

# WAUCONDA SCHOOL DISTRICT 118

## UNIT PLANNING ORGANIZER

**Subject: World Languages**

**Grade Level or Course: Español III**

**Unit: Lección 4 - El mundo del trabajo**

**Pacing: 28 days**

### STAGE 1 – DESIRED RESULTS

**Essential Questions:**

1. How do people talk about work and careers?
2. How do people talk about getting a job and other future plans?
3. What are job conditions like in the Spanish-speaking world?

**Big Ideas:**

- Talk about your future plans
- Talk about and discuss work
- Interview for a job
- Express agreement and disagreement

**CCSS (Priority Standards):**

- Communication: 1.1, 1.2, 1.3
- Cultures: 2.1, 2.2
- Connections: 3.1, 3.2
- Comparisons: 4.1, 4.2
- Communities:

### STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none"><li>• Terms for professions and occupations</li><li>• Work-related vocabulary</li><li>• Work benefits in the Spanish-speaking world</li></ul>	<ul style="list-style-type: none"><li>• I can understand expressions related to professions, occupations and job interviews.</li><li>• I can exchange questions and</li></ul>	<ul style="list-style-type: none"><li>• Technology Literacy</li><li>• Flexibility &amp; Adaptability</li><li>• Global Awareness</li><li>• Productivity &amp; Accountability</li></ul>

<ul style="list-style-type: none"> <li>● <b>Cesar Chavez</b></li> <li>● Future tense</li> <li>● Irregular future tense verbs</li> <li>● Future perfect tense</li> <li>● Past subjunctive</li> <li>● Recognizing similes and metaphors</li> <li>● Using note cards in in preparation for writing</li> <li>● Writing a composition on personal and professional goals</li> <li>● Using background knowledge when listening</li> <li>● Listening for specific information</li> <li>● The short film <i>Sinceridad</i></li> <li>● A video about different work environments in Ecuador</li> <li>● Cultural geographic information about Nicaragua</li> <li>● Cultural and geographic information about the Dominican Republic</li> </ul>	<p>answers with a partner about a job interview.</p> <ul style="list-style-type: none"> <li>● I can create a simple CV or resume.</li> <li>● I can understand the comments and actions of the characters in a video about future plans and careers.</li> <li>● I can talk about my future with a partner.</li> <li>● I can describe what my life will look like a few years from now.</li> <li>● I can use culturally appropriate language to discuss my career goals with a Spanish-speaking friend.</li> <li>● I can understand details in an informational text about job benefits offered in different countries.</li> <li>● I can understand information in a short informational text about César Chávez’ contributions to workers’ rights.</li> <li>● I can list some expectations I have about my future employment/job.</li> <li>● In my own and other cultures, I can compare job benefits such as retirement, paid vacation and maternity leave.</li> <li>● In my own and other cultures, I can identify and compare how local industries influence a culture.</li> <li>● I can follow a conversation between friends about future events related to their jobs and vacation in a short audio recording.</li> <li>● I can understand past commands expressed by someone in an audio recording.</li> <li>● I can have an exchange with a</li> </ul>	<ul style="list-style-type: none"> <li>● Social &amp; Cross Cultural Skills</li> <li>● Collaboration</li> </ul>
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	<p>partner about activities we will do in a future trip.</p> <ul style="list-style-type: none"> <li>• I can express emotions about my partner's comments about his/her recent trip.</li> <li>• I can have a simple conversation with a partner about what I wanted to do in a past situation.</li> <li>• I can predict what a public figure will do in the future.</li> <li>• I can express my thoughts about what will have happened in my life and other people's lives in the years ahead.</li> <li>• I can describe what other people expected of me in the past and what I expected of them.</li> </ul>	
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**Common Formative/Summative Assessments:**

- Lesson Pretest
- Vocabulary & Grammar Quizzes
- Lesson Test
- Semester 2 Final Exam

**Interim Assessments (Informal Progress Monitoring checks):**

- Daily homework assignments
- Listening activities
- Writing activities
- Speaking activities
- Reading activities
- Cultural activities

**Modified Common Assessments:**

- Vocabulary & Grammar Quizzes
- Lesson Test
- Semester 2 Final Exam

**Modified Interim Assessments:**

- Daily homework assignments
- Listening activities
- Writing activities
- Speaking activities

- Reading activities
- Cultural activities

## STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

### Suggested Resources/Materials/Informational Texts

- Senderos 3 Textbook
- Senderos 3 Workbook
- Senderos 3 Resource Book
- Senderos 3 Video Series
- [www.vhlcentral.com](http://www.vhlcentral.com)

### Suggested Research-based Effective Instructional Strategies

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications	Interdisciplinary Connection
<p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• el/la abogado/a</li> <li>• el actor, la actriz</li> <li>• el anuncio</li> <li>• el/la arqueólogo/a</li> <li>• el/la arquitecto/a</li> <li>• el ascenso</li> <li>• el/la aspirante</li> <li>• el aumento de sueldo</li> <li>• los beneficios</li> <li>• el/la bombero/a</li> <li>• el/la carpintero/a</li> <li>• la carrera</li> <li>• el/la científico/a</li> <li>• el/la cocinero/a</li> <li>• comercial</li> <li>• la compañía, la empresa</li> <li>• e/la consejero/a</li> <li>• el/la contador(a)</li> <li>• contratar</li> <li>• el/la corredor(a) de bolsa</li> <li>• el currículo</li> <li>• dejar</li> <li>• dentro de (diez años)</li> <li>• despedir (e:i)</li> </ul>	<ul style="list-style-type: none"> <li>• Adelante</li> <li>• Flash cultura</li> <li>• En pantalla</li> <li>• Panorama: <i>Nicaragua &amp; Dominican Republic</i></li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Art</li> <li>• Social Studies</li> <li>• Math</li> <li>• Geography</li> <li>• Science</li> </ul>

<ul style="list-style-type: none"> <li>• el/la diseñador(a)</li> <li>• el/la electricista</li> <li>• el empleo</li> <li>• la entrevista</li> <li>• el/la entrevistador(a)</li> <li>• entrevistar</li> <li>• ganar</li> <li>• el/la gerente</li> <li>• el hombre/la mujer de negocios</li> <li>• invertir (e:ie)</li> <li>• el/la jefe/a</li> <li>• el/la maestro/a</li> <li>• los negocios</li> <li>• obtener</li> <li>• la ocupación</li> <li>• el oficio</li> <li>• el/la peluquero/a</li> <li>• el/la pintor(a)</li> <li>• el/la político/a</li> <li>• la profesión</li> <li>• próximo/a</li> <li>• el/la psicólogo</li> <li>• el puesto</li> <li>• renunciar (a)</li> <li>• el/la reportero/a</li> <li>• la reunión</li> <li>• el salario, el sueldo</li> <li>• el/la secretario/a</li> <li>• solicitar</li> <li>• la solicitud (de trabajo)</li> <li>• e/la técnico/a</li> <li>• el teletrabajo</li> <li>• tener éxito</li> <li>• el trabajo</li> <li>• la videoconferencia</li> </ul>		
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