

Spanish for Business H Course Overview

Content Area: **World Language**
Course(s): **SPANISH FOR BUS. H**
Time Period: **Full Year Course**
Length: **180 days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

Spanish for Business H

Course Number: 1890

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Course Adoption: 12/06/2007

Curriculum Adoption: 12/06/2007

Date of Last Revision: Summer 2020

Course Overview

Spanish for Business Honors is intended to introduce and develop knowledge of business practices in the Hispanic world, in order to familiarize students to the products, practices and perspectives relevant to business in these countries. Students will also be exposed to authentic materials and situations with emphasis on Intermediate-Mid level comprehension, communication, cultural awareness and content reading and interpretation with characteristics of Intermediate-High. In addition, students will acquire and develop their understanding of basic economic principles. Vocabulary development continues to be emphasized. Written skills in the target language will begin to receive a greater emphasis. By the end of this level students will have a broad range of comprehension and socio-linguistic strategies which they will be able to utilize to interact within the Hispanic business world. They will also begin to acquire a deeper understanding of the target culture. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Modifications

Special education students

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

English language learners

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

Students at risk of school failure

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (in writing, orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs
- Regular and timely check-ins and correspondence to elicit support from counselor and family

Gifted and talented students

- Differentiated instruction
- Higher level contest
- Use of higher grammatical structures
- Pair with native speakers

Students with 504 plans

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

Materials and Resources

AulaFacil

- <http://www.aulafacil.com/Macro/Lecc-1macro.htm>
- <http://www.aulafacil.com/Macro/Lecc-2-macro.htm>
- <http://www.aulafacil.com/Macro/Lecc-3-macro.htm>
- <http://www.aulafacil.com/Macro/Lecc-6-macro.htm>
- <http://www.aulafacil.com/Macro/Lecc-20.htm>

- <http://www.aulafacil.com/Macro/Lecc-29-macro.htm>

CreceNegocios: <http://www.crecenegocios.com/la-marca-de-un-producto/>

Indicadores Economicos: http://www.economia.com.mx/indicadores_economicos.htm

Spanish Proficiency Exercises: <https://www.laits.utexas.edu/spe/siteindex.php>

Modelo Carta: <https://modelo-carta.com/presentacion/>

Administración Laboral Agrícola: <http://www.cnr.berkeley.edu/ucce50/agro-laboral/7libro/11s.htm>

[Foreign Language Educators of New Jersey](#)

Dlabay, L and Scott, J. (1996) *Business in a Global Economy*. Cincinnati, Ohio: South-Western Educational Publishing, ISBN 0-538-62290-3

Recursos antirracistas en español

Esta lista incluye recursos del contexto estadounidense, latinoamericano y español ya que el racismo es un tema global y no exclusivo a los Estados Unidos. Estos recursos incluyen temas sobre las comunidades negras y los pueblos originarios.

Esta lista no es exhaustiva y continuaré agregando más recursos con el paso del tiempo. ¡Gracias por difundir esta información y gracias a todas las personas que desarrollaron todo el contenido de esta lista! // This list is not exhaustive and I'll continue to add more resources over time. Thank you for sharing this information and thank you to all the people that developed all the content on this list.

Lista recopilada por // list compiled by Dra. Gabriela Kovats Sánchez

(IG: @profekovats / Twitter: @KovatsSanchez)

Última actualización: 9 de junio, 2020

VIDEOS

- [¿Por qué están los edificios en llamas? Activista Tamika Mallory explica](#) (con subtítulos en español - Estados Unidos - 3:32 min)
- [El racismo que México no quiere ver](#) (México - 11:14 min)
- [¿Es México racista o colorista?](#) (México - 5:11 min)
- [Somos negros de la costa](#) (México - 21:38 min)
- [Afromexicanas hablan contra el racismo](#) (México - 2:45 min)
- [¿Existen las Razas? Lucía- Asué Mbomío Rubio](#) (España - 15:41 min)

- [Nosotros. Racistas y clasistas](#) (El Salvador - 19:13 min)
- [Los dos indígenas de México](#) (2:43 min)
- [No me llamo María](#) (México - 5:57min)
- [Mi negritud y yo: Utopía de una actriz - Anaí Padilla](#) (Perú - 14:47 min)
- [Eso no se pregunta: Negros](#) (España - 40:07 min)
- [Hablando de racismo con El Chojin](#) (España - 6:54 min)
- [Nadie nos ha dado vela en este entierro](#) (España - serie)
- [¿Hay racismo en Colombia?](#) (Colombia - 11:02 min)
- [Sobre negritud y racismo](#) (España - 19:30 min)
- [El racismo más allá de Trump](#) (España - 6:39 min)
- [La lucha antirracista de las mujeres - Mujeres del Asfalto](#) (Ecuador & Brasil - 48:46 min)
- [Ante el racismo: Reflexiones para desarticular prácticas e ideas colonialistas - Kaja Negra](#) (Mexico, Ecuador, Brasil)
- [Tubi-Tubi, Negritud y Discriminación en Panamá](#) (Panamá - 7:23 min)
- [¿Qué puedo leer para aprender sobre afroperuan@s? - Ana Lucía Mosquera](#) (Perú - 9:39 min)

ARTÍCULOS / BLOGS

- [“Querida mamá, papá, tío, tía, abuelo, abuela”](#) Carta abierta en español escrita por Black Lives Matter (EU/Canadá)
- [¿Cómo enfrentamos la anti-negritud en la era de Trump?](#) (EU)
- [Una cronología incompleta del racismo, vigilancia y resistencia en los Estados Unidos](#) (EU)
- [Hacia Compañerismo y Conciencia: Pro-Blackness in Action](#) (EU)
- [George Floyd, el racismo y las pandemias](#) (EU)
- [La brutal y casi olvidada "era de los linchamientos" de negros en Estados Unidos](#) (EU)
- [Silenciar la lucha indígena es condenar el futuro del planeta](#)
- [México, un país que ejerce el racismo y cree que no es racista](#) (México)
- [Cómo hablar con los niños sobre los prejuicios raciales](#)
- [Las raíces negras de Veracruz](#) (México)
- [La historia de Gaspar Yanga, fundador de el primer pueblo libre de América](#) (México)
- [Proyecto "El anti-racismo latinoamericano en tiempos 'post-raciales'" - Dra. Gisela Carlos Fregoso](#)
- [Racismo, Interculturalidad y Educación en México](#) (México)
- [Racismo y xenofobia en México](#) (México)
- [Hablemos de la eliminación de las violencias contra las mujeres negras](#) (Puerto Rico)
- [Recursos sobre el racismo y anti-negro/anti-negritud en Latinoamerica en español - Dash Harris y Radio Caña Negra](#) ←- OTRA LISTA ESPECTACULAR DE RECURSOS ANTIRRACISTAS
- [¿Racismo en México? 5 datos para dimensionar que existe la discriminación racial](#) (México)
- [Ser una mujer negra en una pandemia y otras interseccionalidades](#) (Puerto Rico)
- [Racismo institucional en las escuelas: una condena para lxs niñxs negrxs](#) (Puerto Rico)
- [Revista Étnica - blog y revista digital](#) (Puerto Rico)
- [Blog de Colectivo Ilé](#) (Puerto Rico)
- [Melva Lowe de Goodin: 'Fenotipo de los negros ha llevado a los gobernantes a condenarlos a la clase social más baja'](#) (Panamá)
- [Discriminación en la educación, desfavorable para los pueblos indígenas](#) (Panamá) [Black Latinas Know Collective](#)
- [Sororidad Negra - Black Latinas Know Collective](#) (EU/Puerto Rico)

LIBROS

- [Favoritos, necesarios o clásicos sobre procesos racializadores, la historia que le da contexto al racismo y educación antirracista](#) - Colectivo Ilé
- [20 libros básicos para entender la lucha contra el racismo](#)
- *La hermana, la extranjera* - Audre Lorde
- [Piel negra, máscaras blancas](#) por Franz Fanon
- *Mitos Nacionalistas e Identidades Étnicas: Los Intelectuales Indígenas y el Estado Mexicano* - Natividad Gutierrez
- *Disidentes, Rebeldes, Insurgentes: Resistencia indígena y negra en América Latina* - Martin Lienhard
- *Las venas abiertas de Latinoamérica* - Eduardo Galeano
- [El fuego y la palabra](#) - Gloria Muñoz Ramírez
- Autobiografía de Angela Davis
- *Entre el mundo y yo* - Ta-Nehisi Coates
- *Mujeres, raza y clase* - Angela Davis
- *El color de la justicia* - Michelle Alexander
- [Pensamiento crítico frente a la hidra capitalista](#) - EZLN
- [México racista: una denuncia](#) - Federico Navarrete
- [Debates sobre la ciudadanía y políticas raciales en las Américas Negras](#) - Claudia Mosquera Rosero-Labbé, Agustín Laó-Montes y César Rodríguez Garavito (Colombia)

TALLERES EN LÍNEA

- [Raising Antiracist Humans: Dismantling Colorism and Racism in Latinx/Chicanx & Biracial Families](#) (en inglés, 20 de junio)
- [Taller de racismo y antirracismo en contextos de mestizaje](#) - Dra. Gisela Carlos Fregoso

IMÁGENES/INFOGRAFÍAS PARA COMPARTIR EN REDES SOCIALES - para conseguir info más actual sigue las cuentas de IG y/o Twitter

- [Guía para iniciar diálogo sobre la anti-negritud](#) por Angélica Esparza Bañuelos
- [Cómo hablo con mi familia de lo que está pasando con #BlackLivesMatter](#) por @academicmami
- [Cómo hablar con tu familia sobre el antirracismo](#) por @latinxtherapy
- [Por qué la gente protesta en contra de la policía](#) por @prisma.liv
- [Qué es Black Lives Matter](#) por @prisma.liv
- [Términos comunes sobre el antirracismo](#) por @the_mindful_maestra
- [No hay reggaeton sin la gente negra](#) por @reggaetonconlagata
- [Dos acciones antirracistas que podés hacer sin salir de casa](#) por @costaricafro
- [El problema con “Latinxs/Latinos con Vidas Negras”](#) por @antiracistlatinx

CUENTAS de Instagram/Twitter con contenido en español

@Bad_Dominicana2.0 (Twitter: @bad_dominicana)

@MigrantScribble

@LatinxTherapy

@LaFeministaDescolonial

@deconstruyePR

@costaricaafro

@chica.afroperuana

@afrossv

@revistaetnica

@radio_cana_negra

@reggaetonconlagata

@colectivoile

@tuundali

@fiob_oficial

@prisma.liv

@blmespanol

@emmayyoperu

@mujeresdeasfalto

@BLKCLatinasKnow

@racismoMX

@analuciamosquera

MÚSICA & POESÍA

**Es importante destacar que la mayoría de la música tiene raíces negras/africanas. Por ejemplo: [La influencia negra en el son jarocho de Veracruz](#)

[Angelitos Negros - Toña la Negra](#) (México)

[Píntame Angelitos Negros - Andrés Eloy Blanco](#) (Venezuela)

[La Rebelión - Joe Arroyo](#) (Colombia)

[Negra Presuntuosa - Susana Baca](#) (Perú)

[Me gritaron negra - Victoria Santa Cruz](#) (Perú)

[Documental: Puerto Rico raíces de bomba y plena](#) (Puerto Rico)

[¿Y qué tú quieres que te den? - Adalberto Alvarez y su son](#) (Cuba)

[Cuando lo negro sea bello](#) (Colombia)

[Mixteco es un lenguaje - Una Isu](#) (EU/México)

[Poesía Afroversiva](#) (Puerto Rico)

[Candela - Bomba con Buya](#) (Chicago/Puerto Rico)

TÉRMINOS COMUNES - inglés/español

- Anti-racism / antirracismo - creencias, movimientos y políticas adoptadas o desarrolladas para oponerse al racismo.
- Anti-Blackness / anti-negritud - ideología, creencia, y/o sentimientos negativos en contra de las personas negras o de afrodescendencia
- Systemic racism / racismo sistémico
- Black Lives Matter / Las vidas negras importan
- Protest march or rally / manifestación
- Racial prejudice / prejuicios raciales
- Discrimination / discriminación
- Colorism / colorismo
- Privilege / privilegio
- Racialization / racialización
- Daily racism / racismo cotidiano
- Marginalized / marginado/a/x
- White supremacy / supremacía blanca - creencia o ideología supremacista que sostiene que las personas blancas son superiores
- Inequality / desigualdad
- Support / apoyar
- Police brutality / brutalidad policial - fuerza excesiva y violenta por parte de la policía
- Colonialism / colonialismo
- www.cinismoilustrado.com

Content Specific Standards

[NJSLs World Language](#)

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

INTERPRETIVE

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

INTERPERSONAL

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

PRESENTATIONAL

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

INTERPRETIVE

7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

INTERPERSONAL

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

PRESENTATIONAL

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Interdisciplinary Standards

[NJSLS SOCIAL STUDIES](#)

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives,

examining strategies, and presenting possible actions.

[NJSL Visual and Performing Arts](#)

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Career Readiness, Life Literacies, and Key Skills Standards

[NJSL Career Readiness, Life Literacies, and Key Skills](#)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market

Computer Science and Design Thinking

[NJSLs Computer Science and Design Thinking](#)

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Pacing Guide

MP	THEME	TOPICS	ESSENTIAL QUESTIONS	CONTEXTS/SOCIAL
MP1	Global Challenges	<ol style="list-style-type: none"> 1. International Business 2. The beginning of international Business 3. Fundamentals of International Trade 4. International Business environment 5. International Business Skills 6. Your role as a citizen, worker and consumer 	<ol style="list-style-type: none"> 1. How many of the things you own are made outside the US? What do you think is the percentage between the things you own made outside the US and made in the US 2. What are some examples of international businesses? 3. Do you think that ancient peoples, (the Pharaohs in Egypt, the Chinese dynasties, the Roman Empire, the New World explorers) practiced international business? 4. Where are the basic products that you and your family use produced or made? 5. How many products that you use are made in other countries? 	<ol style="list-style-type: none"> 1. Domestic vs. International Business 2. Importance of International Business 3. The history of International Business 4. Imports vs. Exports 5. Cultural, political and economic international business 6. Skills needed for international business 7. Being part of a global economy: worker and consumer
MP2	Global Challenges	<ol style="list-style-type: none"> 1. The basic economic problem 2. Making economic decisions 3. Price and the changing value of money 4. Economic resources satisfy needs 5. Types of economic systems 6. Economic development 7. The economics of foreign trade 8. Measuring economic progress 	<ol style="list-style-type: none"> 1. What do we use to create and run the products that we buy? 2. Why is it important to conserve our environment (natural resources)? 3. Why does the price of products change? 4. What determines whether a country is a good place to live-in? 	<ol style="list-style-type: none"> 1. Definition of Economic Systems 2. Opportunity cost 3. Supply and demand 4. Market pricing 5. Inflation 6. Factors of production 7. Convinced, market 8. Industrialized Countries 9. Absolute advantage 10. Gross National Domestic Product

MP3	Personal and Public Identities	<ol style="list-style-type: none"> 1.The importance of cultural influences 2.Subcultures 3. The effects of culture in social organizations 4. Communication across cultures 5. Difference in values across cultures 	<ol style="list-style-type: none"> 1. What is your main cultural heritage? 2. What are other subcultures that you belong to (ethnic, New Jersey, student) 4. What is your role in your society (family, education, gender, class system)? 5. Why do you think it is important to learn Spanish? 6. How do you prefer to work alone or in groups? Why? 	<ol style="list-style-type: none"> 1. Believes, valu 2. Definition of ‘ 3. Definition of ‘ 4. Influences of 5. The U.S. busi 6. Variations in l 7. The effect of c organizations su gender roles, fan and class system 8. Language diff 9. Learning a sec 10. Direct and in 11. Nonverbal co 12. Cultural valu collectivism, tec authority, religio 13. Ethnocentris
MP4	Contemporary Life	<ol style="list-style-type: none"> 1.Political systems in the global marketplace 2. Political developments 3. Government involvement in business 4. Political risks in international Business 5. Taxes and international business 	<ol style="list-style-type: none"> 1. What is a democracy? 2. Why is it important for business that a country has political allies? 3. How does government affect business? 4. Why is it important to have trade deals with other countries? 	<ol style="list-style-type: none"> 1. Definition of c Mixed political s 2. The General A (GATT) or Worl other trade agree 3. Laws that prot 4. Trade barriers economic nation natural/health di 5. Taxation

Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
Thumbs Up, Thumbs Down
Mini whiteboards
Google Voice Calls
Ticket out the Door/Exit Tickets
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
Four Corners
Sequence Cards
Snowball Fight
Window Panes
Planned speaking assessments
Postcard
List Three Things
Venn Diagram
Hand In, Pass Out
Write It Down
Think Pair Share
Think Write Pair Share
Doodle It
Two Roses and a Thorn
Twitter Voting
Backchannel/Todaysmeet
Digital Cork Board: Padlet
Jigsaw Groups
Answer the Essential Question (Verbally or Written)
Make Predictions
Self-Assessment
Web/Concept Map
ePortfolio Check
Journal Entry
Inside-Outside Circle
One Sentence Summary
Sentence Frames
Talk a Mile a Minute
Tic-Tac-Toe/Think-Tac-Toe
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have
Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you....)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENTS

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSL.

Interpretive Task

Interpersonal Task
Presentational Writing/Speaking Task

BENCHMARK ASSESSMENTS

Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency in each of the modes of communication, and set goals about moving to increased proficiency.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading Procedures and Evaluation

GRADING GUIDELINES

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

A	Excellent	Advanced Proficient
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B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally Proficient
F	Failing	Partially Proficient

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

Grading Weights for Quarter Grades

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

COURSE EVALUATION

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Information

World Language (AAAF)

Spanish for Business Honors

Course No. 1890

SCED

24999 Foreign Language and Literature—Other

Spanish for Business Honors

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1890	050	H	11-12	5.00	210	Elective	12/06/2007

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS

1. Visual and Performing Arts S
2. Comprehensive Health and Physical Education
3. Language Arts Literacy S
4. Mathematics S

NJSLS

5. Science S
6. Social Studies S
7. World Languages P
8. Computer Science and Design Thinking S

NJSLS

9. Career Readiness, Life Literacy