

Unit 5: Trabajo y comunidad

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

State Mandated Topics Addressed in this Unit

| State Mandated Topics Addressed in this Unit | |
|--|-----|
| N/A | N/A |

Unit 5: Trabajo y comunidad

Learning Objectives

- Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- Compare and contrast some unique linguistic elements in English and the target language.
- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- Infer the meaning of some unfamiliar words and ideas in some new contexts.
- React to a series of oral and written instructions connected to daily life.
- Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- Use appropriate gestures, intonation, and common idiomatic expressions of the target

culture(s)/language in familiar situations.

- Use language creatively to respond in writing to a variety of oral or visual prompts.

Essential Skills

- Compare a Mayan folktale with myths in the U.S.
- Comprehend and use the present perfect, pluperfect
- Correctly use demonstrative adjectives and pronouns
- Correctly use the present perfect subjunctive
- Exchange information about your skills, background experience, and job opportunities
- Listen to and read about job interviews and classified ads
- Talk and write about applying for a job
- Understand the influence of Hispanics in the U.S.

Standards

| | |
|----------------------|---|
| WL.IL.7.1.IL.IPERS.1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. |
| WL.IL.7.1.IL.IPERS.2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. |
| WL.IL.7.1.IL.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. |
| WL.IL.7.1.IL.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. |
| WL.IL.7.1.IL.IPERS.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas. |
| WL.IL.7.1.IL.IPERS.6 | Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. |
| WL.IL.7.1.IL.IPRET.1 | Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). |
| WL.IL.7.1.IL.IPRET.2 | React to a series of oral and written instructions connected to daily life. |
| WL.IL.7.1.IL.IPRET.3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. |
| WL.IL.7.1.IL.IPRET.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts. |
| WL.IL.7.1.IL.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language. |
| WL.IL.7.1.IL.PRSNT.1 | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |
| WL.IL.7.1.IL.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts. |
| WL.IL.7.1.IL.PRSNT.4 | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. |

Instructional Tasks/Activities

- Listening Activities about finding a job
- Partner conversations about working and community
- Reading activities about working and the community
- Scavenger Hunts about finding a job
- Sentence matching activities about jobs
- Various writing activities about finding a job and the community
- Vocabulary Drawing Activities
- Walk n' Talks about finding jobs

Assessment Procedure

- Classroom Participation
- Classwork on working
- Essay
- Exit Ticket/Entrance Ticket/Do Now on jobs and the community
- Final exam
- Final exam review packet
- Kahoot
- Other named in lesson
- Peer Editing
- Performance
- Project
- Quiz
- Rubric
- Sentence Corrections
- Teacher Collected Data
- Test
- Worksheet on jobs and the community

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- Quiziz

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- Final exam review packet
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions

- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Realidades and ¡Avancemos! Textbook and Workbooks
- www.quizizz.com
- www.quizlet.com