

Hiring the Best Person for the Job

(Sample Unit)*

Proficiency: Intermediate Low

Language: Spanish

Theme: Personal and Public Identities

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for language and proficiency level, and can include specific lessons and content that align with the local course or curriculum.**

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- G. **Connections:** *College and career readiness; 21st-Century Skills; Technology; Other connections.*

A.

STANDARDS: [K12](#) [612](#) [912](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from messages and texts using listening, reading and viewing strategies.**
 - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
 - d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
 - e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
2. **Identify how authentic sources convey viewpoints, and use authentic sources critically.**
 - d. Use information and viewpoints from authentic sources to inform or enhance a conversation, presentation or expression of creativity.
3. **Comprehend and interpret information in authentic messages and informational texts.**
 - b. Answer questions about authentic messages and informational texts.
 - c. Identify, sequence and classify people, places, things or events based on somewhat detailed descriptions.
 - e. Draw conclusions and make inferences based on ideas and details derived from authentic messages and informational texts.

Interpersonal:

3. **Express preferences, feelings, emotions and opinions about a wider range of familiar topics.**
 - b. Ask and answer questions about feelings, emotions and preferences.
 - c. Exchange, compare and support preferences and opinions about personal, academic, professional and contemporary or historical topics.

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Presentational:

- 1. Convey meaning using writing processes and presentation strategies.**
 - a. Plan texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
 - b. Produce final drafts / presentations while keeping audience, context and purpose in mind.
 - c. Produce initial drafts / presentations while keeping audience, context and purpose in mind.
- 2. Present information, concepts and viewpoints on a wider range of familiar topics from across disciplines.**
 - c. Describe people, places or things in greater detail to educate or entertain others.

Cultures:

- 1. Analyze and explain relationships among products, practices and perspectives, and compare them across cultures.**
 - a. Investigate, explain and demonstrate patterns of behavior.
- 2. Experience the target language and culture(s), and share information and personal reactions with others near and far.**
 - b. Experience and react to a wide variety of expressive products.
 - d. Use authentic digital and print media.

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B.

CONTENT ELABORATIONS

Unit Theme: Personal and Public Identities

Unit Topic(s): Personality Descriptions, Job Descriptions

Essential Question(s): Whom would I hire for a job, based on education and personal characteristics?

Communicative Context: Hiring the Best Person for the Job

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C.

UNIT SUMMATIVE ASSESSMENT

Integrated Performance Assessment (IPA)

IPA Theme: Hiring the best person for the job.

Authentic resources:

- <http://www.navarra.es/appsExt/riiopn/home/profesiones/itinerariosprofesionales/frmListlntrOcup.aspx>
Job descriptions
- <http://www.trabajos.com/ofertas/1194039992/administrativo-comercial/>
- <http://www.infojobs.net/>
Job postings

Interpretive task(s): *(Evaluate with an Interpretive performance or proficiency [rubric.](#))*

Students read several job advertisements and answer comprehension questions about the ads. Then they determine which educational and personal characteristics they possess that would help them get one of the jobs advertised.

Presentational/Interpersonal task: *(Evaluate each student with an Interpersonal performance or proficiency [rubric.](#))*

Students write a resume for this specific job. Students then role-play a job interview in groups of three or four people. The employer asks the student to describe his or her education, qualifications and personality for a panel of interviewers. The student asks the panel of judges at least one question about the position. The employer makes the decision to hire or not hire this candidate and explains why.

Interpersonal task: *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

Students work in pairs to choose a job advertisement from the Interpretive task and discuss with a partner who is better qualified to get the job and why.

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EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning targets for this unit:

Interpretive:

I can understand messages related to my basic needs.

- I can understand a description of a person and some of his or her job qualifications.

I can understand messages in which the writer tells or asks me about topics of personal interest.

I can identify some simple information needed on forms.

- I can understand a simple job application.
- I can understand parts of a job ad related to my interests.

Interpersonal:

I can ask and answer questions on factual information that is familiar to me.

I can use the language to meet my basic needs in familiar situations.

- I can ask and answer questions about my job preference, skills and suitability for employment.

Presentational:

I can express my preference on topics of interest to me.

- I can express my job preferences.
- I can describe myself and my qualifications for a job.
- I can describe job qualifications.

Intercultural:

I can handle short interactions with peers and colleagues in familiar situations at school, work or play.

- I can usually interact with others in a culturally appropriate manner regarding space, eye contact and body language.
- I can usually interact using culturally appropriate greetings and leave-takings, and appropriate level of formality

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast job qualifications from the target culture with those of my own culture.

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UNIT CONTENT and AUTHENTIC RESOURCES

Content

Language functions: interviewing, describing, persuading, expressing preferences

Structures: future and conditional tenses, adjective agreement

Vocabulary: personal and personality descriptions, job qualifications, careers

Authentic / Other Resources

(audio, video or text related to this unit)

<http://www.laits.utexas.edu/spe/beg09.html>

<http://www.laits.utexas.edu/spe/int12.html>

<http://www.laits.utexas.edu/spe/beg11.html>

<http://www.infojobs.net/>

<http://www.navarra.es/appsExt/riiopn/home/profesiones/itinerariosprofesionales/frmListIntrOcup.aspx>

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INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre Assessment of Prior Knowledge

Class discussion after completing a graphic organizer:

- What things would you expect to see in a job advertisement?
- What characteristics make people stand out for different jobs?
- Describe your educational and personality traits that would qualify you for a job.
- Where would you look for job advertisements?

[Instructional Strategies and Formative Assessments](#)

Interpretive Tasks and Strategies:

- Teacher finds three clips of people describing their personalities.
<http://www.laits.utexas.edu/spe/beg11.html>,
<http://www.laits.utexas.edu/spe/beg09.html>
<http://www.laits.utexas.edu/spe/int12.html>).
- Teacher locates three job ads in the target language (<http://www.infojobs.net/> or similar resource). Students determine who is best suited for each job, from a list of candidates or from among their classmates, based on the clips and the job descriptions.
- Students perform reading comprehension and listening comprehension activities.
- Students take discrete quizzes on vocabulary and recognizing unknown words through cognates and word associations.
- Students get the gist of readings; skimming and scanning; reading for comprehension.
- Students see authentic job advertisements, learn to preview; and create KWL charts.
- Students learn to use cognates, word association and background knowledge.
- Students listen to audio clips, take notes and identify main ideas.

Interpersonal Tasks and Strategies:

- Students interview each other about their personalities.
- Students learn how to cooperate with their partners.
<http://nclrc.org/sailing/chapter4.html>.
- Students check in/monitor understanding by their partners.
- Students use memorized utterances to indicate agreement, opinion etc.
- Students role-play conversations.
- Students conduct think-pair-share activities with different types of video/audio clips.

Presentational Tasks and Strategies:

- Students choose any job and then describe their ideal candidate to the class.
- Students answer questions in the target language from other students about their presentation.
- Students fill out job applications.
- Students learn substitution and paraphrasing skills to increase fluency and express themselves more clearly.
- Teacher models organizational and planning strategies when writing a resume.
- Students learn to monitor understanding by the audience.
- Students learn to use transition words as fillers and to help organize thoughts.

Diverse Learners:

- Formulaic responses (I like ... because ...; I don't like ... because ...)
- Stretching vocabulary (I like, I prefer, I find this unacceptable....)
- Variety of grouping strategies
- Choral responses for simple questions
- Fist of Five to show understanding of audio clips, etc.
- Inside-Outside Circles to practice speaking
- Graphic Organizers for pre-assessment and presentations
- Memorization of helpful vocabulary (e.g., I am qualified because ...)

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CONNECTIONS

Technology:

<http://www.glogster.com>

Students use Glogster to make their resume.

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