Unit 4: Occupations and commerce

Content Area: **Language Arts Literacy**
Course(s): **Spanish 5 CP, Sports Nutrition**
Time Period: **December**
Length: **7 blocks**
Status: **Published**

Transfer Skills

Commerce:TLW identify employment opportunities and assess unemployment throughout the world

Enduring Understandings

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.

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

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 Spanish?

How can I use context clues and key phrases to infer meaning of new words?

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

Structure:

future tense of regular and irregular verbs

conditional tense of regular and irregular verbs

Vocabulary:

stock market, unemployment, strike, budget

Skills

-Identify vocabulary related to occupations and personal finance 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

-Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal issue

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

-Use language that is semantically and grammatically accurate according to a given context

-Recall the forms of the regular and irregular verbs in the future tense to describe what your ideal family and house will be in the future

-Use the future tense to describe what your ideal job will be

-Recall the forms and the uses of verbs in the conditional tense to tell what would be if circumstances were different

Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

Triangulo Aprobado vocabulary unit (occupations)

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

Student whiteboards

Department writing/speaking rubric

Una Vez Mas grammar reinforcement (future tense/conditional tense/por vs. para)

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.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
WL.7.1.IM.A.3	Analyze 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.
WL.7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
WL.7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
WL.7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
WL.7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
WL.7.1.IM.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 in familiar and some unfamiliar situations.
WL.7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
WL.7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations.
WL.7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
WL.7.1.IM.C.2	Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports

WL.7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.