

## I'M A TEACHER AMBASSADOR



Find the lesson resource links [here](#).

<p>Title: <b>Bilingual Career Exploration - Integrated Performance Assessment for Intermediate Spanish</b></p>	
<p>You have been asked by a local community center to help at an upcoming career fair in the community. Your job is to showcase jobs in the community available for bilingual speakers of Spanish and English. Create a flyer in Spanish with details about a job opening for a local employer. You should be able to answer questions about the employer and job opening in Spanish as well.</p>	<p>Duration: This Integrated Performance Assessment (IPA) will take 1-2 weeks.</p>
<p>Grade Level(s): <b>High School</b></p>	<p>Subject/Course: <b>Spanish Levels 3-5</b>          This can be used as a supplemental project or unit assessment for Intermediate Spanish after a unit on careers and professions. The evaluation of specific grammar and vocabulary structures are intentionally left out of the instructions and rubrics, so that the lessons can be adapted to specific unit objectives.</p>
<p>Resources needed:          On-site people, facilities, tools, technology, materials, community connections</p>	<p><a href="#">Infograph 1: Careers in Spanish</a>  <a href="#">Infograph 2: Carreras bilingües (Nicaragua)</a>  <a href="#">Student Survey</a></p> <p><a href="#">Career Fields &amp; Guiding Questions</a>  <a href="#">Flyer &amp; Presentation Rubrics</a></p> <p><a href="#">Additional Resources</a>  <a href="#">Trending jobs in NYS</a></p>
<p>Learning Standards:</p>	<p><b>CDOS Standard 1: Career Development</b>          ✓ Students are identifying personal career interests and exploring the required preparation and skills.</p> <p><b>CDOS Standard 2: Integrated Learning</b>          ✓ Students apply academic knowledge (language learning) to real-world career contexts.</p> <p><b>CDOS Standard 3a: Universal Foundation Skills</b>          ✓ Students are developing communication and information management skills, especially in a world language context.</p> <p><b>WL Standard 1: Communication</b>  <b>Interpretive Mode</b>          ✓ Students engage with authentic sources. They read, listen, and interpret information about job requirements and how Spanish is used in specific careers. This supports the interpretive mode by requiring</p>

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	<p>comprehension of real-world materials.</p> <p><b>✓Interpersonal Mode</b> Students interact directly with Spanish speakers (e.g., via email, interviews, phone calls). It directly supports the interpersonal mode, which emphasizes two-way communication in real-world contexts.</p> <p><b>✓Presentational Mode</b> In this task, students prepare and deliver information to others by explaining the details and requirements of a bilingual position. This aligns with the presentational mode, which focuses on one-way communication designed for an audience.</p> <p><b>WL Standard 2: Cultures</b> <b>✓</b>By investigating how Spanish is used in various careers, students gain insight into the cultural expectations of different industries (e.g., formality in communication, workplace norms across Spanish speakers in the United States and Internationally), which develops <b>intercultural competence</b>. By communicating with native or heritage speakers in professional contexts, students experience authentic use of Spanish and observe cultural practices and perspectives in action (e.g., greetings, professional titles, expectations of politeness).</p>
<p><b>Big Idea &amp; Authentic Purpose:</b> Why does this matter to your students? How will this be helpful to your students?</p>	<p>Students in grades 10-12 begin exploring job interests. As they plan for post-secondary education or employment, they must prepare for the linguistic diversity they will encounter in careers of the future. This Integrated Performance Assessment hones in on and evaluates skills outlined in both NYS Standards for CDOS and World Language.</p>
<p><b>Type of Career Content</b></p> <ul style="list-style-type: none"> <li>● Career Development/Awareness</li> <li>● Integrated Learning</li> <li>● Universal Foundational Skills</li> <li>● Career Specific</li> </ul>	<p>Career Development/Awareness Career Specific Exploration Universal Foundational Skills</p>
<p><b>Relevancy:</b> How does it connect to students' lives?</p>	<p>This Integrated Performance Assessment helps students understand how the world language skills they have acquired in high school can be utilized in careers where bilingualism is a key qualification.</p>

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<p>Objective(s):</p> <ol style="list-style-type: none"> <li>1. Students will investigate the preparation needed and world language skills utilized in career fields of interest.</li> <li>2. Students make connections with an organization in a career of interest where Spanish is regularly spoken for communication.</li> <li>3. Students will present a job posting flier for a bilingual position in their region</li> </ol>	<p>Assessment(s):</p> <p>Formative: Infographic questions, Career interest survey, Email inquiry first draft</p> <p>Summative: Guiding question answers, job flier and presentation</p>
<p><b>Day 1 - 80 minutes</b></p> <ol style="list-style-type: none"> <li>1. Warm up: Students interpret two infographics on careers for bilingual Spanish/English workers. Several discussion questions are posed by the teacher focusing on trends and translations.  <u>Infographic 1</u>: ¿Cuáles son unas carreras para los bilingües?                      ¿En cuáles industrias se usa más el español?</li> <li><u>Infographic 2</u>: ¿Cuáles son los tres programas de estudio que ofrece esta escuela tecnológica?</li> <li>2. Students are presented with a short overview of careers that utilize Spanish and engage in class discussion. <a href="#">Career Fields &amp; Guiding Questions</a></li> <li>3. Students select their top two fields of interest. <a href="#">Student Survey</a> Class reviews survey results together.</li> <li>4. With teacher guidance, students take 5-10 minutes to separate into focus groups.</li> <li>5. Groups investigate the career field they have chosen using online resources to answer the Guiding Questions.</li> </ol>	
<p>Day 2 - 40 minutes</p> <ol style="list-style-type: none"> <li>1. Teacher checks progress of research/answers questions and provides guidance.</li> <li>2. <i>Optional: Student groups draft an email in Spanish to the contact organization for each group. The email will follow the example format &amp; ask at least FIVE trade specific questions in Spanish (different or in addition to any unanswered Guiding Questions). Student will CC teacher on the email. Teacher will informally review each email first to ensure it is comprehensible before sending. (20 points) <a href="#">Example email</a></i></li> <li>3. Students turn in Guiding Questions (20 points)</li> </ol>	
<p>Day 3 - 80 minutes</p> <ol style="list-style-type: none"> <li>1. Teacher returns Guiding Questions with feedback. Groups look for responses from the professionals they contacted in their emails.</li> <li>2. Students work in groups on their job fliers using Canva.</li> </ol>	
<p>Day 4 - 40 minutes</p> <ol style="list-style-type: none"> <li>1. Virtual Career Fair - Students present and ask and answer questions about each job posting. Each student is required to ask 2 questions during the presentations. (4 pts)</li> </ol>	
<p><b>Grade Composition</b></p> <p>Guiding questions 20 pts  <i>Email 20 pts</i>                      Flyer Presentation 28 pts                      Flyer 24 pts                      Peer questions 4 pts</p>	

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Peer collaboration 4 pts

Total \_\_\_\_\_ 100

*Extension: Site visits or Guest Speakers - Students are scheduled to visit job sites that align with their interests and/or receive visitors to speak to the class from the industries of interest. They may even be able to shadow a worker for a day.*

*Optional: If Spanish-speaking contacts are difficult to find in the community, the email step can be skipped.*