

Summit Public Schools
Summit, New Jersey
Grade Level: High School/ **Content Area:** Spanish 3
Length of Course: 1 year

Overview:

In Spanish 3, students will be engaged in meaningful, motivating, and cognitively challenging work. Students will actively use the target language to develop an understanding of cultural perspectives through experiences with cultural products and practices. *Learning* will be assessed by a summative task that emphasizes global connections. Instruction based on the goals and standards cited in this curriculum will prepare students to function culturally and linguistically in our global society.

Unit 1: ¿ Qué tan buen amigo soy?

Big Ideas: *Course Objectives/ Content Statement(s)*

- In this unit, students will be able to talk about friendship, describe what makes a good and a bad friend, activities that they do with their friends, their celebrations and express their desire of what to do and how to do it for leisure with their friends.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are the qualities that make a good friend?
- What do friends do for each other?
- How do we celebrate friendship?
- What leisure activities do I do with my friends?
- How are typical pastimes in the target culture similar or different from those in America?
- How do I give commands and tell others what I want them to do?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

friendship is an important part of people's lives

we need to be able to be good classmates and friends

good friends require particular features and traits

using the present tense will allow them to describe their daily activities and their celebrations.

The verbs “ser” and “estar” are used to describe permanent and long-term traits

Using the imperative in both “tú” and “nosotros” will let them give commands and orders as to how they want to be treated and activities they want to do.

there are similarities and differences between American pastimes and those of the target culture

Areas of Focus: Proficiencies

(New Jersey Student Learning Standards)

Lessons

Students will:

Interpretive

- 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

Instructional Focus:

In the target language students will:

- describe detailed characteristics of oneself and others.
- describe particular features and traits of people.
- read contemporary and literary character sketches
- compare descriptions of authentic figures and literary figures

written instructions connected to daily life.

- 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.

Interpersonal

- 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.

Presentational

- 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.

Career-Ready Practices

- describe personal characteristics and public personas
- use the present tense of regular and irregular verbs
- correctly use gender and number agreement
- use the regular irregular imperative for tú and nosotros.
- know the difference between ser and estar
- use reciprocal verbs

INSTRUCTIONAL STRATEGIES:

Interpretive:

- Read authentic materials such as:
 - personality quizzes
 - greeting cards
 - on-line magazines
 - and newspapers articles
- Watch and analyze film: *Las razones de mis amigos*
- Watch and analyze short films about friendship
- Read friendship wanted ads.
- Respond to on-line personality quizzes and discuss findings with friends
- Read and interpret an infographic about Valentine's day
- Listen and interpret the song "amigo" by Roberto Carlos
- Read the poem "Una rosa blanca" by José Martí

Interpersonal:

- Talk about friendship, interpersonal relationships, personality traits, emotions, customary behavior, conflict resolution
- Discuss contemporary and literary character descriptions
- Interview classmates about strengths and weaknesses
- Talk with Spanish-speakers in person or via Zoom

Presentational:

- Write about friendship, interpersonal relationships, personality traits, emotions and conflict resolution
 - After reading "El amor en las artes", write an essay about how friendship appears in one painting, one song and one poem in Spanish.
- Do a presentation about a day out with friends
 - With a partner, tell the class what you and a friend do on a typical day.

<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Describe personal qualities, relationships with family, friends, and community and what you expect to find in a friend, activities that you and your friends do routinely, celebrations. <ul style="list-style-type: none"> ● write a poem about friendship
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● <u>Technology Integration</u> <p>--Screencastify, go formative, Flipgrid, Google Forms, Google Docs and Jamboard.</p> <ul style="list-style-type: none"> --conflict resolution conversations -- make plans conversations --Google Classroom -- homework assignments <ul style="list-style-type: none"> ● <u>Media Literacy integration</u> <ul style="list-style-type: none"> -- listening prompts --written texts --understanding perspective, and figurative and literal meanings in songs and poems <ul style="list-style-type: none"> ● <u>Global Perspectives</u> <p>--Compare and contrast leisure activities between native and target cultures</p> <p>--Listen to songs about friendship</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● contextual vocabulary and grammatical quizzes ● improvised skits, Flipgrid or Goformative responses and dialogues <ul style="list-style-type: none"> ○ conversations about making plans and about resolving conflicts ○ Lip-synching to muted videos about friendship journals ○ summarizing videos ○ Summarizing main ideas based on written texts, poems and songs. <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Test ● IPA <ul style="list-style-type: none"> ○ Create a social media page that includes you, your personality traits, activities that you do with your

- Culturally Responsive Teaching

--Survey students' celebrations, experience, language experience and cultural backgrounds.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
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friends, one celebration, what you expect in a friend, etc.

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- <https://www.youtube.com/watch?v=vEZSkLwPF2k> (song “amigo” by Jose Carlos)
- <https://www.youtube.com/watch?v=hr70LyvbI> (short film “Llamigo”)
- <https://www.youtube.com/watch?v=HFGdWAIH4eQ> (short film “cigüeñas y nubes”)
- <http://bobesponjadisneyxd.blogspot.com/2016/05/bob-esponja-los-besos-de-la-abuela.html> (episodio de Bob Esponja, amistad entre patricio y Bob”)

Unit 2: ¿Qué nos dice el arte?

Big Ideas: *Course Objectives/ Content Statement(s)*

- In this unit, students will be able to talk about art, how to express themselves through art and how artists use their art to express their ideas and opinions.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What is art and what does it tell me?
- How can I express myself through art?
- How have famous artists represented historical and societal periods?
- How do I make comparisons in Spanish?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

art is a true reflection of society

artists express their emotions through their art

using “más...que” y “tan...como” allows them to make comparisons in Spanish

verbs can become adjectives

Prepositions of place can help us describe what we see in a work of art and thus aid in understanding a work of art.

Some famous artistic styles mastered by Hispanic paintings have been cubism, surrealism, realism and impressionism

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

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- 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

Lessons

Instructional Focus:

In the target language students will:

- talk about the style, features, tools and media used in the creation of works of visual, literary and performing art
- talk about important artists and art museums
- describe and interpret the message of famous paintings
- read artists biographies
- listen to reviews of paintings
- compare and contrast works of arts and museums
- use verbs as adjectives

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.

Interpersonal

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Presentational

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- 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.

INSTRUCTIONAL STRATEGIES:

Interpretive:

- Read authentic materials such as:
 - artists' biographies
 - painting/performances reviews
 - newspapers articles
- Watch biographies of artists
- Travel virtually through the Museo del Prado.
- Draw a description of a famous painting and then compare to original

Interpersonal:

- Talk about art, paintings, sculpture to each other and to Spanish speaking people
- Describe a famous painting to a partner while he/she paints it and then compare to the original
- Do GAP activities where two students have similar paintings and they have to figure out what are the similarities and differences
- Art gallery - play roles of painter/critic.

Presentational:

- Write about a famous painter
 - about his life, his work
- Do an oral presentation about a painting
 - Choose a painting and describe it, interpret the message and explain why it was chosen
- Using the virtual tours of the Museo del Prado y El Centro de Arte Reina Sofía, give instructions to a friend about where to go and what to see in one of these museums

<p><i>Career-Ready Practices</i></p> <p>CRP1: <i>Act as a responsible and contributing citizen and employee.</i></p> <p>CRP2: <i>Apply appropriate academic and technical skills.</i></p> <p>CRP3: <i>Attend to personal health and financial well-being.</i></p> <p>CRP4: <i>Communicate clearly and effectively and with reason.</i></p> <p>CRP5: <i>Consider the environmental, social and economic impacts of decisions.</i></p> <p>CRP6: <i>Demonstrate creativity and innovation.</i></p> <p>CRP7: <i>Employ valid and reliable research strategies.</i></p> <p>CRP8: <i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p> <p>CRP9: <i>Model integrity, ethical leadership and effective management.</i></p> <p>CRP10: <i>Plan education and career paths aligned to personal goals.</i></p> <p>CRP11: <i>Use technology to enhance productivity.</i></p> <p>CRP12: <i>Work productively in teams while using cultural global competence.</i></p>	
Differentiation	Assessments
<p><u>Interdisciplinary Connections</u> -</p> <ul style="list-style-type: none"> Students will learn about history such as the Mexican Revolution, the 2nd of May and the Spanish Civil War Students will learn the different movements and styles of Spanish and Latin-American Art <p><u>Technology Integration</u></p> <p>Using Go formative or Flipgrid</p> <ul style="list-style-type: none"> -- critique a painting/sculpture -- describe what is on a painting <p>Google Classroom</p> <ul style="list-style-type: none"> -- homework assignments -- listening prompts -- projects and activities <p><u>Media Literacy Integration</u></p> <ul style="list-style-type: none"> iMovie to make artist presentations <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> Exploration of Spanish and Latin-American art and artists 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> contextual vocabulary and grammatical quizzes improvised skits <ul style="list-style-type: none"> <i>arte viviente</i> - in which students create imaginary conversations or musings of the personages in the artwork <i>veo..veo</i> - in which students describe objects seen in a painting to a classmate and the classmate needs to name that object journals/essays <ul style="list-style-type: none"> description of paintings biographies of artists <p>Summative Assessments, Projects, and Celebrations:</p> <p><i>Summative</i></p> <ul style="list-style-type: none"> Test IPA <ul style="list-style-type: none"> For Unit 2, students will select a painting and describe this painting to the class, which will

- Study of historical periods as represented in some pieces of art.

Culturally Responsive Teaching

- Survey students about their art and museum experience
- Take students to an art museum in NYC virtually or in-person.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

include the artist, description of painting, theme, message, etc.

- Analyze how paintings reflect the life of an artist as seen in their biographies
- Create a painting or collage emulating an artistic style learned in class and present it to the class.

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- https://www.youtube.com/watch?v=KXvP75oaf0E&feature=emb_logo (canción para memorizar las preposiciones de lugar)
- <https://www.youtube.com/watch?v=Q6T97kHjKiY&t=2s> (canción a Salvador Dalí)
- <https://www.youtube.com/watch?v=eNk01YfNcgU> (biografía de Picasso)
- <https://www.youtube.com/watch?v=uG15eEZa12Y> (Explicación del cuadro “Guernica”)
- <https://www.colorele.es/viva-la-vida-hablemos-de-frida-kahlo/>
- <https://www.educaciontrespuntocero.com/recursos/salvador-dali-recursos-para-estudiar-su-vida-y-obra/>

Unit 3: ¿Cómo me expreso?

Big Idea:

- In this unit, students will be able to talk about the fine arts, music, theater and dance as well as the style, tools and media used in the creation of visual, literary and performing art.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are the motives/inspirations for creation?
- How does music and literature influence our lives?
- Why do people create literature or music?
- What are the similarities and differences between artists in the United States and those of the target culture?
- How is history depicted in music, and literature?
- How do you narrate in the past?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- people create literature for different reasons
- the fine arts reflect and affect society
- there are two tenses to narrate in the past and each one has a unique grammatical function
- the similarities and differences between American music and those of the target culture
 - rap vs. reggaeton
 - dance music (salsa, merengue, cumbia, etc.) vs. club music
- the similarities and differences between American folk dances and those of the target culture
 - square dance vs. quebradita
 - clogging vs. flamenco
 - Plantation dance vs. mapalé

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

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Interpretive

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- 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

Lessons

Instructional Focus:

In the target language students will:

- talk about the style, features, tools and media used in the creation of works of visual, literary and performing art
- read and write about theater performances
- discuss performing arts
- Read and write short stories and poems
- narrate in the past
- know the difference between preterite and imperfect

INSTRUCTIONAL STRATEGIES:

Interpretive:

- Read authentic materials such as:

target language.

Interpersonal

- 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.
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- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

- 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.
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- 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.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial

- Short plays and films
- short stories
- poems
- play and concert reviews

- Listen to music, fill in the blanks and interpret the lyrics
- Watch and analyze shorts like “bodas de sangre” and “take the lead” and have students discuss and write what they think happens in this flamenco version of the play
- Listen to summaries of TV shows and movies and have students guess the name of the TV show or the movie.
- Listen to famous movie quotes and guess the movie title from which it was taken.

Interpersonal:

- Talk about performing arts to each other and Spanish speaking people
- Describe a famous musical or play and have a partner guess the name
- Play ¿Quién era? - A game where one student assumes the role of a famous person and the class needs to figure out who this person is through the use of 20 questions.

Presentational:

- Do an Emmy/Oscar/Goya Presentation and award prizes to the best Spanish musical, song, etc. Explain the reasons behind the selection.
- Do a comparative chart demonstrating the relationship in film, art (painting & sculpture) and literature of Tristán e Isolda.
- Write a critical review about a play, movie trailer or short film viewed in class.

well-being.
CRP4: *Communicate clearly and effectively and with reason.*
CRP5: *Consider the environmental, social and economic impacts of decisions.*
CRP6: *Demonstrate creativity and innovation.*
CRP7: *Employ valid and reliable research strategies.*
CRP8: *Utilize critical thinking to make sense of problems and persevere in solving them.*
CRP9: *Model integrity, ethical leadership and effective management.*
CRP10: *Plan education and career paths aligned to personal goals.*
CRP11: *Use technology to enhance productivity.*
CRP12: *Work productively in teams while using cultural global competence.*

Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> World History and Geography - Students will learn from where and how the traditions of these came to be as well as events represented in particular literary pieces. Performing Arts - Students will learn the different movements and styles of Spanish and Latin-American music <p>Technology Integration</p> <ul style="list-style-type: none"> Using recording tools to create an ad for a concert. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> Examine a movie / poem and identify what the creator is trying to accomplish and what ideas are they using to convince you in regards to his/her point of view. <p>Global Perspectives</p> <ul style="list-style-type: none"> Exploration of Spanish and Latin American literature, music and dance. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> contextual vocabulary and grammatical quizzes improvised skits and dramatizations <ul style="list-style-type: none"> En vivo! - After reading short plays such as “armas y mujeres” “el gato y el ratón”, etc. and perform their own representation to class. journals/essays <ul style="list-style-type: none"> ¿Qué pasó anoche en el teatro? - where students narrate an outing to a musical. Summarize the flamenco movies “bodas de sangre” and “take the lead” Write an ode Watch and describe different music and their respective dances Create a timeline of important events in their lives using the imperfect and preterite tenses <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> Test IPA

- Study of historical periods as represented.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials

○ After viewing and reading different artists' self-portraits (paintings, poems, essays), students will express themselves by creating an authentic art medium from the ones listed above.

- Create a movie poster and present the plot, characters and inspiration for it to the class

	directions, checks for understanding, feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- <https://www.youtube.com/watch?v=907MN6lwsKA> (canción para estudiar el pretérito)
- <https://www.sensacine.com/videos/trailers/estrenos/> (estrenos de cine en español)
- <https://www.webconsultas.com/belleza-y-bienestar/terapias-alternativas/musicoterapia-5960>
- <http://www.audiria.com/capitulos-detalle.php?id=98> (los españoles y el flamenco)
- <https://www.youtube.com/watch?v=QqrmAM2v4xQ> (episodio de Mafalda “El televisor”)
- <https://www.spanishdict.com/guide/preterite-vs-imperfect-in-spanish>

Unit 4: Careers, Professions and the Workplace

Big Ideas:

- In this unit, students will examine and evaluate guiding forces in making future career choices. Students will explore characteristics of their chosen career, such as education required, job market considerations, income, location, etc. Students will also create a personal definition of what it means to be successful in their chosen field.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What career would you like to pursue? What steps would you take to accomplish your career?
- What are my goals for the future? How might learning another language prove to be beneficial for my future career?
- How can socio economic and cultural factors influence career choices?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- People, events, and decisions that one makes impact one's present and future experiences.
- Knowing a second language will broaden experience and open doors to one's future.
- Perspectives towards work and education vary across cultures.
- In the 21st century, people require specific training and education to obtain different jobs/professions and secure successful careers.
- Use the future tense to describe future goals and plans.

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- 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.

Lessons

Instructional Focus:

In the target language students will:

- Talk about future plans and careers
- Read and interpret different job ads
- Discuss the advantages and disadvantages of different jobs
- Take personality and career aptitude tests and compare and contrast results with peers.
- Read articles about skills, personality traits and academic preparation needed for different jobs
- Watch videos about different jobs and job interviews
- Listen to audio recordings of people discussing their jobs and co-workers

INSTRUCTIONAL STRATEGIES:

Interpretive:

Interpersonal

- 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.

Presentational

- 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.

- Read authentic materials such as:
 - Job ads
 - Resumes/CVs
 - Articles about professions
- Listen to music, fill in the blanks and interpret the lyrics
- Watch and discuss short films relating the professions and jobs

Interpersonal:

- Discuss pros/cons of different professions
- Perform job interview skits
- Read and reply to job offers
- Assume the role of a career counselor and administer an attitude survey. Then, discuss findings

Presentational:

- Create a CVs in the target language
- Create / Write a post for a job
- Write a job offer
- Create a video advertising themselves for a job post

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: *Apply appropriate academic and technical skills.*
 CRP3: *Attend to personal health and financial well-being.*
 CRP4: *Communicate clearly and effectively and with reason.*
 CRP5: *Consider the environmental, social and economic impacts of decisions.*
 CRP6: *Demonstrate creativity and innovation.*
 CRP7: *Employ valid and reliable research strategies.*
 CRP8: *Utilize critical thinking to make sense of problems and persevere in solving them.*
 CRP9: *Model integrity, ethical leadership and effective management.*
 CRP10: *Plan education and career paths aligned to personal goals.*
 CRP11: *Use technology to enhance productivity.*
 CRP12: *Work productively in teams while using cultural global competence.*

Differentiation

Interdisciplinary Connections

- Economy - Compare and contrast salaries in the US and Spanish Speaking Countries.

Technology Integration

- Create a Video-Curriculum - Flipgrid / Screencastify
- Aptitude Test via Google Form
- Guided Interview - Audio questions and responses via Goformative.

Media Literacy Integration

- Research job openings and decide which one is a desirable job based on benefits, on job descriptions, etc.

Global Perspectives

- Compare and contrast how specific professions are viewed in the US and Spanish Speaking Countries.

Supports for English Language Learners

Assessments

Formative Assessments:

- Watch a video entitled “El mundo del trabajo” and discuss similarities and differences between jobs in Ecuador and the USA
- Choose a job ad and explain why they would be suitable for the job
- Watch the movie “East side sushi” and chart the main events. Then, write a paragraph explaining how the protagonist perseveres to achieve her dream job.
- contextual vocabulary and grammatical quizzes
- Identify the profession based on provided descriptions
- Discuss professions they have in their families and the tv shows and/movies they watch

Summative Assessments, Projects, and Celebrations:

- Test
- IPA
- Roleplay an interview assuming the role of boss or applicant. The interview must include information about the job post, salary and benefits, daily responsibilities and

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

academic/training required of the candidate. The candidate will provide elaborate responses and further questioning. Ultimately, the boss will decide whether to hire him or her at the end of the interview.

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Actividades:

- http://www.rutaele.es/wp-content/uploads/2013/08/R6_UD_Laclavedel%C3%A9xito_GC_B.pdf
- http://www.rutaele.es/wp-content/uploads/2015/10/R12_CULTURA_motivado-para-trabajar_DHZVHH_B1.pdf
- http://www.rutaele.es/wp-content/uploads/2013/07/R4_UD_No-te-quedes-atr%C3%A1s_Haz-tu-v%C3%ADdeo-CV_LAS_A2BC.pdf
- <http://propuestasparahablar.blogspot.com/2015/04/hablemos-de-empleo.html>
- <http://www.aprenderespanol.org/vocabulario/profesiones-gente.html>
- http://marcoele.com/descargas/9/otero_profesionconfuturo.pdf
- <https://www.profedelee.es/actividad/video/entrevista/>
- <https://www.youtube.com/watch?v=Ff3CKVtQgV0>
- http://www.videoele.com/A1_Profesiones.html

Lecturas:

- <https://www.examttime.com/es/blog/trabajos-del-futuro/>
- http://www.elconfidencial.com/alma-corazon-vida/2016-06-14/industria-television-trabajo-futuro-mercado-laboral_1216338/
- http://www.elconfidencial.com/alma-corazon-vida/2016-06-27/trabajos-futuro-2035_1221379/
- <http://noticias.universia.pr/ciencia-nn-tt/noticia/2011/05/23/828317/empleos-futuro-muchas-demanda-buen-salario.html>