

Course: *Spanish 3*
Unit # 2: What does the future hold?

Year of Implementation: 2023-2024

Curriculum Team Members: *Lourdes Hilbmann* (lhilbman@lrhsd.org), *Mariem Silva* (msilva@lrhsd.org), *Monica Snyder* (msnyder@lrhsd.org), *Renée Toliver* (rtoliver@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**
 - **Content Standards**

Interpretive(A):

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). •
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community

Interpersonal (B):

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational (C):

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

- **21st Century Life & Career Standards**

- All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **Interdisciplinary Content Standards**

- List any standards from other content areas that apply to this unit.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to express future plans and their vision for the future in the target language.

As aligned with LRHSD Long Term Learning Goal(s): students will be better able to independently use their learning to:

1. *communicate* effectively in more than one language in a variety of situations and for multiple purposes
2. demonstrate cultural awareness based on understanding of and respect for other *cultures*, past and present
3. make *connections* with other disciplines by applying learning from language class to relevant situations in other classes
4. use the language to investigate, explain, and reflect on the concept of culture through *comparisons* of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

EU 1

- establishing goals and a concrete plan will help to ensure success in the future. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3)

EU 2

- my choices now will impact the future. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5)

EU 3

- technological advances can both help and hurt society. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5)

Essential Questions

EU 1

- How do I see my future unfolding? (A1; A2; B1; B3; B5; C1; C2)
- How do I prepare for my future career? (A1; A2; B1; B3; C1; C2)
- How do I make decisions regarding my future? (A1; A2; B1; B3; B5; C1; C2; C3)
- How is the workplace evolving? (A1; A2; B1; B3; B5; C1; C2; C3)
- How is geography relevant in choosing a career? (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3)
- How does geography affect what people are able to do for a living in today's world? (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3)

EU 2

- How do the decisions I make now ensure success in the future or can they be a setback in achieving my goals? (A1; A2; A4; B1; B3; B5; C1; C2; C3)
- Which variables out of my control have an impact on my future goals? (A1; B3; B5; C1; C2; C3; C5)

EU 3

- How does technology play a role in one's career

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| | <p>decisions? (A2; A4; B1;B3; C1; C2; C3)</p> <ul style="list-style-type: none"> ● How do cultural perspectives impact one's understanding of technology? (A1; A4; B1; B2; B5; C1; C2; C3) ● How does access (or lack of access) to technology impact society?(A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5) |
| <p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● vocabulary and phrases associated with professions, career paths and skills. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3) ● vocabulary related to goal setting and personality dispositions.(A1; A2; A4; B1; B2; B3; B5; C1; C2; C3) ● structures to express the future and hypothetical situations. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● vocabulary and phrases related to goals and setbacks. (A1; A4; B1; B2; C1; C2) ● structures and expressions to discuss past choices. (A4; B1; C1; C2; C3; C5) ● structures to express advice and commands. (A1; A2; A4; B3; B5; C1; C5) ● vocabulary and phrases related to unforeseen circumstances, geography, and weather. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5) | <p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● describe 21st century professions. (A2; A4; B1; B2; B5; C1; C2; C3) ● compare and contrast career options.(A1; B1; B2; B3; B5; C1; C2; C3) ● exchange information about personal interests.(A1; A2; A4; B1; B2; B3; B5; C1; C2; C3) ● express future plans and career paths. (A1; A2; B1; B2; B3; B5; C1; C2; C3) ● determine the best career path based on preferences and skills. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● create goals and identify setbacks.(A1; A4; B1; B2; C1; C2) ● Identify and discuss past choices. (A1; A4; B1; B2; C1; C2) ● discuss current events in school that will impact their future.(A1; A4; B1; B2; C1; C2; C5) |

EU 3

- vocabulary and phrases associated with technology.(A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5)
- vocabulary to express advantages and disadvantages of technological advances. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5)

- recognize the impact of geography on career paths.(A1; A4; B1; B2; C1; C2)
- give advice regarding better decision making (A1; A4; B1; B2; C1; C2)

EU3

- categorize the advantages and disadvantages of technology. (A1; A4; B1; B2; C1; C2; C5)
- discuss current trends in technology.(A1; A2; A4; B1; B2; C1; C2; C5)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) (A EU1, EU2, EU3)
- Create a graphic organizer of the various types of jobs and skills. (A EU1)
- Classify professions according to geography. (A EU1)
- Organize what activities you used to do and which ones you do now. (A EU1)
- Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening to authentic resources. (A,M EU1, EU2, EU3)
- Create a venn diagram comparing and contrasting the cultural products, practices, and perspectives. (M EU1, EU2, EU3)
- Students use a self-assessment checklist to assess goals from the year, collect evidence of their learning and post them to Google Classroom in order to showcase their progress. (M EU1, EU2, EU3)
- Authentic instructional online resources, e.g. EdPuzzle, Flipgrid, This Is Language (M EU1, EU2, EU3)
- *Students will take a career placement test in Spanish.* (M, T EU1)
- Presentational assessments (M EU1, EU2, EU3)
- Students engage in e-pal exchanges (<http://blog.flipgrid.com/news/gridpals>) with students in a target country comparing cultural practices, products and perspectives. (M,T, EU1, EU2, EU3)
- Listening to authentic audio/songs (M,T, EU3)
- Interpretive assessments (M,T EU1, EU2, EU3)
- Students will create and present a vision board to depict their future goals, plans and vision. (A, M, T EU1, EU2)
- Express feelings about personal preferences regarding career paths and future plans (A, M, T, EU1, EU3)

- Research various famous people (athletes, singers, movie stars, influencers, etc.) from the Spanish-speaking world and discover what careers they have besides their current job. (T EU1)
- **Interpersonal assessments (interview your classmates about past, present and future preferences) (T EU1, EU2, EU3)**

Pacing Guide

| <i>Unit #</i> | <i>Title of Unit</i> | <i>Approximate # of teaching days</i> |
|---------------|---|---------------------------------------|
| 1 | Knowing Who I Am - Now & Then | Marking Period 1 (9 weeks/45 days) |
| 2 | What Does the Future Hold? | Marking Period 2 (9 weeks/45 days) |
| 3 | What Role do I Play in my Community? | Marking Period 3 (9 weeks/45 days) |
| 4 | How Can I Explore the Beauty of the Spanish-speaking World? | Marking Period 4 (9 weeks/45 days) |

Instructional Materials

See appendix in the World Language Shared folder.

<https://www.modelos-de-curriculum.com/curriculum-vitae-completo/>

<https://www.modelos-de-curriculum.com/la-entrevista-de-trabajo/>

<https://www.modelos-de-curriculum.com/hacer-un-curriculum-vitae/>

Refer to ¡Adios! Online textbook- El futuro es ahora Unit

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.