Unit 7: Occupations

Content Area: **World Languages**
Course(s): **Spanish 4 Honors**
Time Period: **March**
Length: **10 blocks**
Status: **Published**

Transfer Skills

Occupations: *Exploring the current job market and establishing goals for the future*

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

The decisions one makes every day can affect their future success.

The availability of jobs can vary from country to country.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How are the roles of men and women different in the workplace?

How can someone be successful in the future?

How do the job opportunities in our country compare to those in Spanish-speaking countries?

Content

Vocabulary:

Occupations- (To earn, to fire, to employ, job, worker, employer, salary, minimum wage, work day, workshop, technician, apprentice, cook, raise, etc.)

Structure:

Focus: present subjnctive with expressions of wish/want, emotion and doubt

Reinforcement of noun adjetive agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive

Skills

Identify vocabulary related to occupations in order to describe job requirements, job descriptions and earning a living

Use vocabulary to identify the advantages and disadvantages of different jobs

Describe the most popular jobs in our country and why they are popular

Compose questions and respond to personal questions related to chapter vocabulary

Use unit vocabulary to interpret authentic texts on the job market and availability of jobs

Compare the status of job market and job opportunities in our country with Hispanic countries

Recall the forms and uses of the present subjunctive in order to express wish/want, emotion and doubt

Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source

Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic

Identify and summarize main points and important details and make appropriate inferences and predictions from a written text

Engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Describe, narrate, and present information or persuasive arguments on general topics

Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Self monitor language production to use language that is semantically and grammatically accurate according to a given context

Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

Conversation in Spanish vocabulary unit (careers)

Vocabulary reinforcemnt activities (BRAVO, vocabulary cards, triangle matching game) (careers)

Student whiteboards

Department writing/speaking rubric

Una Vez Mas grammar reinforcement (present subjunctive)

LCD projector

maps

AP Spanish-Preparing for the Language Exam listening comprehension activities and email writiing prompts

CDs/CD player

Sony MP3 digital recorder

Conversation starter cards

Surveys (for conversation)

Spanish online news sites (People en espanol, BBC Mundo, etc.)

Standards

WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.