-12	Unit: Four	Topic: El futuro

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

ACTFL Modes of Communication: ➢ Interpersonal   ➢ Interpretive   ➢ Presentational

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 1 Understand, share ideas/opinions and discuss your views on the Spanish and American school system including number	• How do the levels of study in other countries compare to American elementary, middle and high school?	**Venn Diagram** Compare and contrast Spanish and American High Schools, including courses, number of school days, number of years, required state assessments, etc…	**¡Avancemos! 3** Unidad 7 - Lección 1 Tema: Recuerdos Textbook: pp 390-413 CD 13: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9,	Education is compulsory for all children and young people who are resident in Spain between the ages of six to 16 years, with

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
of years in High School. **7.1.NH.A.5** Demonstrate comprehension of short conversations and brief written messages on familiar topics. **7.1.NH.B.5** Converse on a variety of familiar topics and/or topics studied in other content areas. **7.1.NH.C.2** Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	• How does that the length of school days/ school year impact the contents covered? • What is the importance of student identification cards? • What are graduation requirements in Spain and Latin America? How do they compare with the United States?	**iMOVIE** Create an iMOVIE of your school day that you narrate in Spanish. Talk about your activities, class attendance, projects/assignments you have enjoyed, time of day, etc. **Four Corners:** The teacher labels the 4 corners of the room with 4 different professions. Students move to the corner of their choice and complete a questionnaire about that profession. They will research and record the number of years of study, schools that specialize in this preparation, costs involved, outlook for employment (statistics), courses to be studied and the names of any famous practitioners in the field.	Cuaderno: pp 295-305 **A guide to education in Spain** http://www.expatica.com/es/education/schools/Education-in-Spain_103110.html	primary education (*primaria*) lasting six years followed by four years of compulsory secondary education (*Educación Secundaria Obligatoria* or *ESO*), at the end of which a Certificate of Education is received. All students receive basic vocational training at secondary level.

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
SLO # 2 Demonstrate comprehension of the Spanish education system and discuss future paths you will follow post High School graduation. **7.1.NH.A.3** Recognize some common gestures and cultural practices associated with target culture(s). **7.1.NH.A.4** Identify people, places, objects, and activities in daily life based on oral or written descriptions. **7.1.NH.C.3** Describe in writing people and things from the home and school environment.	• What are post-graduation options in the US and Spain? • How do one's talents and interests influence a career choice?	**Compare and Contrast** 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 commuter availability. Compare and discuss your findings with a partner. **Lectura Literaria** 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 for use during whole class discussion. **Journal Entry** Write a page in journal describing your future plans after High School. Read aloud to a partner	**¡Avancemos! 3** 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 **¡Avancemos! 3** **Lectura Literaria: La luz es como el agua** Textbook: pp. 408-411	The 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. Gabriel García Márquez was born in Aracataca, Colombia in 1928. He was a novelist, journalist and superb crafter of short stories who is most known for his fictional writings. His famous tales combined elements of fiction with elements of reality. He died in

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		and switch roles. **Debate** 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, of course. **Think/Pair/Share** 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.		Mexico City, Mexico in 2014.
SLO # 3 Develop and propose future academic and/or vocational plans to	• How is success defined? • What are my plans for my future?	**Survey** Conduct a survey about what your peers would like to do/become in the future. Create a graph	**Fundamental problems with the future of education** http://www.forbes.com/sites/jordanshapiro/2015/0	Venezuela has one of the highest standards of education and highest literacy rates (93.4%) in Latin

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
become a successful citizen in our global society. **7.1.NH.A.3** Recognize some common gestures and cultural practices associated with target culture(s). **7.1.NH.B.5** Converse on a variety of familiar topics and/or topics studied in other content areas. **7.1.NH.C.5** Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. **7.1.NH.C.2** Create and present brief		indicating professions and percentages. **Critical Thinking** 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 **Study Abroad** As a university student, you would like to study abroad for a semester. Research and plan your study abroad trip; include school and location, expenses, airfare and lodging (one semester), food, books, tuition, etc… Write down the major points you will make when trying to secure your parents' permission. Use lingt.com to record your spontaneous pitch. It will be graded by a rubric. **Benefits of Trade School**	[4/30/4-fundamental-problems-with-everything-you-hear-about-the-future-of-education/](#) **La educación en medios en el currículum** [http://www.uhu.es/cine.educacion/articulos/educacionenmedios.htm](#) **Comparación Cultural Educación especializada** **¡Avancemos! 3** Textbook: pp. 442-443 CD 14: Track 12 Cuaderno: pp. 341-343	America. Every Venezuelan is entitled to free education, and the first nine years of education (for children ages six to fourteen) are compulsory. 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. *Bachillerato* is similar to a High School diploma; students with a bachillerato can

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.		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. **Proposal** 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 plans. Present your proposal to the panel (whole group). Rubrics are needed for this activity. Q & A time should also be included after each proposal. **Comic** Using makebeliefscomix.com, create a comic illustrating college/university admission protocol in the United States.		enter college or technical institute programs.

Unit 4 Vocabulary

Unidad 4: Vocabulario: El futuro

Vocabulario
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

Una licencia
La facultad
La búsqueda/la investigación
La responsabilidad
El último año
El título
Un cliente
Una profesión
Un desempleado

Los verbos
Estudiar
Esperar
Gustar
Contratar
Amar
Especializarse
Pensar
Creer
Buscar
Continuar
Escribir
Dejar
Seguir una carrera

Ganar
Perfeccionar
Encontrar
Hacerse
Seleccionar
Tener idea de
Cursar estudios de
Querer

Las profesiones y los estudios
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

El (la) abogado (a)/los estudios del derecho
El (la) juez
Le 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

Unit 4 Grammar
This Unit will focus on the following grammatical concepts: Verb tenses: • Future tense • Conditional tense

Unit Project (Choose 1)	
1. Develop and create a PPT presentation describing your plans post High School graduation. Include in your presentation your interests, a detailed plan that includes the academic or vocational school of your choice, approximate costs, core and elective classes you will need and number of years to obtain your degree/certificate. Add images of the establishments and graphs/charts about the student body. Present to the whole group. Rubric Required	2. Conduct a survey on Spanish and American teens and their high school post-graduation plans. Create an electronic poster on Glogster indicating your findings in the form of a chart or graph. Rubric Required