

## UNIT OVERVIEW: Earning a Living Unit 11

## World Language

## STAGE ONE: Identify Desired Results

Established Goals/Standards	Long-Term Transfer Goals	
	<p><i>At the end of the Earning a Living unit, students will use what they have learned to independently</i></p> <ul style="list-style-type: none"> <li>Communicate in the target language, in various situations, about themselves and others.</li> <li>Be tolerant and sensitive to cultures different than their own</li> </ul>	
	Meaning	
	<p><b>Enduring Understandings</b> <i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>Earning a Living is made up of training, opportunities, interests, skills, salary. Numbers up to 1,000 and common salary/hourly wage ranges.</li> <li>Language follows patterns that are often messy and unpredictable.</li> <li>Studying the Earning a Living of another culture offers insight into our own.</li> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs.</li> </ul>	<p><b>Essential Questions</b> <i>Students will consider such questions as...</i></p> <p>How can I use new vocabulary to communicate in the target language?</p> <p>How does the content of the World Languages classroom help me understand who I am in the world in which I live?</p> <p>How can I survive and thrive using the target language in and outside of the classroom?</p> <p>How will recognizing grammatical patterns help me with language acquisition?</p> <p>How do the practices and perspectives of other cultures compare to my own?</p> <p>How do our Earning a Living habits reflect ourselves and our culture?</p>
	Acquisition	
	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Students will learn vocabulary and useful phrases for Earning a Living.</li> <li>Students will acquire syntax strategies; <i>irregular verbs, negatives, interrogatives, commands.</i></li> <li>Students will learn about occupation norms and practices of other cultures i.e, siesta,</li> </ul>	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> <li>Students will apply occupation vocabulary in order to provide and obtain information related to:               <ul style="list-style-type: none"> <li>Applying and Interviewing for a job</li> <li>Using numbers up to 1,000 to express wages/salary.</li> </ul> </li> <li>Students will use knowledge of syntax to communicate both expressively and receptively.</li> <li>Students will gain an appreciation of another culture's customs and habits in Earning a Living.</li> </ul>

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
Criteria to assess understanding:  Teacher created rubrics based on NYS Assessments.	<p>Performance Task focused on Transfer:</p> <p>1. In this performance task, students will create and present an occupation project: <a href="http://www.bls.gov/k12/content/students/careers/career-exploration.htm">http://www.bls.gov/k12/content/students/careers/career-exploration.htm</a></p> <p><i>This performance task centers on ACTFL Standards</i></p> <p><i>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</i></p> <p><a href="#">Teacher Created Rubric</a></p>
	<p>Other Assessment Evidence:</p> <p>Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test</p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences			
	Learning Events:			Evidence of learning: (formative assessment)
Lessons 1-2: A, M	Lessons 1 and 2: Scholars identify and use Occupation vocabulary with imagery, audio and kinesthetic activities in context.			
Lesson 3-4: A, M	OCCUPATION/WORK/JOB	ARTIST	ACTOR/ACTRESS	Daily Informal Assessment (Ticket)
	GROW-UP	PHOTOGRAPHER	INTERPRETER	Out the Door, Principal
	DOCTOR	HAIR DRESSER	SINGER	Class Participation
Lesson 5-6 M,T	CHEF	DENTIST	PHARMACIST	Graphic Organizer: INTERVIEW
	COP	NURSE	V-E-T	Lessons 1-7 APPLICATION
Lesson 7 A, M, T	FIRE FIGHTER	MAIL-MAN	BOSS	Quizzes
	LIBRARIAN	SECRETARY	WAITER/WAITRESS	TECHNICIAN
	TEACHER	BABYSITTER	HANDY-MAN	Presentation (Lesson 5-6)
	Lessons 3 and 4: Scholars are using vocabulary in context and learning how to initiate conversations using conversation starters. (Speaking Tasks). Scholars are learning grammatical strategies to express opinions about the World of Work and Earning a Living. Scholars are practicing expressive/receptive/interactive activities.			COMPUTERS
	Lessons 5-6: Scholars create and present an Earning a Living Project. <a href="http://www.bls.gov">www.bls.gov</a> <a href="http://www.bls.gov/k12/content/students/careers/career-exploration.htm">http://www.bls.gov/k12/content/students/careers/career-exploration.htm</a> Bureau of Labor Statistics (Students)			SCIENTIST
	Lesson 7: Scholars will review Occupation material and then take a unit exam.			Unit Test Lesson 7
				HIRE

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