

Unit 08: Nosotros somos el Futuro

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 8

Unit Title:	Nostoros somos el Futuro
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>History: Research history of Bocas del Toro.</p>
<p>Life Sciences: Research about wild animals in Panama.</p>
<p>Social Studies: Research about the indigenous population.</p>
<p>Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>
<p>Chromebook, SmartPhone, Viewsonic and digital interactive platforms</p>

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

Standard(s) Addressed

Standard 7 [World language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (world language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

	information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

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<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
describe the ideal trip to Costa Rica and explain why people travel to other countries.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to participate in multilingual communities. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? • What strategies can I use to communicate more effectively? • What is the Spanish-speaking world like? • What can I learn about my own language and culture from the study of others? • How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages? • How do I use my knowledge of language and culture to enrich my community and broaden my

	opportunities?
Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulario • How to talk about projects for the future • Talk about careers • How to prepare for a job interview • How to evaluate work conditions • Learn how to refer to indefinite or unknown subjects • How to talk about future technologies • How to express wishes and hopes for the future • How to discuss environmental problems, their causes, and solutions <p>Language Structure in Context</p> <ul style="list-style-type: none"> • Verbos que terminan en -iar, -uar • Usos del subjuntivo y del indicativo • El sujeto con sujeto indefinido 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Talk about futures plans and career choices • Conjugate verbs that end in -iar and -uar • Discuss the economic crisis in Spain and its effect on young people • Discuss alternatives for a better future for Spain • Prepare for a job interview • Know when to use the subjunctive or the indicative • Discuss what high school students in Spain anticipate for their future • Talk about scientific and technological advances • Discuss what the future may bring • Talk about what will have happened • Use the imperfect subjunctive • Discuss the involvement of Spanish youth in environmental and space programs

STAGE II Assessment Evidence

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Practice	Assessments
<p>Week 1: Introduction of new vocabulary 1</p> <ul style="list-style-type: none"> • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • Práctica de vocabulario interpretive and 	<ul style="list-style-type: none"> • Classroom oral and written interactions and individual written activities. All formative activities that are not impromptu conversations are recorded in our GC and Flipgrid. • Interpretive assessment- Vocabulary

presentational

Week 2: New Language structure:

Presentational and interpretive practice: Practica con condicional and using for immediate feedback

- Presentational and Interpretive practice of language structure ¡Qué lindas son las vacaciones!
- Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure
- Reading Comprehension Activity-Costa Rica, ¡un País esencial!

Week 3: Application of vocabulary 2

- Impromptu dialogues (describing rooms,chores and responsibilities)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- Answer direct responses to questions using acquired vocabulary
- Oral and written Interpretive tasks

Week 4-5: Introduction of new language structure incontext, Subjuntivo con verbos que expresan emociones.

- Quizlet.live para practicar
- Interpersonal communication:
- Presentational and interpretive practice: Practica con subjuntivo and using for immediate feedback
- Presentational and Interpretive practice of language structure ¡Un viaje ecológico!
- Impromptu dialogues adding on to last week's vocabulary to incorporate new

Assesment.

- Reading Comprehention
- Presentational assessment
- Proyecto Manos a la obra.
- Assessment Interpersonal/ Presentational: "En resumen"
- Presentational Assessment: Create a Collage about Panama and Costa Rica
- Interpersonal Assessment Proyecto- Manos a la obra.

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation both face-to-face and recorded of the Unit's practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities,

language structure

- Reading Comprehension Activity-Costa Rica, Emboscada del tiempo de Marco Aguilar

Week 6-7: Introduction of new language structure in context, Future

- Quizlet.live para practicar future
- Quizziz to practice Future tense
- Workbook Pages
- Presentational and interpretive practice: ¿Desaparederán?
- Presentational and Interpretive practice of language structure:

Information Gap Activities

- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary.

All courses follow a [balanced assessment system](#) with Practice and Assessments

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

Week 1: Introduction of new vocabulary 1-Mi futuro

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Slides presentation of unit vocabulary
- Teacher-created digital activities for unit vocabulary practice
- Interpersonal Practice: (IP) - discuss with your partner, use the graphic organizer, and be ready to present to the class.
- Práctica de vocabulario interpretive and presentational ¿Qué carrera piensas seguir?

Week 2: New Language structure: Verbos que terminan en -iar, -uar.

- Quizlet.live para practicar
- Brief interpersonal communication: Students will share their findings on the oldest continuously operating university in Spain. Universidad de Salamanca!
- (Create a Google Slide for los verbos que terminan en -iar, -uar, Usos del subjuntivo y del indicativo)
- Presentational and interpretive practice: Practica using (Vocabulary and Verbos que terminan en -iar, -uar Create a Google Form) for immediate feedback
- Presentational and Interpersonal: the practice of language **structure**.
- Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure- Students will be paired up with a classmate to talk about their future careers. How long, where, and where would they like to work once they graduate?
- Reading Comprehension Activity-Los jóvenes en medio de la crisis

Week 3: Application of Vocabulary 2-¿Buscando trabajo?

- Slides presentation of unit vocabulary here
- Teacher-created digital activities for unit vocabulary practice
- Más práctica con el vocabulario -Vocabulary practice
- Impromptu dialogues (¿Buscando trabajo?)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice
- Answer direct responses to questions using acquired vocabulary

- Oral and written Interpretive tasks-Students will investigate online the formal and style of résumés in Spain and other Spanish-speaking countries.

Week 4-: Introduction of new language structure in context, Uso del Subjuntivo y del Indicativo (Create a Google Slide for subjuntivo)

- Quizlet.live para practicar
- Interpersonal communication: Students will share stories about their experiences with job interviews. Each group will share one story to recount to the whole class.
- Presentational and interpretive practice: Practica con subjuntivo and using (Create a Google Form) for immediate feedback
- Presentational and Interpretive practice of language structure ¡Un viaje ecológico!
- Impromptu dialogues adding to last week's vocabulary to incorporate new language structure
- Reading Comprehension Activity-alternativas para un futuro mejor
- Critical Thinking-Open discussion on how Ecoperia compares to youth organizations that promote sustainable living or run ecological projects in their communities.

Week 5-6 :Introduction of El futuro perfecto

- Quizlet.live para practicar future
- Quizziz to practice Future tense
- Live worksheets
- Presentational and Interpretive Practice of language structure:
- Assessment Interpersonal/ Presentational: "En resumen"
- Presentational-Students will draft their own versions of what they consider a good job application. What information would they request? what questions would they ask?
- Interpersonal Communication-Antes de la entrevista.
- Students will create a dialogue on a conversation they had prior to an interview for the job they are both applying for.
- Lectura informativa-Los jóvenes de la ESO ven su futuro muy negro
- Interpersonal Presentational -Students will express their opinion on the reading and then write about all the post-secondary options.

Week 7: Vocabulario 3-¿Qué traerá el futuro?

- Cultura-Students will research and prepare a report about the INTA-(Instituto Nacional de Técnica Aeroespacial). Group work
- Games-
- Presentational Communication-Students will create an announcement regarding the technology and scientific advances made using the imperfect subjunctive.
- Or Students can think of ways in which the world would have been different had certain technological advances not occurred or occurred differently.
- Students will write contrary statements about differences using " Si" and the imperfect subjunctive.

- Lectura-Cultura "¡Explora tu río! y España mira hacia el futuro

Week 8: Protejamos nuestro planeta

- Vocabulario 3
- Presentational-Students will choose an environmental issue to research and explore. Students will then present their findings and share how they would like to be involved.
- Presentational-Students will research the recycling program in our community. They will create posters in Spanish to promote recycling.
- Interpersonal Communication-Pensar en el planeta-Give your opinion on topics like La contaminación, La capa de ozono, la escasez de recursos naturales
- Lectura- Vuelva usted mañana
- Critical thinking activities

Week 9: Culmination of unit

Presentational Assessment: ¡Manos a la obra! You and your

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ and students with 504 plans.

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAFE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons
- Internet
 - Youtube.com videos for oral comprehension and grammar tutorials

- Quizlet.com
- Wordreference.com
- Yabla.com
- <https://www.laits.utexas.edu/spe/>
- Audiolingua
- Videoele
- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Gimkit
- Thinglink
- Liveworksheets

- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Teacher created practice assignments
 - Authentic reading materials for comprehension exercises
 - Qué chévere! 3

- Teacher-created worksheets and information

- Technology
 - iPads
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify

- Viewsonic / myviewboard
- Loom
- Remind

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education

Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change.
All other Content Team copy and paste the Core Idea and Performance Expectation from NJDOE link above.