

# Unit 02: El Trabajo

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

<b>Unit Title:</b>	El Trabajo
<b>Suggested Duration:</b>	<b>6 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>
<b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Reinforces some of the knowledge the students acquired in their Social Studies and Math classes.

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : 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.

- Use of interactive board (ActivBoard and ActivInspire / SmartBoard)
- Use of Chromebooks and iPads in the classroom

- Use of Google Classroom
- Use of Digital flashcards
- Use of Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- Internet sites

[www.laits.utexas.edu/spe/](http://www.laits.utexas.edu/spe/)

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

[www.teachertube.com](http://www.teachertube.com)

<http://www.celta.net/lessons/>

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

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

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

<http://www.bbc.com/mundo>

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

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

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

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

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

<https://www.wordreference.com>

## **Standard(s) Addressed**

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**The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.**

FL.IM.7.1.IM.IPERS

Interpersonal Mode of Communication

FL.IM.7.1.IM.IPRET

Interpretive Mode of Communication

FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Create a job ad in the target language.</li> <li>• Create a resume in the target language.</li> <li>• Fill out a job application in the target language.</li> <li>• Participate in a job interview in the target language.</li> <li>• Discuss whether they believe it is better to be employed in the US or abroad.</li> <li>• Discuss whether they believe knowing another language will help them get a good job and produce an opinion statement on their stance on the influence of being bilingual to obtain higher paying job.</li> <li>• Analyze graphics and tables from authentic current resources which illustrate the economic/job market trends throughout the Spanish speaking countries</li> </ul>	
<b><i>Mastery</i></b>	
<p><b>Big Ideas/Understanding</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually independent.</li> <li>• Learning languages provides connections to additional bodies of knowledge.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does my education and experience qualify me for specific careers?</li> <li>• How prepared am I to live on my own as an adult?</li> <li>• How does my attitude contribute to my success?</li> <li>• How does America's attitude toward employment differ from that of a Spanish-speaking country? (Live to Work vs. Work to</li> </ul>

• Learning languages allows students to realize there are multiple ways of viewing the world.

• Language students have the ability to participate in multilingual communities.

Live)

### **Acquisition**

#### *Students will know . . .*

• The following vocabulary:

la acción

el (la) adicto(a) al trabajo

la agencia de empleos

el (la) agente

el (la) agente de bienes raíces

el (la) agente de relaciones públicas

el (la) agente de seguros

ahorrar

el ascenso / la promoción

aumentar

el aumento (de sueldo)

el beneficio

beneficiar

el bono

el (la) cajero(a)

la calidad / la cantidad

las cualificaciones

la campaña publicitaria

el cheque

el cheque de caja

el contribuyente

#### *Students will be skilled at . . .*

• Creating a job ad in the target language.

• Creating a resume in the target language.

• Filling out a job application in the target language.

• Participating in a job interview in the target language.

• Discussing whether they believe it is better to be employed in the US or abroad.

• Discussing whether they believe knowing another language will help them get a good job and produce an opinion statement on their stance on the influence of being bilingual to obtain a higher paying job.

• Analyzing graphics and tables from authentic current resources which illustrate the economic/job market trends throughout the Spanish speaking countries.

la crisis económica / la crisis financiera

la oferta / la demanda

la mercadería / la mercadería

el pagaré

la pensión alimenticia

el plan de retiro / de jubilación

el reembolso completo

la regalía

el saldo

el seguro de salud

el sindicato

el (la) socio(a)

la sucursal

el sueldo / el salario / el jornal

el sueldo mínimo

el talonario de cheques

la chequera

el cheque devuelto

el cheque en blanco

la cita

el (la) contribuyente

la cuenta

la cuenta conjunta

la cuenta corriente

la cuenta de ahorros

el (la) dependiente (a)

el desempleo

la deuda

el día hábil

el entrenamiento en el trabajo

la financiación/ el financiamiento a  
largo/corto plazo

el gasto / gastar

la herencia / heredar

la herramienta

el impuesto

el impuesto a la propiedad

desempeñar

despedir (e – i)

el despido

emplear

el empleo

enterarse (de)

heredar

incluir

invertir (e - ie)

la inversión

la jornada laboral

jubilarse

retirarse

malgastar

las rebajas / rebajar

renunciar

requerir

sobrar

las sobras

bilingüe

deducible

disponible

económico(a)

exigente

mensual

monolingüe

quincenal

semanal

tacaño(a)

útil

de habla hispana

declararse en huelga

girar un cheque

hacer propaganda

ir de tienda en tienda

el presupuesto

pagar en efectivo

pagar por adelantado

pedir (solicitar) un préstamo

ponerse de acuerdo

se solicita(n)

trabajar horas extra

trabajar por cuenta propia

actualmente

en la actualidad

<p>al portador</p> <p>cobrar un cheque</p> <p>con facilidad de pago</p> <ul style="list-style-type: none"> <li>• The following grammar Points; <ul style="list-style-type: none"> <li>○ Por vs. Para</li> <li>○ Preterite vs. Imperfect</li> </ul> </li> </ul>	
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## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>(Integrated Performance Assessment)</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Project – “A Trabajar” (Interpretive and Presentational Mode) Students will work in pairs to create and present the following: <ul style="list-style-type: none"> <li>○ A job ad in Spanish</li> <li>○ A resumé in Spanish</li> <li>○ A dialogue depicting a job interview where one student will play the part of the interviewer and the other the part of the interviewee.</li> </ul> </li> <li>• Interview – “La Entrevista de Trabajo” (Interpersonal Mode) Students will be participating in a job interview. The interview will be with the Spanish teacher who will be acting as a future employer. Students will be given a job description and list of topics they could be asked about during the interview.</li> </ul>	<p>Practices:</p> <ul style="list-style-type: none"> <li>• Checking for Understanding (Interpersonal Mode)</li> <li>• Reading Comprehension Activities (Interpretive Mode)</li> <li>• Listening Activities (Interpretive Mode)</li> <li>• Writing Activities (Presentational Mode)</li> <li>• Picture Prompt Activities (Presentational Mode)</li> <li>• Students’ conversations / Communicative Activities such as role play (Interpersonal Mode)</li> <li>• Internet Activities (Interpretive and Presentational Mode)</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Journals (Presentational Mode)</li> <li>• Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)</li> </ul>
Modifications	

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

##### Week 1: Introduction of new vocabulary

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Using Google Slides, PowerPoint, Prezi and other educational digital platform to create presentations of unit vocabulary and games (Jeopardy, Hollywood Squares, etc)
- Using electronic flashcards of unit vocabulary words (Quizlet)
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

**Week 2:** Discuss whether they believe knowing another language will help them get a good job and produce an opinion statement on their stance on the influence of being bilingual to obtain a higher paying job.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
  - “Es una ventaja ser Bilingüe”
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
  - “¿Que puesto solicitan en la agencia de Empleos?”
  - “El Trabajo de mis Padres – Parte 1”
  - “El Trabajo de mis Padres – Parte 2”
- Using teacher created activities for unit vocabulary practice.

- Using individual whiteboards to practice unit vocabulary.
- Answer direct response questions using previously acquired vocabulary and grammar.

### **Week 3: Project – “A Trabajar”**

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Research a job field to create an ad, a resume, a cover letter and a dialog depicting an interview.
- Create a skit to present their dialog and use their ad, resume and cover letter as props for the presentation.
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.

### **Week 4: Presentation of project – “A Trabajar”**

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Watch and evaluate each other’s presentations of their project “A Trabajar”
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Class discussion.

### **Week 5: Preparing to participate in a Job interview.**

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos) to research and answer possible questions for a job interview.

Examples:

- o Why Are You Looking for a Job?
- o How Has School Prepared You For Working at Our Company?
- o What Has Been Your Most Rewarding Accomplishment?
- o What Are Your Salary Expectations?

**Week 6:** Participate in a Job interview.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Answer job interview questions like
  - Why Are You Looking for a Job?
  - How Has School Prepared You For Working at Our Company?
  - What Has Been Your Most Rewarding Accomplishment
  - What Are Your Salary Expectations?

<b>Modifications</b>
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<b>How are the activities modified/differentiated? (i.e.: abridged text)</b>
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### **Specific Resources for Unit**

<b>Specific Resources for Unit</b>
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<b>Attached Affirmative Action Compliance Checklist</b>
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- Google Classroom
- Digital flashcards
- Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- ActivBoard and ActivInspire / SmartBoard
- Spanish English Dictionary.
- 501 Spanish verbs
- Maps, charts and other graphics
- Teacher created materials
- CDs and DVDs
- Current articles from online Spanish-speaking newspapers
- Chromebooks and iPads
- Internet sites

[www.laits.utexas.edu/spe/](http://www.laits.utexas.edu/spe/)

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

[www.teachertube.com](http://www.teachertube.com)

<http://www.celta.net/lessons/>

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

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

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

<http://www.bbc.com/mundo>

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

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

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

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

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

<https://www.wordreference.com>

## **Diversity, Equity, & Inclusion**

### **Diversity, Equity & Inclusion**

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.

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
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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	