

Standards-Based Lesson Template

Submission Date	2019-08-08 03:04:28
Teacher:	Cristina Alvarez
Class:	Spanish I
Lesson/Unit Title:	Spanish And Your Future Career
Abstract/summary of lesson:	<p>Students will select a career that they may pursue in the future. They will research and write about how knowing Spanish will help them in their career, and they will need to state what other skills will be necessary for their career. Students will present their research to the class, and upon going up, they will be greeted by me and expected to respond accordingly, just as they would be if at a job interview.</p>
Students will know...	Students will know how to research a career on the internet, put together a Google Slideshow to present their findings to the class, and how to greet and introduce themselves in Spanish.
Students will be able...	Students will be able to greet and introduce themselves in Spanish, use the internet to gather information about a specific profession and how knowing Spanish will benefit them in that profession, and put together a Google Slideshow to present to the class.
Standards/Skills addressed	<p>Stage 1</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p>1.1 Students address discrete elements of daily life, including:</p> <p>a. Greetings and introductions</p> <p>2.1 Students address topics related to self and the immediate environment, including:</p> <p>k. Professions and the working world</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <p>k. Careers and future plans</p>
Performance tasks/projects:	Put together (and present) a Google Slideshow on the findings for the career of their choice, greeting and introduction in Spanish, and a summary in which each student discusses what they learned and how school can help prepare them for that career.
Test and quiz questions or essay prompts:	<p>Directions will ask for the following:</p> <ul style="list-style-type: none">-Information about their career of choice-How knowing Spanish will impact their career-How school is preparing them for their career-How school can better prepare them for their career

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

Students will have time to reflect on what they learned, with their group (4 students total).

Student self-assessments:

Students will answer a survey on Google Forms, as well as write a summary reflecting on their research, including if it was beneficial.

Objectives

Students will research a career, put their findings into a Google Slideshow that they will present to the class, and greet and introduce themselves.

Motivation:

I will ask for 3 volunteers (2 Spanish-speaking students and 1 non-Spanish speaker). I will have them role play a dietician (non-Spanish speaker) and a patient (Spanish speaker who pretends he or she does not know English). The dietician will be reviewing the patient's food log for the past week. The dietician will then call an interpreting service and the third student (Spanish-speaker) will pretend that he or she is an employee at an interpreting company. The dietician will communicate with the patient through the interpreter. When the role-playing is over, students will be asked a series of questions in which they will reflect upon what they saw. Students will discuss their answers with their partners, then I will randomly select students to share what they discussed with their partner, regarding the scene. I will then proceed to tell students that the scene they saw was something that I witnessed while completing my internship. A slide will then appear, in which students are given directions of the research and presentation that they will be completing.

Presentation:

Role-play scene, slide with directions for the research and presentation, a copy of the directions for each student, as well as a rubric for how they will be assessed.

Application/Activities:

- Students will discuss the role-play scene (intro) with their partner
- Students will practice greeting others and introducing themselves with their classmates by walking around the class
- Students will research and put together a Google Slideshow to present their findings to the class
- Students will reflect on their research with their partner

Materials needed:

- Descubre 1 textbook (Section 1.1)
- Chromebook for each student
- Sheet with directions and rubric for project

Assessment/Evaluation:

Students will put together a Slideshow to present their research to their classmates. They will have specific directions, which will include bullet points only, so that they are not reading directly from the slides, and describe what they found.

Greetings and introductions are essential in any language, so as students come up to present, I will expect them to know how to do that in Spanish.

Students will write a summary to tell me about what they learned, through completing the project, as well as think of ways that school can better prepare them for the future.

Closure/Reflection:

After students write their reflection about their research project, they will get a chance to share it with their partner, then I will call upon volunteers to share what they wrote. I will then summarize key points by asking my students questions and having them answer.