

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## **Spanish III Unit 6 Future Plans**

### **Essential Questions:**

### **What students should be able to do:**

#### **Elements**

- MLIII.IP1A Express needs and desires
- MLIII.IP1C Exchange opinions and preferences
- MLIII.IP1D Give detailed descriptions
- MLIII.IP1F Ask questions and provide responses based on suggested topics
- MLIII.IP2F Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges
  
- MLIII.INT1A Identify main ideas and supporting details when reading and listening
- MLIII.INT1B Understand culturally authentic materials and information
- MLIII.P2B Prepare and present original essays, poetry, skits or stories
- MLIII.CCC2B Compare and contrast social conventions

### **What students should know:**

- Vocabulary pertinent to careers, professions and the working world
- Describe events in the past tense.
- Express thoughts in future time.
- Express preferences
- Use the comparative and superlative forms of adjectives and adverbs.
- Recognize relative clauses.

## **Summative Performance Based Assessment 1**

**Elements:** MLIII.IP1C, MLIII.IP1D, MLIII.IP1F, MLIII.IP2F

### **What am I? (Interpersonal: Speaking)**

You and a friend are listening to a call-in game show on a Spanish-language radio station. Contestants call in to stump a panel of celebrities by having them guess what they do for a living after giving a description of their occupations. After listening to several callers' job descriptions, you decide to call into the radio station yourself to try your hand at stumping the panel. Pretending that you're ten years older than you actually are, think of a profession that you can describe as your own. You may take some notes on an index card before you call the station and try to fool the panel. (SPIII-8 PBA 1)

## Scoring Rubric

- 3 EXCEEDS EXPECTATIONS**  
Description contains at least five characteristics pertaining to the chosen profession  
Errors, if present, in grammar and pronunciation do not interfere with meaning
- 2 MEETS EXPECTATIONS**  
Description contains four characteristics pertaining to the chosen profession  
Errors, if present, in grammar and pronunciation rarely interfere with meaning
- 1 APPROACHES EXPECTATIONS**  
Description contains fewer than four characteristics pertaining to the chosen profession  
Errors, if present, in grammar and pronunciation interfere with meaning
- U Unsatisfactory**  
Responses are unintelligible

## Summative Performance Based Assessment 2

**Elements:** MLIII.INT1A, MLIII.INT1B, MLIII.CCC2B

### **Employment Agent (Interpretive: Reading)**

You work in an employment agency in Salamanca matching job seekers with prospective employers. Today you have six people looking for work, and you also have four job vacancies at two different firms. Carefully review the résumés to decide which of the six clients you can place today. List the similarities and differences in Spanish and American résumés.

Sources for Spanish résumés:

[http://www.iagora.com/iwork/resumes/cv\\_spain.html](http://www.iagora.com/iwork/resumes/cv_spain.html)

<http://salonespanol.blogspot.com/2007/07/human-resources-spanish.html>

<http://www.donquijote.org/jobs/cv/ejCV1.asp>

## Scoring Guide

Answers are either correct or incorrect.

4/4 = A

3/4 = B

2/4 = C

1/4 = D

0/4 = F

## Summative Performance Based Assessment 3

**Elements:** MLIII.P2B, MLIII.IP1D, MLIII.IP2F

### Résumé (Presentational: Writing)

Imagine the year is 2025, and consider the following questions: How old are you? Where do you live? Are you married? Do you have children? Did you study at a university? Which one? What do you do for a living? What kind of professional experiences have you had? Now imagine that you're looking for a new job with a Spanish firm in Madrid. What does a person looking for a job need more than anything else? A résumé! Write your résumé for the year 2025. Be sure to include the following elements: Personal information, education, work experience, other non-professional experiences. Use your imagination! The completed résumé should be one that could be used in real life! Consult the following websites for information on how to compose a résumé in German.

<http://www.capitalemocional.com/ABE/curriculumvitae.htm>

<http://www.cv-resume.org/curriculumvitae/>

## Scoring Rubric

### 3 EXCEEDS EXPECTATIONS

Résumé includes all personal information as well as at least three entries for each of the other categories (education, experience, non-professional experiences)  
Correct spelling, grammar and punctuation  
Resumé appears authentic

### 2 MEETS EXPECTATIONS

Résumé includes all personal information as well as two entries for each of the other categories (education, experience, non-professional experiences)  
Errors, should they be present, in spelling, grammar and punctuation rarely interfere with meaning  
Résumé appears authentic

**1 APPROACHES EXPECTATIONS**

Résumé is lacking some personal information and or fewer than two entries for each of the other categories (education, experience, non-professional experiences) are present.

Errors, should they be present, in spelling, grammar and punctuation interfere with meaning

Résumé approaches authenticity

**U Unsatisfactory**

Résumé is lacking one or more of the specified categories

Résumé is sloppy

## Summative Performance Based Assessment 4

**Elements:** MLIII.IP1A, MLIII.IP1C, MLIII.IP1D, MLIII.IP1F, MLIII.IP2F

### Career Counseling (Interpersonal: Speaking)

You visit a career counselor in Santiago, Chile to help you make a decision as to what kind of career you are going to pursue. Before sitting down to talk with you, the counselor asks you to fill out a quick survey regarding how you would rate specific job characteristics. After completing the form, discuss with the counselor the job characteristics that you find the most important, telling why you think these characteristics are positive or negative. Make an appointment with the counselor at a later time to hear his or her advice after he or she has had time to analyze your survey results and make a recommendation. Tell why you agree or disagree with the career recommendation the counselor makes. (SPIII-8 PBA 4)

### Scoring Rubric

**3 EXCEEDS EXPECTATIONS**

Discussion of job features contains at least five characteristics

Errors, if present, in grammar and pronunciation do not interfere with meaning

**2 MEETS EXPECTATIONS**

Discussion of job features contains all four characteristics

Errors, if present, in grammar and pronunciation rarely interfere with meaning

**1 APPROACHES EXPECTATIONS**

Discussion of job features contains three or fewer characteristics

Errors, if present, in grammar and pronunciation interfere with meaning

- U Unsatisfactory**  
Discussion of job features contains two or fewer characteristics  
Responses are unintelligible

## Interdisciplinary Instructional Tasks

### Interpersonal Communicative Tasks

1. **Human Resources Department (Social Studies)** You have taken a job as the assistant to the human resources director of a large multinational firm in Buenos Aires. He has given you the task of putting together information regarding several new employees for a new database he is organizing. While you have some of the information already on your computer, much of the data is missing. You need to report to the records clerk and ask about the following information for each of the ten employees:
  - Full name
  - Location of their office
  - Area of specialty (occupation)
  - Telephone number and e-mail address

Report your results to the personnel director.

**Teacher note:**

Repeat this exercise a second time with student pairs switching roles.

SPIII-8 PBA 4a

SPIII-8 PBA 4b

SPIII-8 PBA 4 key

2. **Admissions Counselor (Social Studies)** As a college admissions counselor, part of your job is to help incoming freshmen decide what to declare as their majors in preparation for their future careers. During a trip to Spain between semesters, the teenaged son/daughter of the family friends you're staying with decides to seize the opportunity to ask you for advice. He/She is thinking of studying in America and trying to find a job there. Ask him/her what job aspects he/she finds important and/or what he/she would like to avoid. Listen to their responses and determine what kind of occupation he/she should pursue. Advise accordingly.
3. **Job Prestige (Social Studies, Math)** As a journalist for Univisión in Miami, you are putting together a report about job prestige in the United States as seen through the eyes of secondary school students. From your own research through personal interviews with at least ten American high school students, determine how each of the following twelve professions ranks in regard to prestige. Plot your answers with a bar graph.

- Gerente
- Médico
- Tintorero
- Ingeniero
- Agricultor
- Técnico de Genética
- Peluquero
- Juez
- Abogado
- Cura
- Trabajador Social
- Maestro

SPIII-8 Act 3a

SPIII-8 Act 3b

SPIII-8 Act 3c

4. **A Business Letter for Two (Physical Education)** The boss has hand-written a letter of recommendation for a recent intern and has left instructions that it be typed by someone in the data entry department. He's decided to make a competition of it, rewarding the employee who gets the job done first with the fewest errors. The prize: Two free lift tickets to be used during the company's upcoming employee ski weekend. Several members of the department are more than eager to vie for the tickets, and you and your cubicle partner are no exceptions. There's only one problem. The boss has only one copy of the hand-written letter, and he has taped it to the wall on the side of the room opposite all of the computers. Your job is to go up to the posted letter, read as many words as you can, keep them in your head and run back and tell your partner at the typewriter on the other side of the room, who will type what you tell him or her. After you have made it through half of the letter, give your legs a break and switch places with your partner.

SPIII-8 Act 4 Letter

SPIII-8 Act Brief

5. **Who am I? (Social Studies, Physical Education)** The human resources department of a large international marketing research firm you have just joined is hosting a new employee picnic in San Juan, Puerto Rico, where the company is headquartered. On the schedule are a water balloon fight, tug of war and a three-legged race. In an effort to help the new employees get to know one another, the event organizers have planned a "mixer" to get things started. They have taped on your back a card with the name of an occupation other than your own. All of the other new employees have cards taped to their backs as well. Your job is to find out the occupation taped to your back by asking others simple yes-or-no questions. Once you have identified your occupation, find one other person with the same designation. That person will be your partner for the three-legged race. (SPIII-8 Act 5)

## Interpretive Communicative Tasks

6. **Who gets the respect? (Social Studies, Math, Language Arts)** After high school, you are planning on studying at the University of Salamanca, but you haven't decided what you want to study. Your mother wants you to become a doctor, your father wants you to be a lawyer, and you've always thought that teaching would be the best profession for you. In a small group, have a debate about the advantages and disadvantages of each profession
7. **A career as a lawyer (Social Studies, Language Arts)** For a career project in school, you decide to do some research about what it is like to be a lawyer in Germany. What characteristics does a good lawyer have? What type of work do they have to do? Click on this link:  
<http://www.monografias.com/trabajos34/alma-de-la-toga.shtml>

Make a list of ten characteristics of a successful lawyer.

## Presentational Communicative Tasks

8. **The Audition! (Language Arts)** Create a cinquain poem about a profession.  
Information on how to write a Cinquain Poem:
  - [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=51](http://www.readwritethink.org/lessons/lesson_view.asp?id=51)
9. **Poster Project (Art)** As a team member of the human resources department at your company in Lima, Perú, you are creating a display for the upcoming job fair at the University of Lima with the intent of attracting students to consider working for your firm in the same capacity you do. With your field of work in mind, make a poster that clearly illustrates the aspects of the job. Indicate the characteristics of a successful person working in this occupation.

### Teacher note:

Some suggested guidelines for the poster are shown in the box below.

- Complete this project on a half sheet of poster board.
- Indicate the characteristics of a successful person in this field using vocabulary from this unit. Vocabulary words must appear on the poster.
- Illustrate the characteristics of the job itself.
- You may use magazine cut-outs, clipart, crayons, markers, colored pencils and paint to create your poster.
- Be creative and thoughtful.