



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Washington Township School District

Course Title:	Spanish 5 for Career Readiness					
Grade Level(s):	12					
Duration:	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The World Language Department is seeking to create global citizens through various pathways in its programming. This course is designed for the senior student who does not want AP, dual credit nor weighted average credit, but does want to continue speaking Spanish in authentic scenarios related to future careers. The course is also designed for heritage language learners who have the criteria for reading/writing the language. Students will learn academic vocabulary and communication scenarios in the following field: Medical, Social Services, Hospitality, Travel, Law Enforcement, Business/finance, Communication/Media, Landscape Architecture, Home Improvement, Non-Profit Agencies, Science/Environment.</p>					
Grading Procedures:	<p>The goal of this Spanish course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from Intermediate low to the Intermediate high level in speaking, reading, writing and listening in the target language. The students will also continuously compare and contrast the culture of the target language countries to their own in order to enhance productivity and communication within an organization. Proficiency will be assessed through integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.</p>					
Primary Resources:	<p>The textbook used for this course is <u>the Cengage Learning Series which includes Spanish for Law Enforcement, Spanish for Medical Personnel, Spanish for Social Services, Spanish for Business and Finance, and Spanish for Teachers.</u> <u>Authentic resources from companies/organizations will be used to simulate scenarios in the workforce.</u></p>					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: July 2019

Revised: _____

BOE Approval: _____

NJ World Language Mission: 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.

NJ World Language Vision: 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.
- 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.

Washington Township Goal: All Seniors will take the Seal of Biliteracy.

The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the intermediate-low level to the intermediate-mid level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.

Grading on report cards is as follows:

50% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)

35% Secondary Assessments (Quizzes, Class Participation, Formative Assessments, Minor Projects)

15% Support Assessments (Classwork, Homework)

	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Interpersonal Communication	<p>I can request, express and react with some details to preferences, feelings, or opinions on information in spontaneous conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions</p> <p>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</p>	<p>I can exchange information in spontaneous conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.</p>	<p>I can exchange information in spontaneous conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> <p>I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>
Presentational Speaking	<p>I can present information on most familiar topics using a series of simple sentences</p>	<p>I can present information on concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p> <p>I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.</p>
Presentational Writing	<p>I can write briefly about most familiar topics and present information using a series of simple sentences</p>	<p>I am able to meet a number of practical writing needs. I can write short, simple compositions, communications and requests for information in loosely connected texts about personal preferences, daily routines, common events, personal experiences or researched topics. I can support my viewpoints.</p>	<p>I can write stories about school, community events and personal experiences, using a few short paragraphs, often across various time frames. This includes comparisons, a series of steps, writing a description, writing a series of simple predictions about consequences of a particular action or practice and writing a hypothesis about what will happen in a situation or experiment and provide supporting information.</p>
Interpretive Listening	<p>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of</p>	<p>I can understand simple, sentence length speech in a variety of basic personal and social contexts</p>	<p>I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions.</p>

	simple conversations that I overhear	I can identify the main idea and key information in short straightforward conversations.	
Interpretive Reading	I can understand the main idea of short and simple texts when the topic is familiar. I can identify the topic and related information from simple sentences in short informational and short fictional texts.	I can understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge. I can identify the beginning, middle, end, the main conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts. This includes understanding the plot, the sequence of events, the characters, the main emotion and some inferences.
Intercultural Communication	In my own and other cultures, I can compare products related to everyday life and personal interests or studies I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Unit 1 Title: Spanish for Business and Finance (Human Resources, Hospitality, Travel, and Retail)

Unit Description:

With increasing numbers of companies working with the global community, it is imperative to hire employees who are Spanish-speaking, it's more crucial than ever for business & finance professionals to learn Spanish. What's more, adding Spanish skills to your résumé can broaden your career horizons. This unit focuses on skills needed to communicate in the global workforce. Guest speakers in the community will be invited to talk to students and provide insights into how Spanish is used in their workplace.

Unit Duration: One marking period

Desired Results

Standard(s):

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

Understandings:

Students will understand that...

- Use of Spanish is critical in gaining and helping customers which can lead to increased productivity, sales and community relations
- Public images can be enhanced through community involvement
- Spanish-speaking citizens are the largest minority group in the U.S.
- Positioning brands to the Spanish market can lead to increased loyalty and sales
- Understanding cultures within an organization enhance relationships, team building and improved work environments.

Essential Questions:

- How can I enhance the corporate image through the use of the target language?
- In what ways does culture play a role in interrelationships within a corporate culture?
- How am I able to adjust quickly to new environments while meeting the needs of my customers, employees or employer?

Assessment Evidence

Performance Tasks:

- Role play of customer service concerns
- Role play of an interview process
- Creating a marketing plan in the target language
- Understanding and communicating company goals
- Understanding the budget process
- Creating a website for a company
- Assisting with the application process
- Assist with employee concerns
- Create a presentation to explain benefits
- Explaining payroll deductions to employees
- Create and present an employee orientation program

Other Evidence:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, form completion, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses

Benchmarks:

Learning Plan

Learning Activities:

Interpretive

- Learn necessary academic vocabulary to perform job specific tasks
- Read and complete an application
- Watch a video regarding interviews
- Read and understand classified ads
- Read, interpret and explain a paystub
- Understand and apply academic vocabulary related to a benefit package
- Research career opportunities in the fields of hospitality, retail, business,
- Read and understand an employee handbook
- Explain travel documents, tickets, boarding passes, visas & passport application process
- Book travel for Spanish speakers after listening to their travel wishes
- Be able to interpret and explain a menu, dishes & prices
- Develop interview questions for a La Guardia/JFK/Newark/PHL employee

Presentational

- Create a classified ad that is in the target language and targets the Spanish demographic
- Create a commercial, business card, website, brochure that advertises the company/product
- Develop a checklist of what a new employee needs to know about their position
- Explain a paystub and deductions to a new Spanish employee or group of employees
- Create a new employee orientation presentation

Interpersonal

- Small group role play. One person is human resource manager and other group members have a common conflict which requires conflict resolution.
- Partners pick a retail store and role play retail shop assistant & customer by communicating what the customer is looking to purchase, size, color, design, pricing.
- Be able to communicate food allergies to the chef.
- Students role play a housekeeping concern or request.
- Students will role play common concierge task. (Recommending and making reservations at events/restaurants; confirming flight reservations, arranging transportation, finding local services on behalf of customers, communicating to other services/employees within the hotel)
- Communicating with flight attendant in flight
- Communicating/role plays with security (TSA) scenarios
- Making parking lot and car rentals reservations, payment, discounts, logistics (shuttle, long term, short term)
- Students will visit an international office of a financial institution or representative office for a South American country and learn the tasks/careers opportunities involved.

Resources:

Jeffrey Samuels, Kevin Gaugler and Felix Kronenberg integrated a virtual experience involving a simulated non-profit organization that produced materials for local non-profit entities into a language course which they teach. The local community is now benefitting from the audio tour, the children's game at a local museum and a tour of murals, all produce in Spanish by language learners. (October/November 2018 Volume 13, issue 4 www.actlf.org Language Educator Magazine.

- M. Sibilia works at LaGuardia – ask him to be a guest speaker or create a field trip to learn about career areas.
- [NJ World Language Standards](#)
- [NJ World Language Progression Chart](#)
- [Annotated Glossary With Resources](#)
- [The Five C's](#)
- [Ohio Model Curriculum](#)
- [American Association of Teachers of Spanish and Portuguese](#)
- [Real Academia Española](#)
- World Culture Encyclopedia
- [Audiria](#) – Free Audio Texts
- [AulaDiez](#) – Online Grammar And Vocabulary Exercises
- [Bowdoin College](#) – Online Spanish Grammar Explanations
- <http://www.businessspanish.com/>
- [CAPL](#) – Culturally Authentic Images
- [CIA](#) – Facts About Countries Around The World
- Chamber of Commerce <http://www.chambersnj.com/>
- [Class Tools](#)
- [Colby College](#) – Culture and Grammar Instruction
- Colorin Colorado website <http://www.colorincolorado.org/teaching-ells/common-core/common-core-videos-lesson-plans>

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

These unit Learning Goals & Scales are applicable for all 4 units in this curriculum.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. • Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. • Synthesize information from oral and written discourse dealing with a variety of topics. • Use digital tools to participate in short conversations using a variety of timeframes to exchange information. • Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. • Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. • Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. • Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. • Use language in a variety of settings to further personal and/or academic goals. but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) Ø Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) • Explain the structural elements and/or cultural perspectives • Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture. • Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global community
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). • Use language creatively in writing for a variety of purposes. • Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • Converse in a variety of tenses/time periods • Change tone/grammar to meet audience

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Gifted & Talented Requirements:</p> <ul style="list-style-type: none"> • Have students research, create and execute a career fair relevant to the needs of the population. • Have students develop a new employee orientation. • Have students work in groups to create videos about global retail, thus raising awareness of world economies.
Struggling Learners	<ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	<ul style="list-style-type: none"> • Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. <p>https://www.state.nj.us/education/aps/cccs/ELL.htm</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Integration of 21st Century Skills

Indicators: These indicators apply to all 4 units in this curriculum.

- In order to make consumers from a target language culture feel more welcome in the community, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and community interactions, and incorporate them into their daily workday routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit 2 Title: Spanish for Medical and Social Services Career

Unit Description:

With increasing numbers of Spanish-speaking patients entering the healthcare system every year, it's more crucial than ever for health professionals to learn medical Spanish. What's more, adding Spanish skills to your résumé can broaden your career horizons. This unit focuses on the survival Spanish medical and social service personnel really need to know in a medical and/or social service setting.

Unit Duration: One marking period

Desired Results

Standard(s) and indicators

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

Understandings:

Students will understand:

- How to bridge communication gaps in emergency situations
- Survival Spanish to assist in medical scenarios in offices, situations, EMT, hospital, clinic.
- Professional interactions in the Spanish-speaking world are generally more formal. Using informal expressions may be interpreted as a lack of respect instead of a sign of friendship
- In Spanish speaking countries women do not change their last names when she marries, but add their husbands preceded by *de*.
- Many Latinos are reticent about revealing personal information, it is important for social service

Essential Questions:

- How can we assist a greater number of patients and families and explain medical care/treatment/preventative measures?
- How can we bring more equity into healthcare services for minority populations within and outside our healthcare institutions?
- How can we enhance the image of healthcare providers?

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> - Role play of health care worker & patient concerns - Role play of an interview process for the health care field - Creating a questionnaire in the target language - Understanding and communicating patient needs, injuries & concerns - Understanding the triage process - Creating a pamphlet describing how-to's in personal health - Assisting with the application process - Assist with patient, doctor, nurse concerns - Create a presentation to explain hospital processes 	<p>Other Evidence:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading / Interpreting Realia • Written assessments (homework, quiz, test, e-mails, forms, scripts / written dialogues) • TPR response • Station / Center based work Reading /
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Benchmarks:

Learning Plan

Learning Activities:

Interpretive

- Learn necessary academic vocabulary for job specific tasks
- Learn to talk about body parts, diets & medical care & treatment
- Read, interpret & explain prescriptions & dosage quantities
- Read, interpret & explain HIPA forms
- Read, interpret & explain discharge papers after a hospital stay
- Fill out forms in the target language
- Application for an apartment or Section 8 housing
- Creating lists of things necessary to rent an apartment (turning on electricity, water, cable, internet etc)
- Helping someone apply for welfare; ask & understand questions related to family, divorce, alimony, child support

Presentational

- Create medical questionnaires
- Describe medical tests & exams
- Create questions for a routine physical exam
- Create pamphlets to educate Spanish speakers on health concerns
- Teacher acquires forms in Spanish and the students answer the questions and pose other questions

Interpersonal

- Role play by posing questions & then explaining pain, symptoms, medical history, insurance & patient's feelings
- Role play a doctor's office visit
- Asking appropriate questions to investigate injuries & ailments
- Role play making different doctor appointments
- Role play a routine physical examination as patient (child) and doctor (nutrition, eating habits, exercise, school behavior)
- Role play: Screening a person for financial aid
- Role play welfare case worker & client
- Role play at a social security office: applying for a work permit or social security card
- Role play a driving test: instructor & new driver
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Resources: See resources in Unit 1

Unit 3 Title: Spanish for Law Enforcement

Unit Description:

This unit is designed to serve those aspiring towards the legal/law enforcement professions who seek basic conversational skills in Spanish. It presents everyday situations that pre-professional and professionals may encounter when dealing with Spanish speakers in the U.S. at work settings such as police stations, courts, legal offices, prisons, and on the streets. Guest speakers will be invited, and field

Unit Duration: One marking period

Desired Results

Standard(s) and indicators:

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

Understandings:

Students will understand that...

- Local communities' benefit when all groups are represented.
- Trust and tolerance are built on communication skills that forge relationships with constituents and understanding their culture
- The justice system in Spanish-speaking countries

Essential Questions:

- How does a second language keep a community secure?
- How can Spanish learning influence the rights, privileges, security and social justice system in the U.S.?

Assessment Evidence

Performance Tasks:

- Solve a crime scene investigation
- Role play an arrest and standard operating procedures based on Miranda Rights
- Interview a couple applying for food stamps/housing/welfare/child care assistance
- Role play a discussion with parents regarding speech services for a child who has not met pediatric milestones and who will be receiving state services.

Other Evidence:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, forms, scripts / written dialogues)
- TPR response
- Station / Center based work Reading /

Benchmarks:

Learning Plan

Learning Activities:

Interpretive

- Learn academic vocabulary for job specific tasks
- Interpret the Miranda Rights
- Identifying places and geographical locations
- Recognizing family relationships
- Crime scene investigation – Receive information & based on findings decide what happened at the crime scene
- Read a pamphlet about recording suspicious activities and address the points met in the pamphlet

Presentational

- Create questions asked by a police officer in set situations
- Describe the way potential criminals are dressed, manners, their gestures, their physicality.
- Create & present a neighborhood watch program to a group of citizens
- As a new person to a new community, research the area, learn the crime rate, what are the crimes, what is being done about them. Share your findings with the class
- Investigating domestic abuse & reporting domestic violence – Create necessary questions for this investigation & a report form

Interpersonal

- Role play a police officer & a citizen in a minor traffic violation, accident and /or robbery
- Role play dispatch – caller telephone & dispatch officer for a fire, accident, potential crime
- Role play police working in the streets, requesting & giving directions, enforcing the use of a helmet, question a child walking alone
- Role play a potentially dangerous situation for law enforcement professionals such as gangs, arresting a thief or a person under the influence of drugs or alcohol
- Interview a classmate as if they may have committed a crime or were a witness to a crime

Resources: See Resources in Unit 1

Unit 4 Title: Manual Labor and Trade Career Opportunities

Unit Description:

This unit prepares students with academic vocabulary to be able to communicate with workers, businesses and Spanish-speaking clients in every-day situations related to the trades, home design/home improvement and services

Unit Duration: One marking period

Desired Results

Standard(s):

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

Understandings:

Students will understand that...

- The value of a diverse work force and their contributions to the community.
- Use of Spanish is critical in gaining and helping customers which can lead to increased productivity, sales and community relations
- Public images can be enhanced through community involvement

Essential Questions:

- How can I enhance the business image using the target language?
- In what ways does culture play a role in interrelationships within the trade and manual labor environment?

Assessment Evidence

Performance Tasks:

- Role play of construction company owner & his laborers
- Role play of an interview process for the manual labor & trade career opportunities
- Creating a questionnaire/job application in the target language
- Understanding and communicating employee & client's needs
- Understanding the culture of the town(s)
- Understanding the layout of the town for consumer services
- Creating a pamphlet describing safety on the job site
- Assisting with the application process
- Creating flyers or business cards to advertise services
- Communicating issues, concerns, needs with clients, business owners, business employees
- Create and present an employee orientation program for the manual labor & trade careers

Other Evidence:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, forms, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language, oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live / Quizziz
- Student Blogs
- Matching vocabulary with photos
- Cloze Statements - where students must insert appropriate vocabulary.
- Analyze an infographic and summarize
- Listening to authentic audio/video clips
- Watch & interpret authentic videos
- Grammar skills: Continuous practice of all previously learned grammar skills & verb conjugations: present, imperfect, preterit, subjunctive, future, conditional, present perfect, past perfect, present perfect subjunctive

Benchmarks:

Learning Plan

Learning Activities:

Interpretive

- Learn academic vocabulary for job specific tasks
- Read & interpret the CDL test & study manual
- Read & understand services provided by a cosmetologist
- Know your town, be able to give & receive directions & recommend points of interest as an Uber/taxi driver
- Know your town, delivery services: supermarkets, food, UPS

Presentational

- Create questions to be asked by an interviewer for jobs listed in this unit
- Be able to express & describe likes, wishes and wants as a consumer needing home improvement services
- Create a flyer to advertise Small Business Saturdays
- Create a public service announcement for an event (volunteer fundraiser, PTA, town festival etc) for various social media outlets/apps.

Interpersonal

- Interview several landscapers to make a selection based on skills, experience and pricing. Students must be able to relay needs (how many times they want lawn cut in month, planting/trimming, fertilize/lawn maintenance and any other luxury service they require such as a patio/deck, fire pit, tile, etc.)
- Make appointments as a receptionist at a salon, give pricing & take payments
- Interview small business owners and ask how they are addressing the needs of the Hispanic population
- Describe an auto problem to a mechanic
- Role play: Call PSE&G with an outage

Resources: See Resources in Unit 1

2.0	Students will be able to: •
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	
Struggling Learners	
English Language Learners	
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

	<ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Integration of 21st Century Skills

Indicators:

Unit Title:	
Unit Description:	
Unit Duration:	
Desired Results	
Standard(s):	
Indicators:	
Understandings: <i>Students will understand that...</i>	Essential Questions:
Assessment Evidence	
Performance Tasks:	Other Evidence:
Benchmarks:	
Learning Plan	

Learning Activities:

Resources:

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

4.0 Students will be able to:

-

3.0 Students will be able to:

-

2.0 Students will be able to:

-

1.0 With help, partial success at level 2.0 content and level 3.0 content:

0.0 Even with help, no success

Standard(s):

4.0 Students will be able to:

-

3.0 Students will be able to:

-

2.0 Students will be able to:

-

1.0 With help, partial success at level 2.0 content and level 3.0 content:

0.0 Even with help, no success

Standard(s):

4.0 Students will be able to:

-

3.0 Students will be able to:

-

2.0	Students will be able to: <ul style="list-style-type: none"> •
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	
Struggling Learners	
English Language Learners	
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

Indicators:

Integration of 21st Century Skills

Indicators:

Unit Title:	
Unit Description:	
Unit Duration:	
Desired Results	
Standard(s):	
Indicators:	
Understandings: <i>Students will understand that...</i>	Essential Questions:
Assessment Evidence	

Performance Tasks:	Other Evidence:
---------------------------	------------------------

Benchmarks:

Learning Plan

Learning Activities:

Resources:

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
4.0	Students will be able to: •
3.0	Students will be able to: •
2.0	Students will be able to: •
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
4.0	Students will be able to: •
3.0	Students will be able to: •
2.0	Students will be able to: •

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
4.0	Students will be able to: <ul style="list-style-type: none"> •
3.0	Students will be able to: <ul style="list-style-type: none"> •
2.0	Students will be able to: <ul style="list-style-type: none"> •
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	
Struggling Learners	
English Language Learners	
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Integration of 21st Century Skills

Indicators:

Unit Title:

Unit Description:

Unit Duration:

Desired Results

Standard(s):

Indicators:

Understandings:
Students will understand that...

Essential Questions:

Assessment Evidence

Performance Tasks:

Other Evidence:

Benchmarks:

Learning Plan

Learning Activities:

Resources:

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

4.0 **Students will be able to:**
 •

3.0 **Students will be able to:**
 •

2.0	Students will be able to: •
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
4.0	Students will be able to: •
3.0	Students will be able to: •
2.0	Students will be able to: •
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
4.0	Students will be able to: •
3.0	Students will be able to: •
2.0	Students will be able to: •
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	
Struggling Learners	
English Language Learners	
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).

Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Interdisciplinary Connections

Indicators:

Integration of 21st Century Skills

Indicators: