

# 09\_Las profesiones / Professions

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

This course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- there are similarities and differences various professions in Latin America and North America.

- learning another language can make you marketable in many careers
- the correct use of grammar and vocabulary is important to facilitate communication.
- geography influences the types of jobs available in many Latin American countries.

#### Essential Questions:

- What types of professions or careers are popular in Latin and North America?
- Why are gastronomy and tourism/ hospitality popular career paths in Latin America?
- How does knowing another language open the door for many career opportunities?
- Why is the subjunctive used in some instances to describe indefinite people and things?

#### Enduring Understandings:

- Being bilingual makes one more marketable in many career paths.
- The types of careers, professions and trades most popular in Latin America are based on location, need and tradition.
- The subjunctive is a mood and not a tense.
- One of the purposes of the subjunctive is to question the existence of certain people and things.

#### Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

#### Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

### CONTENT AREA STANDARDS

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FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.

FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- vocabulary terms for professions and occupations are essential for career opportunities.
- the subjunctive is used to describe indefinite people or things

- there are appropriate phrases that express probability of an action that trigger the subjunctive mood.

## **Procedural Knowledge**

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Students will be able to:

- infer the meaning of unfamiliar vocabulary for various professions and trades in conversational dialogue
- exchange preferences in response to questions about future career choices.
- use language creatively in writing to express the external factors the influence the choice in careers and professions.
- initiate and maintain a conversation in a mock job interview
- use knowledge of structures of the target language to recognize and correctly form and use the subjunctive in Spanish to describe indefinite people and things.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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EduLastic Assessments

## **Alternate Assessments**

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- Cultural Comparison presentations
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics

- Teacher/Student Conferences

## **Formative Assessments**

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Do now's/Exit tickets

Homework

Paired activities - Identify when a sentence uses the indicative or subjunctive when referring to people or things

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

Speaking activities- conversation with classmates about what they look for in their ideal job.

Kahoot for vocabulary review

## **Summative Assessments**

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Writing- Prompt responses - cultural comparison - what external factors influence career decisions?

Speaking - oral assessment - job interviews

Vocabulary and grammar mini quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Buen viaje -Glencoe Spanish 2

Buen viaje-Glencoe-Practice workbook and audio/visual components

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard

Graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.