



UNIT 6

Course: World Language - Heritage Spanish	Grade Level: Level 2
Unit Title: Contemporary life- Education and professional careers	Length of Unit: ~ 6 weeks

Unit Summary: .Students will explore the different career options that are available after high school.

Stage 1- Desired Results

STANDARDS	Transfer	
<p>Interpretive: <i>Reading: (I-H1, I-H2, I-H3)</i> I can usually follow the main message or story as well as actions expressed in various time frames in straightforward and sometimes descriptive, texts, conversations, and discussions.</p> <p><i>Listening: (A-L1, A-L2, A-L3)</i> I can identify the underlying message or story and some supporting details across major time frames in informational and fictional texts, conversations, and discussions.</p>	<p><i>Students will be able to independently use their learning to... Create action plans that align with achieving their future goals.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Students will reflect on their strengths and weaknesses and how these can help them achieve their goals.</i> ● <i>The importance of setting specific and measurable goals</i> ● <i>Culture can influence someone’s career choice and community needs</i> ● <i>Social context determines appropriateness of language and attire.</i> 	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● <i>How should schools prepare students for the challenges and opportunities in the future?</i> ● <i>What are the social and cultural factors that may influence someone’s career/professional choices?</i>

<p>Interpersonal: <i>Writing:</i> (I-L1, I-L2, I-L3) I can create simple sentences and ask appropriate follow-up questions in conversations about familiar topics in order to request and provide information, meet my basic needs, as well as ask about, react to, and express preferences, feelings, or opinions.</p> <p><i>Speaking:</i> (I-H1, I-H2, I-H3) I can use connected sentences that may combine to form paragraphs and ask a variety of questions across various time frames to exchange information, meet my needs or address a complication, and explain or give advice about preferences, opinions, and emotions in a variety of contexts.</p> <p>Presentational: <i>Writing:</i> (I-M1, I-M2, I-M3) I can use sentences and series of connected sentences to tell a story, state and support my</p>		
	Acquisition	
	<p><i>Students will know...</i></p> <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Sequences ● Hypothetical situations ● Future Perfect ● Conditional <ul style="list-style-type: none"> ○ Tense ○ Clauses <p>Priority vocabulary:</p> <ul style="list-style-type: none"> ● Professions and careers ● Setting goals in life (specific and measurable goals) ● Talents, virtues, and skills. 	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> ● Understand the requirements and implications of a career ● Recognize key skills that will help them be successful in a certain career ● Identify the high-demand careers <p>Interpersonal</p> <ul style="list-style-type: none"> ● Participate in a mock interview. ● Brainstorm possible career options with a partner ● Write and respond to formal emails <p>Presentational</p> <ul style="list-style-type: none"> ● Describe a fictitious day in your career choice. ● Present your career and action plan to get there. ● Write an essay describing what your life will be like at 40 years old and how you achieved that life.

viewpoint, and present on a variety of familiar and some concrete topics I have researched.

Speaking: (I-M1, I-M2, I-M3)
I can use sentences and series of connected sentences to tell a story, state and support my viewpoint, and present on a variety of familiar and some concrete topics I have researched.

**Intercultural Communication:
(Intermediate)**

I can interact at a functional level in some familiar contexts.

Supporting SEL standard(s) embedded within this unit:

1b.i1 Identify possible career and volunteer opportunities based on your identified interests and strengths.

<p>1b.i4 Make a plan to improve your performance in a school subject or area of family responsibility.</p> <p>1b.i6 Differentiate among relationship factors that impact personal and career goals.</p>		
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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
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<p>Task Rubric</p> <p>Presentational Rubrics</p> <p>Interpersonal Rubrics</p> <p>Interpretive Rubrics</p>	<p>PERFORMANCE TASK(S):</p> <p>IPA Template</p>
	<p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT & REFLECTION</p>

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction