

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

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
<b>Introductory Activity (10 minutes)</b> <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 (Paso 3)</li> <li>Use of notes</li> </ul>	<ul style="list-style-type: none"> <li>Bank of possible benefits (Paso 3)</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>


# Un Mundo Laboral

## SPANISH Sample Lesson Plan



SAMPLE LESSON PLAN				
LANGUAGE	COURSE/LEVEL	UNIT THEME	WEEK OF	DAY
Spanish	EntreCulturas 3	Unidad 5: El mundo laboral		
ESSENTIAL QUESTIONS		UNIT GOALS		
¿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		
Se explican 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		
<b>Introductory Activity (10 minutes)</b> <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>		<a href="https://www.youtube.com/watch?v=XjAX7vTz">https://www.youtube.com/watch?v=XjAX7vTz</a> Write out (on PPT slide or board): ¿Cuáles son los beneficios de tener un trabajo para un adolescente?		

SAMPLE LESSON PLAN	
LEARNING EXPERIENCES (CONTINUED)	MATERIALS (CONTINUED)
<b>Guided Practice (45 minutes)</b> <ul style="list-style-type: none"> <li>Introduce the vocabulary in <i>Así se dice 3</i> by doing some Q&amp;A with the words.</li> <li>Students revisit their list of benefits and add one or two from the vocabulary list.</li> <li>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 partner's (Paso 1a &amp; 1b).</li> <li>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).</li> <li>Show the students the video, <i>Los beneficios!</i> (Paso 2) three times:               <ol style="list-style-type: none"> <li>Watch and listen for any of the benefits that were mentioned and on the class list.</li> <li>Watch and listen for the five benefits mentioned and write them down (Paso 2b).</li> <li>Watch and listen again to finish getting all five or to check your list.</li> </ol> </li> <li>Students compare their list with a partner to make sure their lists are complete and correct (Paso 2c).</li> <li>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).</li> <li>When most students have completed the activity, go over the five benefits and students turn in.</li> </ul>	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: <i>Actividad 3 Paso 2: Los beneficios!</i> (pág. 233)  PDF on Learning Site: <i>Actividad 3 Paso 3: ¿Qué más?</i> (pág. 233)


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# SAMPLE LESSON PLAN

## LEARNING EXPERIENCES (CONTINUED)

## MATERIALS (CONTINUED)

### Independent Practice (10 minutes)

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).

### Closure (5 minutes)

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.

Discussion Forum on the Learning Site: *Actividad 3 Paso 4: ¡Explícalo!* (pág. 234)

## SUPPORTS / CHALLENGES

### STILL A GOAL

### WITH HELP

### INDEPENDENTLY

Extension activities  
Additional vocabulary practice  
Bank of possible benefits (Paso 3)  
Use of notes

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- Use of notes

- Bank of connectors (*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.) to work on communicating with complex sentences

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Sample *EntreCulturas* 1,2,3 and the complete proficiency-based Spanish line at [bit.ly/entreculturaslesson](http://bit.ly/entreculturaslesson).