

LANGUAGE	COURSE/LEVEL	UNIT THEME	WEEK OF	DAY
Spanish	EntreCulturas 3	Unidad 5: El mundo laboral	04/08/2019	

ESSENTIAL QUESTIONS	UNIT GOAL(S)
¿Por qué y para qué trabajan los adolescentes?	Entender los beneficios y las motivaciones de por qué los adolescentes trabajan.

CAN-DO STATEMENTS	PERFORMANCE TASKS
Sé explicar los beneficios de trabajar siendo adolescente.	Interpret audio and visual information from a video to learn about the benefits of having a job as a teenager. Orally share information on the benefits of having a job as a teenager.

LANGUAGE (VOCABULARY/STRUCTURES)	INTERCULTURAL CONNECTIONS
Vocabulary related to discussing the benefits of working (Así se dice 3)	The benefits of working may be different for students from different cultural or socio-economic backgrounds.

LEARNING EXPERIENCES	MATERIALS
<p><b>Introductory Activity (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Have the song <i>Entrevista</i> by Francisca Valenzuela playing as students walk in and begin the warm-up.</li> <li>Students brainstorm benefits of having a job as a teenager.</li> <li>Have a class discussion on the benefits.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=XjAXTnyT-zY">https://www.youtube.com/watch?v=XjAXTnyT-zY</a></p> <p>Write out (on PPT slide or board): <i>¿Cuáles son los beneficios de tener un trabajo para un adolescente?</i></p>

## LEARNING EXPERIENCES (CONTINUED)

**Guided Practice (45 minutes)**

- Introduce the vocabulary in *Así se dice 3* by doing some Q&A with the words.
- Students revisit their list of benefits and add one or two from the vocabulary list.
- Students choose the benefit from their list that they think is the most important and then try to convince their partner that their benefit is more important than their partners' (*Paso 1a & 1b*).
- Each group will share the benefit that they decided was most important with the class. A classmate (or teacher) will keep a running list of the benefits on a piece of poster paper or on the board (*Paso 1c*).
- Show the students the video, *¡Los beneficios!* (*Paso 2*) three times:
  1. Watch and listen for any of the benefits that were mentioned and on the class list.
  2. Watch and listen for the five benefits mentioned and write them down (*Paso 2b*).
  3. Watch and listen again to finish getting all five or to check your list.
- Students compare their list with a partner to make sure their lists are complete and correct (*Paso 2c*).
- Students read descriptions of benefits of working and then label each description on the PDF with the name of the benefit (*Paso 3a*) and then they add one more idea for each benefit (*Paso 3b*).
- When most students have completed the activity, go over the five benefits and students turn in.

## MATERIALS (CONTINUED)

Prepare questions using the vocabulary: *¿Te apetece más trabajar después de escuela o los fines de semana? ¿Quién en la clase es apto para trabajar en una tienda de ropa elegante? ¿En una tienda de deportes? etc.*

Large piece of poster paper and a marker

Video on Learning Site: *Actividad 3 Paso 2 ¡Los beneficios!* (pág. 233)

PDF on Learning Site: *Actividad 3 Paso 3: ¿Qué más?* (pág. 233)

LEARNING EXPERIENCES (CONTINUED)	MATERIALS (CONTINUED)
<p><b>Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Form concentric circles (inner/outer circles) in which students will talk with their partner for two minutes about one benefit of having a job as a teenager. Every two minutes they will switch partners and should try to talk about a different benefit (perhaps the one their partner just mentioned).</li> </ul> <p><b>Closure (5 minutes)</b></p> <ul style="list-style-type: none"> <li>To continue the conversation on benefits of working as a teenager and how it can impact their future, students will have an online chat about how having a job now can help them in the future. They will also need to comment on a classmate's post in the chat, as well.</li> </ul>	<p>Discussion Forum on the Learning Site: <i>Actividad 3 Paso 4: ¡Explica! (pág. 234)</i></p>

## SUPPORTS / CHALLENGES



STILL A GOAL	WITH HELP	INDEPENDENTLY
<ul style="list-style-type: none"> <li>Extension activities</li> <li>Additional vocabulary practice</li> <li>Bank of possible benefits (<i>Paso 3</i>)</li> <li>Use of notes</li> </ul>	<ul style="list-style-type: none"> <li>Bank of possible benefits (<i>Paso 3</i>)</li> <li>Use of notes</li> </ul>	<ul style="list-style-type: none"> <li>Bank of connectors (<i>además, cabe notar, de acuerdo con, en cambio, en cuanto a, por consiguiente, por un lado/ por el otro, que yo sepa, según, siempre y cuando + subjuntivo, sin embargo, tener en cuenta, etc.</i>) to work on communicating with complex sentences</li> </ul>