# Unit #2: Writing a professional Email/Message

Content Area: **World Language**
Course(s):
Time Period: **September**
Length: **2 weeks**
Status: **Published**

## Unit Overview:

Students will learn how to compose a profession written communication in Spanish in both messages with coworkers and clients as well as emails.

## Essential Questions:

- How do create professional written messages and emails in Spanish?
- How do I read/interpret written Spanish?
- What is the best way to communicate in different professions?
- What tools are the best to use when trying to interpret written Spanish?

## Enduring Understandings:

- Spanish is essential to the workplace in the United States.
- How you address people in Spanish affects how you are viewed as an employee.
- People appreciate your effort to learn and use their language.
- Bilingualism is a necessary component of communication in a global economy.
- It's necessary to use appropriate vocabulary, correct language structure, and patterns to communicate effectively in another language.

## Standards/Indicators/Student Learning Objectives (SLOs):

- Participate in a written exchange of information in a professional manor and in a culturally appropriate way regarding job responsibilities.
- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Read brief written messages and emails about professional information and learn how to interpret the text and respond.

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| WL.NL.7.1.NL.IPERS.3 | Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. |
| WL.NL.7.1.NL.IPERS.6 | Share with others the names of a few memorized and practiced words and phrases related |

| | to climate change in the target culture(s) and in students' own cultures. |
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| WL.NL.7.1.NL.IPRET.1 | Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. |
| WL.NL.7.1.NL.IPRET.2 | Respond with physical actions and/or gestures to simple oral directions, commands, and requests. |
| WL.NL.7.1.NL.PRSNT.1 | Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. |
| WL.NM.7.1.NM.IPRET.2 | Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. |
| WL.NM.7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| WL.NM.7.1.NM.PRSNT.1 | Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. |
| WL.NM.7.1.NM.PRSNT.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |

## Lesson Titles:

Lesson 1: Email/Professional written phrases in Spanish

Lesson 2: How to compose a formal email

## Career Readiness, Life Literacies, & Key Skills:

- Global perspectives
- Critical thinking & Creativity
- Information and media literacy
- Communication and collaboration
- Life and career skill

| TECH.K-12.P.1 | Act as a responsible and contributing community members and employee. |
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| TECH.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| TECH.K-12.P.9 | Work productively in teams while using cultural/global competence. |

## Inter-Disciplinary Connections:

- ELA: Reading and writing in the target language
- Problem solving

| LA.SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| LA.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| LA.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| LA.SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| | Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. |

## Equity Considerations

## Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## Holocaust Mandate

Topic: Daniel Lubetzky

Materials Used: Cultural Warm Up

Addresses the Following Component of the Mandate: Prejudice (Growing up Jewish in Mexico City)

- Bias

- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## Climate Change

N/A

## Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): James Park

Materials Used: Article about contributions

Addresses the Following Component of the Mandate: Asian American entreprenuer who created fitbit and contributed to the technology world.

- Economic
- Political
- Social

## Summative Assessment:
- Vocabulary Quiz - Written Phrases in Spanish
- Interpersonal Writing- Create a form email to a client about your job proposal and create a text

message conversation about a job problem/solution.

## Resources & Materials:

- NJDOE Student Learning Standards for World Language
- Flash Cards
- White Boards
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into english on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative Assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- Google drawing (Assignment/Image Creation)
- Chromebooks/Screencastify (Oral projects)
- Gimkit
- Blooket
- Quizizz
- Screencastify/Online Voice Recorder
- Wordreference.com (Online Dictionary)
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)

## Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- *Notes on Email phrases in Spanish. Remembering*
- Review the formal vs informal written communication. Understanding, Applying
- Writing activity - Written Conversation using email phrases Applying
- Written practice of email phrases (Fill in the missing phrases). Applying, Analyzing
- Write an email. Creating

## Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

# Modifications

## ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## IEP & 504  Modifications:

*All teachers of students with special needs must review each student's IEP.  Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## G&T  Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects

- Extension activities

- Higher-level cooperative learning activities

- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities

- Provide texts at a higher reading level

- Tiered assignments

- Tiered centers


## At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:


- Additional time for assignments

- Adjusted assignment timelines

- Agenda book and checklists

- Answers to be dictated

- Assistance in maintaining uncluttered space

- Books on tape

- Concrete examples

- Extra visual and verbal cues and prompts

- Follow a routine/schedule

- Graphic organizers

- Have students restate information

- No penalty for spelling errors or sloppy handwriting

- Peer or scribe note-taking

- Personalized examples

- Preferential seating

- Provision of notes or outlines

- Reduction of distractions

- Review of directions

- Review sessions

- Space for movement or breaks

- Support auditory presentations with visuals

- Teach time management skills

- Use of a study carrel

- Use of mnemonics

- Varied reinforcement procedures

- Work in progress check

## Technology Materials and Standards

- Edpuzzle (Using videos as assessments) -
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)-
- Quizalize (Vocabulary/Grammar Games) -
- Blooket
- Gimkit
- Quizizz (Vocabulary/Grammar Games) -
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities)
- Youtube.com (Cultural videos, tutorial videos)

## Computer Science and Design Thinking Standards

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| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |