Connecting World Language Curriculum to Global Workplace Skills

A Handbook for K-12 Educators

Volume 1

A collection of intermediate lessons to enhance curriculum with content and activities that make language learning more relevant for students as they enter the 21st century global workforce

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Introduction
About this Handbook

This handbook provides a free resource for K-12 foreign language teachers interested in enhancing the curriculum with content and activities that make language learning more relevant for students as they enter the 21st century global workforce. The text has been designed as an informal and easy-to-read guide for busy educators seeking to better prepare their students for a variety of careers. This volume specifically addresses the integration of broad leadership skills and concepts that every student needs to be a global citizen and successfully navigate the complexities of the 21st century workplace. All lessons have been piloted and implemented in high school classes at the intermediate level. While the lessons target Spanish classes, they can be adapted for use with any language.
The handbook is composed of:

I.   Eighteen standards-based activities for the classroom.

II. Resources to learn more about what Languages for Specific Purposes (LSP) is and how to integrate it into the curriculum.

III. Information on professional development opportunities.

IV. Advocacy materials for language learning in general and for promoting the use of relevant content and activities in the language classroom that are aligned with workplace needs.

PREPARING STUDENTS AS GLOBAL LEADERS AND CITIZENS

Intercultural competence and language skills through interdisciplinary connections tied to real-world contexts are crucial in preparing students for the global workplace, whether they work here in the increasingly diverse U.S. community or abroad.

In our interconnected world, individuals must examine and solve problems taking in to account perspectives beyond their own views and local contexts and have a certain level of *global competence*. Hunter (2004) gives one definition of global competence as the need to have an open mind while actively trying to understand cultural norms and expectations of others, leveraging this gained knowledge to interact appropriately and communicating effectively outside one's environment. According to the Asia Society, globally competent students have the knowledge and skills to:

•   Investigate the World

•   Weigh Perspectives

•   Communicate Ideas

•   Apply disciplinary and interdisciplinary expertise

•   Take Action

While language is not explicit in these definitions of global competence, studying languages can enhance the ability to navigate diverse environments. McGregor (2012) cites a piece from a Harvard Business Review blog and states that *sensitivity to culture* or *cultural empathy* ranks first among all of the critical soft skills that make strong global leaders. The best way to do this is to learn other languages...

Introduction

A recent article in the Washington Post (Jackson-Hayes, 2015) maintains that soft skills and ability to interact with others on teams are necessary skills for in the workforce. Dr. Loretta Jackson-Hayes, a Chemistry professor, titles her article "We don't need more STEM majors, we need more STEM majors with a liberal arts training." A liberal arts background brings creativity and broad perspectives to science and the ability to better communicate their work to the general public.

Even in the corporate arena, Symonds (2013) affirms that a growing number of business schools are taking the view that some fluency in at least one other major language is essential for the next generation of corporate leaders, despite the fact that most of their international programs are now conducted in English.

Finally, Hans Fenstermacher (founder of the Globalization and Localization Association) is cited in Industry Market Trends (Sims, 2013), stating that businesses' supply chains and customers become increasingly global, language becomes more prominent. Multilingual individuals can interact more efficiently with all aspects of business to further company goals.

For the aforementioned reasons and more, foreign language curriculum must become more relevant to meet the needs of daily professional interactions in the workplace. As educators, we must explicitly help students see the value languages and intercultural competence across subject areas and grade levels and help them leverage those skills for future careers.

WHAT IS LSP AND WHY IS IT IMPORTANT AT THE K-12 LEVEL?

While some K-12 foreign language faculty regularly connect language to a real-world context and tasks, many may not know how to make interdisciplinary connections between the humanities and the professional schools such as business, health, law, and STEM. This handbook underscores the importance of connecting language and culture study to professional contexts and real world applications, starting at an early age.

Languages for Specific Purposes (LSP) strategies in language course design is one way to prepare students with advanced communication and cross-cultural skills while helping them see how they can apply these skills in their personal and professional lives. Dr. Mary Long (2010) explains LSP: "[Thus] Spanish [or any other language] for any 'professional use' is much more than a technical course and in fact requires both the critical thinking skills and cultural knowledge that are at the heart of traditional humanities education in language and literature. What has changed from the traditional approach to language and literature is not the teaching of literature, culture, critical thinking and textual analysis, but rather the sorts of texts and situations being analyzed (the categories have been expanded beyond literature); the way literature is read and increased sources of cultural information." (p. 37)

An emphasis on language study for the professions at the K-12 level holds the potential to increase articulation between post-secondary and secondary institutions and improve perceptions of foreign language learning as a valued life and workplace skill. As students enter higher education with more advanced levels of language, the more proficient they will be as they continue language study at the post-secondary level.

A further argument for K-12 LSP is that not all students will choose to pursue higher education, but they should have the chance to acquire some level or language proficiency for work upon high school graduation.

Section I
Classroom Activities

The lessons in this handbook are a starting point for teachers to integrate practical application and relevance of language skills into their teaching approach and existing courses. All lessons in this section align with ACTFL standards and are formatted using a backward planning design. The activities vary in length and can be adapted to any language. With a foundation of activities to work with, it is hoped that K-12 language teachers will have the opportunity to eventually begin designing a stand-alone LSP or leadership course at their school.

There are a total of 18 lessons in the handbook divided in to four categories: 1) Careers, 2) Leadership, 3) General Business Skills, and 4) Business Etiquette. Each lesson includes instructions for implementing the activities, pertinent resources, and handouts where applicable.

CAREERS

- Using and Creating Business Cards
- Independent Career Project
- Creating a Résumé
- Skype Interview with a Professional
- Successful People

LEADERSHIP

- 21 Indispensable Qualities of a Leader (John Maxwell)
- Intro to Don Quixote
- *The Apprentice*
- Leadership Styles in the Movie *Madagascar*

GENERAL BUSINESS SKILLS

- Currencies: An Introduction to Money
- Currencies: The Euro
- Currencies: Calculating Exchange Rates

BUSINESS ETIQUETTE

- Talking on the Phone
- *The Corporate Jungle*: Introduction
- *The Corporate Jungle*: Professional Text Messaging
- *The Corporate Jungle*: Class and Team Readings
- *The Corporate Jungle*: Etiquette Across Cultures

Using and Creating Business Cards

45 mins   45 mins   SP + all

Author: Cristin Bleess

Unit theme: Business Skills   **Grade Level**: High School   **Proficiency Level**: Intermediate-Mid

Real world professional context: Business

Enduring Understanding: Cultural values influence practices in business and social settings.

ESSENTIAL QUESTIONS

1. Why do I need to have and use a business card?
2. How do I present my business card and accept a business card properly?
3. What information should be included on a business card?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will know the importance of presenting oneself properly in a professional situation.

SKILLS - Students will be able to create their own business card and then be able to correctly present their card and accept others' cards.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *tarjeta de presentación* (business card), *tarjetero* (card case)

INTERCULTURAL KNOWLEDGE - How personal information is exchanged in professional situations in various countries.

MATERIALS/RESOURCES -

- Articles on tips for using business cards - http://www.cnnexpansion.com/mi-carrera/2009/07/23/7-tips-para-las-tarjetas-de-presentacion or http://www.amamex.org.mx/articulos/Los_10_Mejores-Tips_para_Entregar_Tarjetas_de_Presentacion.htm
- Video on using business cards - http://www.youtube.com/watch?v=uv-LyVWxnr4
- Website to make and print business cards - http://www.mitarjetapersonal.com/
- Website to design business cards - http://www.vistaprint.com/

STEPS FOR LEARNING ACTIVITY

1 | Hold up a business card and ask students if they know what it is and what it is used for. Then, ask students to brainstorm the information that one would find on that business card. Next, project a business card (in the target language) to the class and have them identify the parts that they had mentioned in the brainstorm and to figure out what parts they did not mention. During this step, it is good to point out the difference in how we write addresses and phone numbers in English and the target language.

Using and Creating Business Cards

2   Have students read a couple of articles and/or watch a video with tips on using business cards (see some sample articles and video in the Materials/Resources area of this lesson plan). After students read the articles and/or watch the video, have a group discussion about what are some of the most important tips they learned. Then, in groups of two have students create a skit in which they exchange business cards and implement some of the tips and purposefully do something incorrectly as well. As students watch the skits, have them jot down what was correct and incorrect in the exchange.

3   Show students various examples of business cards in the target language. Students will use those samples to help them create their own business card for the profession they wish to have in the future. Students can use a variety of ways to create a business card, but two online options are www.mitarjetapersonal.com and www.vistaprint.com (make sure to change the country/language so that students are working in the target language). Before students turn in their business cards have a social hour where they practice handing out their cards and do some meet and greet.

▶ COMMUNITY CONNECTIONS

Students could help local business owners create business cards in Spanish or help local Spanish-speakers create business cards for themselves.

▶ 21ST CENTURY SKILLS

Life and Career Skills: Social and Cross-Cultural Skills

Independent Career Project

Author: Cristin Bleess

90 mins *

90 mins   90 mins

SP + all

A note about time frame: a weekend goes between Day 2 and Day 3

Unit theme: Career Study   **Grade Level**: High School   **Proficiency Level**: Intermediate Low to Intermediate-Mid

Real world professional context: Business, medical, STEM, leadership, social services

Enduring Understanding: Education and career choices occur throughout life.

ESSENTIAL QUESTIONS

1. What do you want to do in the future and why?
2. How can a second language help you in your future career?
3. What specific target language (vocabulary and grammar) do you need to perform your dream job?

STANDARDS

1.1 Interpersonal communication   **2.1** Cultural practices and perspectives   **3.2** Acquiring new information

1.2 Interpretive communication   **2.2** Cultural products and perspectives   **4.1** Language comparisons

1.3 Presentational communication   **3.1** Connections to other disciplines   **4.2** Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will learn more about a specific career they are interested in pursuing in the future and the target language needed specific to that career.

SKILLS - Students will be able to speak with authority about what they want to do in the future and how they will achieve that goal.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *will vary based on students' career choices*

CONTEXTUALIZED GRAMMAR STRUCTURES - cuando + subjuntivo, if clause (si presente + future), future tense

MATERIALS/RESOURCES -

- YouTube video for "Cuando seas grande" - http://www.youtube.com/watch?v=ierUKzFRGFs
- Lyrics to "Cuando seas grande" - http://www.musica.com/letras.asp?letra=817116
- Professions vocabulary list (in Spanish) - http://www.spanish.cl/Vocabulary/Notes/Profesiones_Oficios.htm
- Professions pre-made worksheet by Neil Jones - http://mfljones.files.wordpress.com/2012/11/jobs-and-places-higher.pdf
- Resources for different (odd) types of jobs - www.veintemundos.com, http://nmsnoticiasinsolitas.blogspot.com/2012/02/los-trabajos-mas-raros-del-mundo.html, http://peru21.pe/vida21/dia-trabajo-diez-empleos-mas-extra-nos-mundo-2181244/1#foto-gal
- YouTube video for "Torero" by Korroskada - http://www.youtube.com/watch?v=h8gyFy0cMrI
- Infographics of top jobs for the future - http://cdn.larepublica.pe/sites/default/files/imagen/2012/06/18/infografia-s01.jpg, http://www.eluniverso.com/vida-estilo/2014/01/12/nota/2013906/10-carreras-futuro, http://www.agencia-derecolocacion.es/wp-content/uploads/2013/06/carrerasprofesionales.jpg
- N. Jones best and worst jobs worksheets from "Resources and ideas for language teaching" website - https://mfl-jones.files.wordpress.com/2012/11/reading-los-mejores-y-peores-trabajos-del-ac3b1o1.pdf

Independent Career Project

STEPS FOR LEARNING ACTIVITY

DAY 1 Introduce students to the song "Cuando seas grande" by Miguel Mateos. Play the video twice for them and as they listen, the students should write down words that they hear and recognize. After the first time, have students tell you words they heard and write them on the board. Do the same after the second listening. Have students brainstorm in small groups what the song may be about and then discuss with the whole class the meaning of the song. Hand out the lyrics and have students listen and sing to the song.

Have the kids talk about what they want to be when they grow up. Give them a few minutes to use their phones to look up words they may need to describe their future profession. Have students elaborate on why they want to go into that particular profession.

> ***At this point, if your students need more vocabulary on types of professions, you can work on that (see sample professions vocabulary list in resources or there are many available lists on the internet). A good way to practice vocabulary for professions is to give a definition of a job and have students match it with the profession. You could also describe where a person works and have the students match it with the profession. The website http://neiljones.org/ has a pre-made worksheet that would help here, too.

> ***Also, if your students need to work on advanced grammar, you can incorporate "cuando + subjunctivo" vs. "cuando + indicative" practice using vocabulary related to professions. For the "cuando" practice, you can give them sentences, and they have to decide if the missing verb should be subjunctive or indicative (ie. Cuando yo _____(tener) un empleo, quiero recibir mucho dinero.)

If time allows on Day 1, have the students think about jobs that they think are exciting, dangerous, boring, etc. You could show a clip of "Mike Rowe's Dirty Jobs" to get them thinking. For homework, students can read an article from Veinte Mundo's website (www.veintimundos.com) about different types of jobs. In the library, there are articles available about jobs such as curanderos, guardacelulares, cebras, and zancos. You can have all the students read the same article and discuss it as a class on Day 2. Or, you can do a jig-saw type activity by assigning different articles to different students and have them discuss their article with students who read a different one. Another option would be to have students look at the article and the slide show of the 10 most odd jobs and be ready to discuss for the following day.

DAY 2 You can start off by listening to the song from Day 1, "Cuando seas grande", or you can do a new song, "Torero" by Korroskada. This song is about a boy who wants to be a bullfighter, which is sort of a different job and would lead nicely into the discussion about the articles that were read for homework.

Next, transition to more traditional jobs and ask students about which jobs they think are most in demand. Ask students what jobs they think are going to be the most popular in the U.S.. N. Jones, on his website "Resources and ideas for language teachers" has a worksheet that flows nicely at this point in the lesson (See resources). Then, show on the projector (or give photocopies) of the infographics about the top jobs in some other countries (See links in resources). This can lead to a nice compare and contrast activity and/or discussion.

Finally, students are ready to delve into their own future careers. Give them some time to think about their own about their future career and what they already know about it. Have them create a mind-map with their career name in the middle with branches with other information they know, such as studies required to have that job, salary, duties of the job, specialized vocabulary, etc. Have them share about their future careers in small groups. After the small group discussions, allow a few volunteers to share with the whole class.

Independent Career Project

DAY 2
(cont'd)

Distribute the project handout:

Project: You are going to investigate a profession you would like to have in the future. You'll have four sections in the report and one oral presentation. The four sections of the report are:

1. A description of the profession
2. What you need to do to prepare yourself to enter this profession
3. Why you want to enter this profession
4. How being bilingual is helpful in this profession
5. A list of at least 20 specific vocabulary words/phrases for this career that includes both nouns and verbs

Responsibilities:

1. The written essay should be at least one typed-page (this includes sections 1-4)
2. The vocabulary list should be neatly presented with appropriate images to support the vocabulary
3. The oral presentation about your profession (based on your essay) should be spoken, not read and should last between two and three minutes
4. The oral presentation should include some sort of presentation (PowerPoint, Keynote, Prezi, etc.) that includes pictures and only words/phrases that are necessary to enhance the presentation, not the full script of what is being said

Give the students the rest of class to work on their projects. Students should have access to the internet for this portion of the project.

For the rest of the class period, have students get started on their project. You can use the next day or two of class time to let students work on the projects or have them do the work outside of class. Plan enough time for the oral presentations based on the size of the class.

▶ CROSS-CURRICULAR CONNECTIONS

Students could research and/or make a list of classes and skills/knowledge from those classes they think they will need for their future career.

▶ COMMUNITY CONNECTIONS

Students could be required to contact someone in the field of the career they are interested in to interview instead of just using the internet.

▶ 21ST CENTURY SKILLS

Life and Career Skills: Manage Goals and Time, Work Independently, Be Self-Directed Learners

Creating a Résumé in the Target Language

90 mins

SP + all

Author: Cristin Bleess

Unit theme: Business Skills   **Grade Level**: High School   **Proficiency Level**: Intermediate-Mid

Real world professional context: Business

Enduring Understanding: Cultural values influence practices in business and social settings.

ESSENTIAL QUESTIONS

1. Why do I need a résumé?
2. What important information is on a résumé?
3. How do résumés vary in the United States and the target culture?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will know what the essential information is on a résumé and why they need to have one.

SKILLS - Students will be able to create their own résumé for the United States and for Latin America (or target-language country).

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *hoja de vida* (résumé)

CONTEXTUALIZED GRAMMAR STRUCTURES - Past tense (preterit)

INTERCULTURAL KNOWLEDGE - Different countries require different information to be included on a résumé (or CV). It is important to be proactive and research the requirements for the country in which you are interested in finding employment.

MATERIALS/RESOURCES -

- Résumé or CV? A global guide - http://www.bbc.com/capital/story/20131022-resume-or-cv-a-global-guide
- Résumé and CV advice for various countries - http://www.goinglobal.com/en/topics-overview/?topic_id=12
- 5 consejos para tener una hoja de vida atractiva - http://www.elempleo.com/colombia/consejos_profesionales/5-consejos-para-tener-una-hoja-de-vida-atractiva---/8646040
- Tips como presenter una hoja de vida - http://orientacion.universia.net.co/orientacion/consejos/tips-como-presentar-una-hoja-de-vida-773.html
- Como escribir un curriculum u hoja de vida - http://orientacion.universia.net.co/orientacion/consejos/tips-como-presentar-una-hoja-de-vida-773.html
- English résumé sample - http://www.d.umn.edu/careers/handbook/carol_m_powers.png
- Spanish résumé sample - http://files.comunicacioneselimc.webnode.com.ar/200000009-0d85b0e7fc/Hoja%20de%20Vida%20Eliza%20Mc.pdf
- What Recruiters Look at During the 6 Seconds They Spend on Your Résumé - http://www.businessinsider.com/heres-what-recruiters-look-at-during-the-6-seconds-they-spend-on-your-resume-2012-4
- How to Make Your Résumé Shine - http://visual.ly/how-make-r%C3%A9sum%C3%A9-shine
- How to Create an A+ Résumé - http://blog.rezscore.com/wp-content/uploads/2011/11/how-to-create-perfect-resume.png

Creating a Résumé in the Target Language

STEPS FOR LEARNING ACTIVITY

1 Have a discussion with the students to find out what they already know about résumés. Ask what they are used for and what information can be found on a résumé. Then, ask about what information is not likely to be found on a résumé and why. This will lead to a discussion about differences in résumés in different countries. Give students a copy of a résumé for the United States and one for your target culture (See examples in the resources section above) and have them compare and contrast the two in the target language. Assign them a couple of articles on résumés (it's OK if they are in English) to read for homework to be discussed in the target language during the next class.

2 Do a Think-Pair-Share in the target language: 1) Have students do an individual brainstorm on what they remember from the articles they read last night. 2) Have students talk with a partner about what they learned from the résumé articles. 3) As a whole class, create a t-chart with "must haves" and "must not haves" for résumés. Students will use this information, as well as examples found online, to create two résumés, one for the United States and one for the target cultures (both will be in the target language). They will create a résumé for their future and will need to imagine that they have graduated from college and have some work experience in the field. They will have to create the needed information for each section of the résumé.

3 Students bring three copies of their résumés to class the next day. Each student will pair with three different students. They will exchange copies of their résumés and make comments (both positive and corrective) on them. The comments will be used to guide a peer-feedback session on the résumés.

▶ ## COMMUNITY CONNECTIONS

You could ask Spanish-speaking professionals to come in and critique the résumés the students have created.

▶ ## 21ST CENTURY SKILLS

Life and Career Skills: Social and Cross-Cultural Skills

Skype Interview with a Professional

90 mins   SP + all

Author: Cristin Bleess

Unit theme: Interpersonal Skills   **Grade Level**: High School   **Proficiency Level**: Intermediate-Mid

Real world professional context: Business, medical, STEM, leadership, social services

Enduring Understanding: Students must acquire knowledge, attitudes and skills to make a successful transition from school to the world of work. Effective communication skills are valuable to personal and professional success.

ESSENTIAL QUESTIONS

1. How do I show understanding by using appropriate follow-up questions and/or comments during an interview?
2. What types of questions are appropriate for a professional interview?

STANDARDS

1.1 Interpersonal communication   **2.1** Cultural practices and perspectives   **3.2** Acquiring new information

1.2 Interpretive communication   **2.2** Cultural products and perspectives   **4.1** Language comparisons

1.3 Presentational communication   **3.1** Connections to other disciplines   **4.2** Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will learn about what different careers are like in other countries.

SKILLS - Students will be able to formulate appropriate questions to gain information about specific careers.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *Will vary*

CONTEXTUALIZED GRAMMAR STRUCTURES - *Will vary*

INTERCULTURAL KNOWLEDGE - Interviewing in a formal register (Ud.)

MATERIALS/RESOURCES -

The person being interviewed should be living and working in another country. If you do not know anyone, ask students, colleagues or friends for possible contacts. You can also ask local businesses if they have any contacts overseas that would be willing to participate (good sources are import/export businesses, travel agencies, port authorities, Sister Cities, Rotary Clubs, etc).

STEPS FOR LEARNING ACTIVITY

1

1. The day before the interview, students will need to prepare for the interview. Prepare a presentation about the interviewee's home country. Include information such as geography, politics, economics, culture, etc. in order for students to have a bit of background knowledge so that they can prepare good questions. Include some information about the interviewee as well, such as name, profession, and age.

Once students have some background knowledge, have them work in groups of two to prepare some questions. Brainstorm and guide students on how to create effective and appropriate questions. This is a professional interview, so questions about their favorite food, sport, etc. are not appropriate in this situation. The questions should be related to the career of the interviewee. Questions could be about the preparation the interviewee had for the job (i.e. college, internships), what a typical day is like, company policies, proper attire for a work day, etiquette for

Skype Interview with a Professional

STEPS FOR LEARNING ACTIVITY (cont'd)

1
(cont'd) meetings (i.e. arrival times, food and drink), etc. Encourage students to not only write the question, but to think of possible follow-up questions or comments. You want to encourage the students to ask their questions and to show understanding and interest in the interview by following-up with appropriate questions and/or comments.

For homework, have students come up with at least three questions so that each have at least one or two possible follow-up questions and/or comments.

2 The day of the interview, make sure that you are online and connected to Skype before the arranged time of the interview. Connect the computer to the projector and speakers so that the interviewee's image is viewable to the entire class and that their voice can be heard by all. You can also place a chair or stool in front of the camera so that when a student is asking his/her question, the interviewee can see him/her and it will be more like a conversation between the two. Place the rest of the desks in a semi-circle (or other design, depending on size of class) so that the students' focus is on the interview.

Before the interview let students know the order in which they will be asking questions, so that there is not a lot of down time between each question and the students are prepared and ready to go. However, encourage students to raise their hand to take a turn out of order if they have a comment or question that would logically follow the current conversation.

During the interview, students should take notes on what they are learning. If they don't understand something or are confused about what was said, encourage them to ask clarifying questions to make sure that they do understand. Students will use their notes to write an essay (for homework) about the interviewee and their career. They should include cultural comparisons in the essay, as well.

3 The next day, before students turn in their essays, have them talk about what they learned, what they thought was most interesting, what was surprising, etc. When they turn in their essays, have them turn in their notes, too.

▶ **CROSS-CURRICULAR CONNECTIONS**

Encourage students to ask the people being interviewed which classes they took in school that helped prepare them for their job.

▶ **COMMUNITY CONNECTIONS**

In addition to doing interviews via Skype with professionals in other countries, you can seek out professionals in your community to bring into the classroom to interview. These could be native speakers or non-native speakers who use a second-language in their job.

▶ **21ST CENTURY SKILLS**

Learning and Innovation Skills: Communication and Collaboration
Life and Career Skills: Initiative and Self-Direction and Social and Cross-cultural Skills

Successful People

Author: Cristin Bleess

65 mins*

SP + all

*45 mins (Day 1) and 25 mins (Day 2)

Unit theme: Being Successful in Any Chosen Career   **Grade Level**: High School   **Proficiency Level**: Intermediate Low-Mid

Real world professional context: Business, medical, STEM, leadership, social services

Enduring Understanding: The qualities I develop in myself and the skills I learn will help me be more successful in my future work.

ESSENTIAL QUESTIONS

1. How do I cultivate positive habits in myself to help me be more successful in my future career?
2. How do my negative habits inhibit me from future success?
3. How do my actions help or hinder my success?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will learn about habits that can enhance or interfere with being successful.

SKILLS - Students will be able to do a self-analysis of their positive and negative habits that will help or hinder their success and to create an action plan to cultivate more positive habits and reduce negative ones.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *tener éxito, ser exitoso*

CONTEXTUALIZED GRAMMAR STRUCTURES - Third person plural commands, impersonal phrases + subjunctive

MATERIALS/RESOURCES - Infographic: Personas exitosas / Personas no exitosas - http://alfredovela.files.wordpress.com/2013/05/infografia_personas_con_exito.png
Article: Cinco pasos para el cambio personal - http://www.iofc.org/es/abt/ideas/cp

STEPS FOR LEARNING ACTIVITY

1. Give students a little time to think about if they are successful right now in their lives and why or why not (ask them to think of specific reasons). After the initial brainstorm period, have students talk in groups of four about their responses to the brainstorming activity.

2. Pass out a copy of the infographic (provided in Resources) to each student and project it, as well (if possible). Give students a few minutes to read through the infographic (without using a dictionary). Ask them to circle any words that they do not understand. When the time is up, have them work with their same group of four and figure out what any unknown words are using circumlocution, gesturing, charades, etc They should avoid direct translation of the words. Discuss any new words as a class to make sure students comprehend the infographic.

Successful People

3   Have the students read the infographic again. This time, have them place a checkmark next to each of the habits that they do (in both columns of the infographic). Then, have them do a little math and find the percentage of positive habits they do and the percentage of negative habits they do. Which percentage is higher? Do they have more habits that will help them be successful or not successful?

4   Do a "social hour" where students are up and walking around talking to each other about their positive and negative habits. Have them not only mention what habits they have, but also talk about why they have those habits and/or what changes they can make to be more successful. Walk around and monitor the conversations and feel free to participate. When it seems like the conversations are winding down, ring a bell (or buzzer or make some kind of noise) to get the students' attention and give them ten seconds to find a new partner. They will have the same conversation. Do this so that each student talks to 3-4 other students.

5   Have the students take a seat and ask them to think about what would be the top five things that they can do to be more successful in the future. Have them fill out just the first column in the following chart:

Hábito	¿Por qué?	Acción

6   For homework, first have students read the article "Cinco pasos para el cambio personal" and then have students complete the chart by filling in why it's important in column two and in column three what action they will take to make the change happen.

7   The next day in class, as a warm-up for the next writing activity, have students talk in small groups about the habits that help them be successful and those that don't and how they can change those. Students are to use the chart they did for homework as a reference tool while speaking.

8   Have students write an in-class essay to summarize their success (present and future) in life. They should talk about habits they already have and those they want to cultivate. They are to reference both the infographic and the article in their essay.

▶ CROSS-CURRICULAR CONNECTIONS

English (non-fiction reading, referencing and citing sources), math (figuring out percentages)

▶ COMMUNITY CONNECTIONS

Students or teacher could invite a guest speaker to the class (who speaks the target language) to share what they believe has contributed to their success in business.

▶ 21ST CENTURY SKILLS

Learning and Innovation Skills (all); **Life and career skills** (all)

21 Indispensable Qualities of a Leader (by John Maxwell)

Author: Cristin Bleess

2 class pds   **SP**

Unit theme: Leadership	**Grade Level**: High School	**Proficiency Level**: Intermediate-Mid

Real world professional context: Leadership

Enduring Understanding: Leadership is a skill that must be developed and sustained.

ESSENTIAL QUESTIONS

1. What qualities does a good leader possess?
2. How can I cultivate the qualities of a good leader in myself?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will know what the characteristics of being a good leader are according to the author John Maxwell.

SKILLS - Students will be able to describe the qualities of a good leader and analyze which characteristics they already possess and which ones they need to develop.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *líder* (leader)
el liderazgo (leadership)
el carácter (character)
el carisma (charisma)
el compromiso (commitment)

la capacidad (ability)
la valentía (courage)
el discernimiento (judgment)
la autodisciplina (self-discipline)

CONTEXTUALIZED GRAMMAR STRUCTURES - Subjunctive impersonal phrases (Es importante que…, Es necesario que…)

MATERIALS/RESOURCES -
- PDF of *21 Indispensable Qualities of a Good Leader* by John Maxwell - http://formarseadistancia.eu/biblioteca/maxwell_john_las_21_cualid.pdf
- List of the 21 indispensable qualities
- PowerPoint sample of the presentation on the qualities (see Appendix)
- YouTube video: https://www.youtube.com/watch?v=c0pVQOfqdvI

STEPS FOR LEARNING ACTIVITY

This lesson will introduce students to the qualities needed to be a good leader and will lead them through self-analysis to determine which qualities they already possess and which ones they still need to develop in themselves.

1 | Start out with giving the students the prompt (in the target language) - "When have you been a leader? Are you (or have you been) a leader (formally or informally) in a club or an organization? Are/Were you a good leader? Why or why not?" Have students take some time to jot down their thoughts to use to discuss in small groups for a few minutes.

21 Indispensable Qualities of a Leader (by John Maxwell)

STEPS FOR LEARNING ACTIVITY (cont'd)

1 (cont'd) Next, give them the prompt (in the target language) "Think of a time when you witnessed a good leader in action. Why do you think that person was a good leader? Also, think about a time when you were with a poor leader. Why was that person not good?"

Once again, have them jot down a few notes and then chat in a small group. These prompts will get them thinking about leadership qualities and their roles as a leader.

2 Next, introduce them to the book *21 Indispensable Qualities of a Leader* by John Maxwell. Find an image of the text (in the target language) to project and tell students a little bit about the book. Students will not individually read the entire book, however. As a class you will go over the different chapters and talk about the qualities. Then, each student will become an expert on one chapter and present that quality more in-depth to the class.

3 Distribute a copy of the list of qualities that are covered in each chapter of the book. Have students go through the list and highlight the qualities that they think they already possess. Next, have them identify three qualities they would like to develop in themselves. As a class, discuss the different leadership qualities. Which are the most common amongst the class? Is it normal for teenagers to have these qualities? What are the ones they would like to develop? How might they develop these?

4 Explain to the students that each of these qualities is a chapter in the book and that they will each be responsible for one of the qualities. They will need to read the chapter and create a presentation to share their expertise on the subject.

Here is a prompt (change to target language) for the presentation: "John Maxwell is very busy and needs your help in teaching others about the 21 indispensable qualities of a leader. You need to become an expert in one of the qualities in order to teach your classmates about its importance.

> In the presentation, you need to: 1) give a definition of the quality in your own words so that others will understand what it means, 2) give real-life examples from real life about this quality, and 3) give ideas of how one can develop this quality in themselves." There is a sample PowerPoint presentation (see Materials/Resources) on the quality of "Relationships." The PPT only has key notes, so the presenter will be giving additional information that is not on the slides. Allow students to choose the quality that they want to present, but each quality can only be presented by one student. Also, give the students a copy of the chapter on which their presentations will be based. The students may need to do a little extra research, but much of what they need to present about is in the chapter from the book. If you will allow students to work on the presentations for the rest of class, make sure that they have access to computers to start to put their presentations together and to do any additional research necessary.

5 You may want to give the students a couple of days to prepare their presentations. On the day of the presentations, have the audience take notes about each of the qualities. After each presentation, give students a few minutes to recap the presentation in a brief paragraph to show what they learned. These can be collected to make sure that the students were paying attention. Another technique to use during student presentations is to require students to ask at least two or three questions during the presentations. This creates a more interpersonal atmosphere post-presentation and will help students clarify what they may not have understood.

▶ **CROSS-CURRICULAR CONNECTIONS**

Think of someone who is a leader in each of the following subject areas and list some of the characteristics they possess according to John Maxwell's *21 Characteristics*: math, science, social studies, PE/sports, the arts, etc.

▶ **COMMUNITY CONNECTIONS**

You could bring in a leader from the target-language community to talk to the class about qualities of leadership they believe are important and how students can cultivate those qualities.

▶ **21ST CENTURY SKILLS**

Communication and Collaboration: Communicate Clearly, **Information Literacy:** Access and Evaluate Information, Use and Manage Information

Intro to Don Quixote

60 mins   SP

Author: Cristin Bleess

Unit theme: Leadership   **Grade Level**: High School   **Proficiency Level**: Intermediate-Mid

Real world professional context: Leadership

Enduring Understanding: Being resilient and persistent will help in reaching goals when times are difficult.

ESSENTIAL QUESTIONS

1. How am I similar to the famous Spanish literary character, Don Quixote?
2. Where could my future career take me?
3. What are some "adventures" I could have in my chosen career?

STANDARDS

1.1 Interpersonal communication   **2.1** Cultural practices and perspectives   **3.2** Acquiring new information

1.2 Interpretive communication   **2.2** Cultural products and perspectives   **4.1** Language comparisons

1.3 Presentational communication   **3.1** Connections to other disciplines   **4.2** Cultural comparisons

LESSON OBJECTIVES AND LEARNING GOALS

KNOWLEDGE - Students will have a basic understanding of who the famous character of Spanish literature, Don Quixote, is and what he did (his adventures).

SKILLS - Students will be able to explain a couple of "adventures" they could have in their future careers (ie. If I were a doctor, I could travel to another country with Doctors Without Borders and I would help people who can't afford medical care. I would work in a clinic there for a few weeks and see many patients…)

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *caballero andante* (wandering knight)
         escudero (squire)

CONTEXTUALIZED GRAMMAR STRUCTURES - conditional, si + imperfect subjunctive, conditional

MATERIALS/RESOURCES - Video of "Sueño Imposible" - http://www.youtube.com/watch?v=vOlztjJzJTc
         Lyrics of "Sueño Imposible" - http://www.musica.com/letras.asp?letra=827177

STEPS FOR LEARNING ACTIVITY

This lesson is to prepare students to think about following their career dreams, just like Don Quixote followed his dream of being a knight and saving the world. This is a good introduction to reading a few chapters of Don Quixote to investigate his leadership qualities (see the work of Dr. James March from the Stanford Graduate School of Business https://www.gsb.stanford.edu/insights/don-quixotes-lessons-leadership)

1 | Put up a favorite image of Don Quixote (maybe the famous Picasso painting with the windmills that students may recognize) and ask students what they know about the image. Elaborate on what the students know or give them some basic background knowledge on Don Quixote, if they do not know anything. Make sure to explain that he is not a real knight, but that it is his dream to be one. Play the video of "Sueño Imposible" and give students the lyrics (see links in resources). After students listen to the song, have them do the following:

     a. Underline some of the things (in the lyrics) that Don Quixote wants to accomplish as a knight (combat evil without fear, triumph over fear, look for the truth, etc.).

     b. Have students identify the end result (i.e. a better world) of Don Quixote accomplishing these events.

Intro to Don Quixote

2 Ask students to share what their dream career is. You can do this as a think-pair-share activity by giving them some time to first silently think about it and jot down a few key words they need to use to talk about it. Then, have them share their idea with one partner. Finally, have students share with the class. Ask them to extend their thinking to not only what is their dream career, but what they would like to accomplish in that career. Have them work individually to jot down a few ideas, before sharing.

3 Show students the following image:

Don Quijote quería ser caballero andante. Quería ir por el mundo para enmendar los errores del mundo. Sabía lo que quería hacer, pero no tenía ni la más mínima idea de las aventuras que iban a suceder en su futuro.

Piensa en el trabajo que quieres tener en el futuro. ¿Cuál es una aventura posible que te gustaría tener en tu profesión elegida?

Students will use this and their notes from #2 to write a short essay (either in-class or as homework) that addresses the prompt. The idea behind this essay is to have them relate to Don Quixote in their quest to follow their dream career.

4 As a follow-up the next day in class, you could have students do a short oral presentation telling the class about one of the possible adventures they would like to have in their careers.

▶ **CROSS-CURRICULAR CONNECTIONS**

Have students think about characters in literature or from other subject areas who were considered "dreamers" and who accomplished great things. Write about these characters and share with one another.

▶ **COMMUNITY CONNECTIONS**

Have students reflect on how Don Quijote's actions impacted society and the world in which he lived. Ask students to describe how they will change their community with their dream job.

▶ **21ST CENTURY SKILLS**

Information Literacy; **Life and Career Skills:** Initiative and self-direction, Leadership and Responsibility, Social and Cross-cultural skills

The Apprentice

Author: Cristin Bleess

6 wks* **SP** + all

A note about time frame: it depends on the number of members per team. Total time will be one week for each team member, plus one more week (ie. If each team has six members, you'll need 7 weeks). Not the entire class period will be used every day for this project.

Unit theme: Leadership   **Grade Level**: High School   **Proficiency Level**: Intermediate-Mid

Real world professional context: Leadership

Enduring Understanding: Leaders make decisions that affect others. Having a strong leader and working as a team are essential to accomplish common goals.

ESSENTIAL QUESTIONS

1. What makes a good team leader?
2. How do teams most effectively work together?

STANDARDS

1.1 Interpersonal communication
1.2 Interpretive communication
1.3 Presentational communication

2.1 Cultural practices and perspectives
2.2 Cultural products and perspectives
3.1 Connections to other disciplines

3.2 Acquiring new information
4.1 Language comparisons
4.2 Cultural comparisons

LESSON OBJECTIVES AND LEARNING GOALS

KNOWLEDGE - Students will learn the qualities of being a good team leader and of being a member of a team.

SKILLS - Students will be able to lead a team to complete a task and will also be able to work with others on a team to complete a task within a given time period.

COMMUNICATIVE LANGUAGE FUNCTIONS

MATERIALS/RESOURCES -

- Video clip from *The Apprentice* (with Spanish subtitles): http://www.youtube.com/watch?v=qgiWk4zWnJo
- Video clip from *El Aprendiz* (Spain): http://www.youtube.com/watch?v=jp-LqsjInpY
- Articles for jig-saw activity on team leads: http://www.genbetadev.com/trabajar-como-desarrollador/cinco-cualidades-deseables-para-ser-un-buen-jefe-de-proyecto, http://comoserunbuenlider.com/blog/tecnicas-para-ser-un-lider.html, http://www.ccaps.net/blog/las-cualidades-principales-de-un-administrador-de-proyectos/?lang=es
- Great information on leaders vs bosses and groups vs teams: http://direcciondenegociositson.blogspot.com/2011/04/trabajo-en-equipo-presentacion-ppt.html

STEPS FOR LEARNING ACTIVITY

DAY 1

Get the students hooked by first asking if anyone has watched *The Apprentice* and if so, ask them what the program is about. Then show a video clip of *The Apprentice* (either in English, with subtitles, or a version from another country). Explain that for the next X number of weeks, they will be playing their own version of *The Apprentice*. It will be like the show, except nobody gets kicked off the team. Everyone will participate every week.

However, before they start to play, they need to learn about how to be a good project leader and how to work on a team to accomplish a common goal. Have the students think for a moment about leaders they have worked with in different aspects of their life and what qualities those people possessed that made them effective leaders.

The Apprentice

DAY 1
cont'd

Next, give students a couple of minutes to discuss these qualities with a partner. Now, students will do a jig-saw activity using different articles (preferably in the target language) about the qualities of a good team leader (see sample articles in the resources section). Put students in groups of four (this number will depend on the number of different articles you have for the students to read). Each group will be given a different article to read. Instruct them to take notes and highlight important information the article states about being a good leader.

Once the students have finished reading, they will then discuss what they learned about being a good team leader. Once everyone in the new groups understands the important information from their article, they will be responsible for sharing that information with other students who have not read that article. You will now re-organize the groups. Assign each person in each group a number (ie. if you have groups of four, you will assign them the numbers 1, 2, 3, and 4). The students will now form new groups based on their numbers, with all ones being in one group, twos in another, etc. Make sure each group has a member with a different article. Their new task is to share what they learned about team leaders from the articles they read. They will then use all their information to create a chart of qualities of a good leader.

Once all the groups have shared their information and created their chart, they will have a whole class discussion about qualities of a good leader and create a bigger chart on butcher paper that will be hung on the classroom wall as a reminder throughout the project.

For homework, have students investigate on the internet the qualities of being a team player and teamwork. Have them find at least two articles that have ideas that they can bring to class and share the following day.

DAY 2

Have the students get into small groups (3-4 students) to discuss what they learned about teamwork and being a team player. After the discussion, have them turn in the articles they found. Use the slides on the website "Dirección de Negocios" (link is in the resources section) to lead a class discussion on creating a positive atmosphere and working conditions while working on a team.

The next step is to lead the students in creating rubrics that the students will use each week to grade their project leader and the members of their team. The students should come up with the criteria that is important for the rubric, but the teacher should help lead and steer the conversation. Some suggestions for the project leader rubric would be to include organization, communication, demonstration of leadership qualities, division of tasks, handling/management of the group, use of Spanish, etc. Some suggestions for the team could be respect for the project lead, completion of assigned tasks, attendance at meetings and events, support to the group and positive attitude, use of Spanish during the project, etc.

When the students and you are happy with the rubric you have collaboratively created, make sure to discuss what the criteria for the different rankings are (ie. on a 1-4 system, what does a "1" look like for a certain criteria vs. a "4" for that criteria). On the rubric there should also be a place for students to write comments on why they assigned a specific grade.

DAY 3

Students brainstorm ideas for the projects they will be working on. There needs to be a new project for each week of *The Apprentice* so that every student has the opportunity to be the project leader. Some ideas are to create promotional flyers for a local pet shelter for adopting pets, have a fundraising or school supply drive to help a school in your target culture, create promotional posters for an event coming to your school, have a bake-off and students create the product, packaging, and advertising (and teachers are the taste-test judges!), create a brochure and promotional video in the target language for your school, etc. The students are creative and will have fun ideas of activities that are important to them!

The Apprentice

DAY 4   Create your *The Apprentice* teams! This can be done in any number of ways. The teacher can create the teams to make sure they are "even." It can be done by random luck of the draw. You can choose two students who will choose the teams (like in P.E. class…but remember nobody likes to be chosen last!). Do what you feel will be best for your class. Once the teams are chosen, have the team do some team bonding activities. The first activity should be to choose a team name!

Start with the first project. Announce what the first project will be and give the teams a moment to choose their team leader for the week. Once both team leaders are announced, give each team about five minutes to brainstorm. The team lead will take the information gathered from the brainstorm activity and as homework will decide a plan of action for the project which will last the next five class periods.

DAY 5   Each team will gather for a team meeting. The project lead will discuss the direction of the project and assign duties/tasks that need to be done. Give the students some time to discuss and work together to get the project rolling.

DAY 6-9   Each day give the groups time to get together for a meeting. Time needed for this meeting will vary from day to day depending on the type of project. On day 9, the completed project must be done and turned in. Have students complete a rubric for everyone on their team and turn them in (this is what the students' grade for this project will be based off of). The winning team will be announced the next day.

DAY 10   Announce the winning team and the results for both teams. Announce the new project for week two. Give each group time to decide who the team leader will be for the week and a few minutes to discuss the project. From here, repeat the above lesson for days 5-9 until all students have been the team leader.

Each week, keep a tally of which team won. The team with the most wins is the overall *The Apprentice* winner.

▶ COMMUNITY CONNECTIONS

Projects can be created that will somehow benefit the community (marketing posters for organizations and events, fundraising for special causes, etc.).

▶ 21ST CENTURY SKILLS

Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration.

Leadership Styles
in the movie *Madagascar*

60 mins
60 mins
60 mins

SP + all

Author: Danika Cornelius

Unit theme: Leadership **Grade Level**: High School **Proficiency Level**: Intermediate

Real world professional context: Business, Leadership

Enduring Understanding: Personality traits play into leadership styles affecting business and professional settings.

ESSENTIAL QUESTIONS

1. What are characteristics of effective leaders?
2. What is my leadership style?
3. How can I learn to appropriately interact with a variety of leadership styles?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will understand the various leadership styles.

SKILLS - Students will gain the ability to identify their own leadership style, and how to interact with a variety of leadership styles in the workplace and other professional settings.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *Los estilos de liderazgo* (leadership styles)

CONTEXTUALIZED GRAMMAR STRUCTURES - Present tense to discuss their characteristics, but in the activity both past tense and present could be used.

INTERCULTURAL KNOWLEDGE - Professional settings require knowledge of how to interact with people of various backgrounds and personalities. It is important to be knowledgeable about the cultural nuances that can play into various leadership styles.

MATERIALS/RESOURCES - Film *Madagascar* (Preferrably in target language with subtitles)
Google search recent articles on leadership styles in target language

STEPS FOR LEARNING ACTIVITY

1 | Before viewing film, instruct students to take notes identifying the various characteristics of the characters in the film. Teacher could also assign a summary of film in Spanish for students to view and take notes about the main idea/theme and description of the main characters.

2 | View film in the target language, with or without subtitles at discretion of teacher.

3 | On board, write a list of all the main characters' names. Have students bring their notes to the board and write a couple of the main traits they noted for each character.

4 | Discuss the traits in general, and then apply them to the workplace. Have students extend the list on the board by creating a new category.

Leadership Styles in the movie *Madagascar*

5 Discuss the strengths and weaknesses of the characters' leadership styles.

- Which character would you want for your boss and why?
- Which character represents your current leadership style?
- Which character's style would you most like to emulate?

6 Communicative activity: Imagine what one of these characters would say in an office setting. Pick a character and write a few sentences exemplifying what this character would say as an employee in an office setting. Next, without saying your character's name, share your sentences with others and see if they can guess the character.

Instructor Notes:

These are some of the characteristics students have assigned to the Madagascar characters in the past:

- Alex the lion = center of attention, good with the status quo
- Marty the zebra = fearless risk taker, gets along with everyone, loyal friend
- Gloria the hippopotamus = peacekeeper, clear moral compass, determined
- Melman the giraffe = hypochondriac, anticipates the worst, views authority with respect
- Skipper the head penguin = strategist, problem solver, highly organized in delegating tasks
- King Julian the lemur = self-centered, manipulates situations with incentives
- Maurice the lemur = methodical, leads by example, dignified

▶ CROSS-CURRICULAR CONNECTIONS
Possibly Psychology or Sociology

▶ COMMUNITY CONNECTIONS
You could ask various business leaders or managers to attend a class and discuss what they believe their leadership style is, or what leadership style they believe is most effective.

▶ 21ST CENTURY SKILLS
Critical thinking, **Life and Career Skills**

Currencies: An Introduction to Money

Author: Sean R. Hill

Unit theme: International Business   **Grade Level**: High School   **Proficiency Level**: Novice Mid/High

Real world professional context: Business

Enduring Understanding: Countries use different currencies and important cultural information is embedded in each bill and coin.

ESSENTIAL QUESTIONS

1. What cultural information does the United States promote on its currency?
2. What do the currencies of other countries look like?
3. How does the cultural information on other countries' currencies compare to the United States?

STANDARDS

1.1 Interpersonal communication   **2.1** Cultural practices and perspectives   **3.2** Acquiring new information

1.2 Interpretive communication   **2.2** Cultural products and perspectives   **4.1** Language comparisons

1.3 Presentational communication   **3.1** Connections to other disciplines   **4.2** Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will be able to state the names of various currencies in the Spanish-speaking world and how U.S. currency differs from currencies in the target cultures.

SKILLS - Students will be able to find important information on samples of currency from the Spanish-speaking world. These include the country of origin, the name of the currency, the denomination, as well as important cultural/historical/ecological information.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - Names of currencies and nationalities in the Spanish-speaking world as well as numbers into the thousands.

CONTEXTUALIZED GRAMMAR STRUCTURES - Word order and noun-adjective agreement

INTERCULTURAL KNOWLEDGE - Various countries use different images on their currencies and often these images relate important cultural information or values.

MATERIALS/RESOURCES -

- Copies of different currencies and preferably from multiple countries These can be actual manipulables or copies made from online resources or presented on PowerPoint. However, it is preferable to have real samples because different currencies also have different textures.
- A Venn diagram to compare/contrast U.S. versus other currencies. (Using Venn Diagrams to Compare and Contrast - http://homeworktips.about.com/od/essaywriting/ss/venn.htm)
- Exit ticket (see Appendix)

STEPS FOR LEARNING ACTIVITY

1   Begin with a warm-up question on the board asking, "What information can be found on the money in the United States?" This question is in the target language. Students write their responses on a half sheet of paper in both L2 and L1. Once finished, they will turn to a partner to discuss their answers. After about one or two minutes, they will come together as a class and the teacher tracks their answers on the board.

Currencies: An Introduction to Money

2 Then, present different bills of U.S. currency with a document camera (or similar projection system) and have students discuss what they had not mentioned. With copies of different bills, students will usually fail to mention that not all of the U.S. bills display portraits of presidents. Point out that the people portrayed are prominent people from U.S. history and that the landmarks and scenes are important ones in the U.S. Students may also not indicate that most bills are overwhelmingly the same color and that they are all the same size. Likewise, display coins and determine if there is a difference. It is important to note that the size of the coins does not relate to their value.

3 Ask students if they believe that currency in other countries will have similar information on it or if they think it will differ in important aspects. Then show examples of different currencies not from the target language cultures. For example, in a Spanish class one can show examples of current and older currencies from Europe, Asia, and Africa. Typically, students will be surprised at how different the currencies can be.

4 Have students group in pairs and give them a Venn diagram with U.S. / Spanish-speaking world circles. Each group then receives money from a different country. Give students a few minutes to look at and feel the money and to write down their observations for similarities and differences. They will then switch currencies with other groups and do the same task.

5 Create a whole class Venn diagram from student responses. The most salient responses from students are in regard to the color and size of the currencies, as well as the larger denominations from many countries. However, sometimes students will have missed representations of women and people of indigenous or African ethnicities prominently displayed on the currencies. Likewise, students sometimes miss representations of common people or local customs on the bills. The issue of many of these characteristics missing from U.S. bills is a great discussion topic. What does it mean if there are no women or African-Americans displayed on U.S. bills? Moreover, if multiple currencies from a single country are present, then the issue of adopting a new currency will contrast to the long history of the dollar in the United States. What leads a country to adopt a new currency? This question and the differing denominations inevitably lead students to ask about the value of the currencies presented.

6 The exit ticket: As a wrap up assessment, students will answer two requirements on the reverse side of the half sheet of paper used for the warm-up activity: 1) Do all countries in the Spanish-speaking world use the same currencies? 2) Summarize the evidence of similarities and differences that the class discovered in the Venn diagram in a paragraph.

▶ ## CROSS-CURRICULAR CONNECTIONS

The connections cluster mostly within the Social Studies curricula including economics and historical or influential figures, cultures, scenes, events, and landmarks/documents.

▶ ## COMMUNITY CONNECTIONS

Possible community connections might include guest speakers that typically have to exchange currency, from travelers to international investors and businesspeople. Depending on the community, an international airport nearby would employ people whose job is to exchange currencies.

▶ ## 21ST CENTURY SKILLS

Core Subjects and 21st Century Themes: Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy
Learning and Innovation Skills: Critical Thinking and Problem Solving
Life and Career Skills: Social and Cross-Cultural Skills

Currencies: The Euro

1 class pd

SP + all

Author: Sean R. Hill

Unit theme: International Business   **Grade Level**: High School   **Proficiency Level**: Novice Mid/High

Real world professional context: Business

Enduring Understanding: The countries that use the Euro are like a team.

ESSENTIAL QUESTIONS

1. Why do countries change their currency?
2. Why is the Euro the main currency of Europe?
3. How do I read difficult material in a world language classroom?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will be able to identify countries that use the Euro and some former currencies. Students will describe why and when the Euro was adopted. Students will describe Euro bills and coins and identify how the currency is designed to be easily usable by the blind.

SKILLS - Students will be able to find important information in a difficult text in the target language that is above students' comprehension level.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - Cognates, nationalities and numbers to the billions

CONTEXTUALIZED GRAMMAR STRUCTURES - Word order

INTERCULTURAL KNOWLEDGE - The Euro is a main currency in Europe, and it differs in important ways from the U.S. dollar.

MATERIALS/RESOURCES -

- Newspaper article "La Llegada del Euro" (see Appendix)
- Examples of Euros
- Question sheet (see Appendix)
- Exit ticket (see Appendix)

STEPS FOR LEARNING ACTIVITY

1   Begin with a warm-up question on the board asking "How can you make sense of difficult readings in English? List strategies you use in English". Students write their responses on a half sheet of paper and when finished, they will turn to a partner to discuss their answers. After about one or two minutes, they will come together as a class and discuss their responses. Then, have them respond to a follow up question, "Other than the general strategies we just discussed, what special strategies can you use for difficult readings in Spanish?" They will then form pairs to discuss their responses and come together for a class discussion shortly thereafter. Examples of strategies should include use of cognates, use of prior vocabulary, looking at word endings, and filled in verbal translations. For the last example, students can translate words out loud and say "blah" when they come to words they do not know. They may understand enough to get a gist of a paragraph.

Currencies: The Euro

2 After the preparation, distribute the reading and the questions sheet. They can work in pairs to discuss the answers and the reading. This way, they can try to build meaning between them. State that the questions go in order to help them locate the important information. Lastly, verify to students that the teacher does not expect the students to understand even half of what the text says. This is an exercise designed to help train them on how to read with the marked disadvantage of not understanding that level of language.

3 Give students about 35 minutes to complete the reading activity and then review their responses.

4 Finally, show students examples of Euros in order to demonstrate how the blind are able to differentiate among the bills and coins. This question tends to be difficult for students to answer and the manipulables help express the concept. Another difficult question for students tends to be the reasoning behind the UK not joining the Eurozone.

5 The exit ticket: Give students a quick survey consisting of the questions below regarding their anxiety with difficult texts. They can complete this on paper as the class ends or respond virtually with their smartphones.

1. How stressful is it for you when you see a reading like the one in class?
2. Do you feel you are now equipped with reading strategies that can help?
3. Even in a reading of this size, were you able to recognize words that were similar to English?

▶ ## CROSS-CURRICULAR CONNECTIONS

The connections cluster mostly within the Social Studies curricula including economics, commerce, geography, and history.

▶ ## COMMUNITY CONNECTIONS

Possible community connections might include guest speakers that typically have to exchange currency, from travelers to international investors and businesspeople that deal with Europe.

▶ ## 21ST CENTURY SKILLS

Core Subjects and 21st Century Themes: Global Awareness, Finance, Economics, Business and Entrepreneurial Literacy
Learning and Innovation Skills: Critical Thinking and Problem Solving
Life and Career Skills: Social and Cross-Cultural Skills

Currencies: Calculating Exchange Rates

75-100 mins

SP + all

Author: Sean R. Hill

Unit theme: International Business   **Grade Level**: High School   **Proficiency Level**: Novice Mid/High

Real world professional context: Business

Enduring Understanding: Countries use different currencies which have different values.

ESSENTIAL QUESTIONS

1. What are the different currencies used in the Spanish-speaking world?
2. Are the values of different currencies similar?
3. Why would countries use the U.S. dollar?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will be able to identify different countries' currencies and convert from U.S. dollars to other currencies and vice versa. Students will describe those conversions accurately in Spanish.

SKILLS - Students will be able to convert currencies from USD to another and vice versa.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - Names of currencies and nationalities in the Spanish-speaking world as well as numbers into the thousands

CONTEXTUALIZED GRAMMAR STRUCTURES - Word order and noun-adjective agreement

INTERCULTURAL KNOWLEDGE - Various countries use either the USD or different currencies and that sometimes new currencies are adopted due to financial, political, and economical changes.

MATERIALS/RESOURCES -

- Student currency conversion worksheet (see Appendix)
- "El stock de moneda extranjera en las casas de cambio" - https://www.youtube.com/watch?v=1xEYXMjBhjg
- "Casa de cambio" - https://www.youtube.com/watch?v=IIPs5FZwMa0
- "Belize - Guatemala Border Crossing and Money Exchange" - https://www.youtube.com/watch?v=2GameDHe58U
- "Street Money Changer" (although it is not in Latin America, it demonstrates the idea) - https://www.youtube.com/watch?v=aXqpmlDQYxA
- Examples of money from different countries, current and old, either real or printed. A communicative activity designed to find the richest and poorest group in class. (Money total handout)
- Traveling Suitcase "Latin American Economy" available for borrowing at the University of Florida Lending Library - http://www.latam.ufl.edu/outreach/services/traveling-suitcases/
- Exit ticket - Economic Knowledge Worksheet (see Appendix)
- Currency converters - http://www.xe.com/es/currencyconverter, http://www.oanda.com/lang/es/currency-converter/

Currencies: Calculating Exchange Rates

STEPS FOR LEARNING ACTIVITY

1　Show pictures of multiple *casas de cambio* and banks outside of the U.S. and ask students what they think these are. Then, show pictures of currency exchanges at airports in the U.S. and ask students what is different and why it is that way. Next, show video clips of *casas de cambio* and exchanging money at the border where there are no *casas de cambio*. Finally, relate a story about not being able to exchange currency in Mexico and receiving a worse exchange rate by having to pay in dollars.

2　Explain that we are going to learn the exchange rates of different countries and what USD $20 is equivalent to in each country. Since most flights go to the capitals, students will have to determine what country they are in based on the capitol given. They are to complete the information and perform a simple calculation. Students may find multiple currencies for countries and this will confuse them. For example, there are two official currencies in Cuba. Students will write both. Likewise, it is possible to see former currency equivalents. Students will write down what they assume is the correct conversion rate. (Often, students will not realize that the old currency is no longer valid and will assume themselves richer in the communicative task.)

3　Once students have completed the worksheet, hand out examples of money from different countries to students either individually or in groups. This will be based on the amount of samples one has. Students then count the money they have so that they can answer how much currency they have and determine its value in USD.

4　Next, pass out the communicative activity (Money total handout). Students will answer questions individually or in groups about the amount of money they have and its value in USD. They will talk to various groups and will try to determine which group is the richest and which is the poorest.

5　After students have met with the required number of groups, tally up the group totals on the board. Students will realize that there are groups that have the same country but different currencies. It may be necessary to explain that other countries no longer use the currency that they have. A general analog can be made with the value of Germany's money after WWI and inflation.

6　Finally, there is an exit ticket with three questions for students to complete before they leave class. If students have not completed the USD $20 conversion calculations, this is homework.

▶ ## CROSS-CURRICULAR CONNECTIONS

The connections cluster mostly within the economics curriculum.

▶ ## COMMUNITY CONNECTIONS

Possible community connections might include guest speakers that typically have to exchange currency, from travelers to international investors and businesspeople. Depending on the community, an international airport nearby would employ people whose job is to exchange currencies.

▶ ## 21ST CENTURY SKILLS

Core Subjects and 21st Century Themes: Global Awareness, Financial Economic, Business and Entrepreneurial Literacy
Learning and Innovation Skills: Critical Thinking and Problem Solving
Life and Career Skills: Social and Cross-Cultural Skills, Financial Literacy

Talking on the Phone

Author: Cristin Bleess

3-4 class pds   **SP** + all

Unit theme: Phone numbers, Hispanic names   **Grade Level**: High School   **Proficiency Level**: Novice Mid-High

Real world professional context: Business, medical, STEM, leadership, social services

Enduring Understanding: Communicating in another language allows people to obtain information about other people. The Spanish-speaking world is made up of many different countries, each with their own cultural products, practices and perspectives.

ESSENTIAL QUESTIONS

1. How do I spell out a last name in Spanish?
2. How do I say a phone number in Spanish?
3. How are last names and phone numbers different in English and Spanish?

STANDARDS

1.1 Interpersonal communication   **2.1** Cultural practices and perspectives   **3.2** Acquiring new information

1.2 Interpretive communication   **2.2** Cultural products and perspectives   **4.1** Language comparisons

1.3 Presentational communication   **3.1** Connections to other disciplines   **4.2** Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will know how to understand a Hispanic name (first and last) and phone number when speaking on the phone.

SKILLS - Students will be able to take/leave a phone message including the person's name and phone number.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - numbers (0-100), alphabet, telephone phrases, "Please, repeat it slower.", "How do you spell…?"

INTERCULTURAL KNOWLEDGE - Spanish-speaking people often use two last names. Phone numbers are said in different ways in different countries.

MATERIALS/RESOURCES -

- Phone vocabulary - http://www.rocketlanguages.com/spanish/learn/phone-in-spanish/
- Hispanic Last Names: Why Two of Them? - http://perez.cs.vt.edu/twolastnames
- Common Hispanic last names - http://zonaj.net/noticia/1175/16/los-10-apellidos-mas-comunes-en-algunos-paises-del-mundo/, http://www.taringa.net/posts/info/15268374/Los-100-apellidos-mas-comunes-en-Argentina.html
- Common Hispanic names - http://www.registraduria.gov.co/Edicion-No-46-Ano-IV-diciembre-de.html#01, http://www.registraduria.gov.co/Edicion-No-46-Ano-IV-diciembre-de.html#08, http://espanol.babycenter.com/los-nombres-de-ninos-mas-populares-en-2013, http://espanol.babycenter.com/los-nombres-de-ninas-mas-populares-en-2013

STEPS FOR LEARNING ACTIVITY

1 To hook students into the lesson, pre-arrange to have someone call you during class so that you can answer the phone in Spanish and pretend to take a message. After you hang up, ask the students what just happened to see if they can connect their cultural knowledge of talking on the phone with the Spanish version of it, even if they didn't understand everything that was said.

2 Explain that you will be learning how to take and leave a phone message in Spanish. Talking on the phone is one of the hardest things to do in a foreign language, and this will help your students feel more confident when it's their turn to use the phone.

Talking on the Phone

3 Start with Hispanic last names. Show an example of an entire name in Spanish (ie. Sergio Javier Otal Lobo). Ask students what it is and what the different parts of it represent. Some students may know. Use your own name to compare with the Hispanic name and do so in the target language. Compare your first names, second names, and then the last names. You may have to use a drawing of a family tree with you and your parents to help with the explanation and staying in the target language. Once students have a basic understanding, have them figure out their full "Hispanic" name. The article (in the resources) titled "Hispanic Last Names: Why Two of Them" can be used as a reference resource for students.

4 Once students understand the full Hispanic names, have them work on spelling out different real Hispanic names using the lists provided in the resources section. They can do this in pairs, groups, or individually. Also, the teacher should spell out different last names so that the students practice listening and writing down the names they hear the teacher spell. Next, have students practice with complete names (two first names and two last names). There are lists of names in the resources section, as well.

5 Once students have a good understanding of the names and how to spell them, move on to the telephone numbers. Even though in the United States phone numbers are always seven digits with a three digit area-code and it is customary to write a phone number in a specific way (i.e. (123) 456-7890), each country does it a little differently. Here are some examples of how to write a phone number in Spanish: 123 45 67 89, 1234 5678, 95 465 77 21, 123 456 78 90. You can choose one way to teach your students or have a discussion about how each country does it a little differently (and even cell phones have a different number of digits compared to a land-line in many countries). Have students change their own number into a "Spanish phone number" and practice saying different phone numbers. You can provide them with a list of numbers in different formats or use business cards (do a Google Image search for "*tarjetas de presentación*") to include authentic resources.

6 Go over vocabulary needed for phone calls, such as, "Who is calling?", "Would you like to leave a message?", "Can I speak to…" (There is a link in the resources for phone phrases in Spanish). Have students get into two circles, one inside the other (concentric circles or inside/outside circles) and have the students on the inside circle stand in front of a student in the outside circle. This will be their partner to practice phone calls. Give the students a situation card so they know the goal of their conversation. These should include business situations/contexts (doctor's office, customer service at a retail store, bank, etc.).

For the first time, the outside circle student will be the student making the phone call (i.e. You are Sr./Srta. Garcia López and want to talk to Sr. Sandoval Díaz) and the inside circle student will be answering (i.e. You are Sr. Sandoval Díaz's secretary and he's not in the office right now). Give the students enough time to go through the role-play. Have the outside circle rotate so that they are now standing in front of a new student. This time, the student on the outside will be answering the phone call and the student on the inside will be making the phone call. Give the students a new situation card and have them practice. Repeat this another 3-4 times.

7 To assess the student's abilities to make and answer phone calls, use technology if possible. You can use Google Voice to have the students call you and leave a message. You could use Lingt Classroom (http://lingtlanguage.com/) to have students record a role-play. If you don't have access to technology, students can sit back-to-back (use prop telephones if possible…students like this!) and do the role-play live (or have a student aide record them on a video camera or other device for you to watch and grade later). They should each do two role-plays, one where they make the phone call, and one where they answer the phone. Have to situations ready for students to use.

▶ COMMUNITY CONNECTIONS

Invite native speakers of the target language to class to participate in the role-play. If this lesson is done with more advanced students, talk with an organization in your community that receives calls from native speakers of the target language and see if students can volunteer to help in the office.

▶ 21ST CENTURY SKILLS

Life and Career Skills: Social and Cross-Cultural Skills, **Learning and Innovation:** Communication and Collaboration.

The Corporate Jungle: Introduction (1 of 4)

1* class pd

SP + all

*60-90 minute class

Author: Danika Cornelius

Unit theme: Business Skills   **Grade Level**: High School   **Proficiency Level**: Intermediate-High

Real world professional context: Business

Enduring Understanding: Cultural values influence practices in business and professional settings.

ESSENTIAL QUESTIONS

1. What is appropriate business etiquette?
2. How much do I know about acceptable business etiquette already?
3. How is learning about business etiquette applicable to my future goals?

STANDARDS

1.1 Interpersonal communication   **2.1** Cultural practices and perspectives   **3.2** Acquiring new information

1.2 Interpretive communication   **2.2** Cultural products and perspectives   **4.1** Language comparisons

1.3 Presentational communication   **3.1** Connections to other disciplines   **4.2** Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will gain an introductory understanding of acceptable business etiquette practices.

SKILLS - Students will be able to self-evaluate current knowledge about business etiquette in multiple cultures.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *Etiqueta de negocios* (business etiquette)

CONTEXTUALIZED GRAMMAR STRUCTURES - Present tense, past tense (preterit), present/past subjunctive, conditional, infinitives and placement of reflexive pronouns, commands or imperatives, superlatives, and *tener que*

INTERCULTURAL KNOWLEDGE - Students need to be aware of the cultural differences between the U.S. and Latin American countries that contribute to various experiences in business settings.

MATERIALS/RESOURCES -
- *The Corporate Jungle* by Chamir Highley - http://www.etiquetadenegocios.com/
- Quiz - http://www.etiquetadenegocios.com/cuestionario/HighleyEtiquetaNegocios.htm

STEPS FOR LEARNING ACTIVITY

1 | Show them the website on the overhead, highlighting the quiz.

2 | Have students write their answers.

3 | As a group, discuss the responses for each question and student reactions.

4 | Show students the correct answers and the explanations.

5 | Have students tally up their answers; collect their papers; use later for post-unit assessment.

▶ CROSS-CURRICULAR CONNECTIONS

These skills apply to business and across the curriculum to prepare students for all types of professions.

▶ COMMUNITY CONNECTIONS

Teachers could invite virtual guests to talk about the importance of business etiquette and share key experiences they have had throughout their career.

▶ 21ST CENTURY SKILLS

Life and Career Skills: Social and Cross-Cultural Skills

The Corporate Jungle: Professional Text Messaging (2 of 4)

15-30* mins

SP + all

first time, 30 minutes; thereafter, 15-20 minutes to start or conclude a class

Author: Danika Cornelius

Unit theme: Business Skills   **Grade Level**: High School   **Proficiency Level**: Intermediate-High

Real world professional context: Business

Enduring Understanding: Cultural values influence practices in business and professional settings.

ESSENTIAL QUESTIONS

1. What are some typical business etiquette issues encountered in various cultures?
2. How do I learn what is acceptable and appropriate business etiquette?
3. What are some proper and improper ways of communicating in professional settings?

STANDARDS

1.1 Interpersonal communication	**2.1** Cultural practices and perspectives	**3.2** Acquiring new information
1.2 Interpretive communication	**2.2** Cultural products and perspectives	**4.1** Language comparisons
1.3 Presentational communication	**3.1** Connections to other disciplines	**4.2** Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will learn basic business etiquette (e.g. appropriate business text messaging). The lesson can be expanded to etiquette for e-mails, voicemail messages, business card exchange, etc.

SKILLS - Students will be able to communicate effectively and appropriately in business setting (e.g. via text messaging).

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *specific to video being considered*

CONTEXTUALIZED GRAMMAR STRUCTURES - *specific to video being considered*

INTERCULTURAL KNOWLEDGE - Students need to be aware of the cultural differences between the U.S. and Latin American countries that contribute to various experiences in business settings.

MATERIALS/RESOURCES - *There are more videos on YouTube you can choose to use*.
- Dr. Highley's YouTube channel - https://www.youtube.com/user/MsChamir
- Text messaging video - https://www.youtube.com/watch?v=JBPOCDRz_ms

STEPS FOR LEARNING ACTIVITY

Instructor Notes:

For students who want to take notes, let them know ahead of time that the video can be paused to allow them to complete notes. Highlights from the video:

- Ask permission to text
- Consider your tone
- Noise from devices in meetings, etc.; rude
- Appropriate medium and timing
- Auto-correct, double check your messages, once you send it, it's out there
- Confidential information should not be texted
- Keep messages short and encourage them to talk by phone

STEPS FOR LEARNING ACTIVITY (cont'd)

1 | Show them the Highley text messaging etiquette video - https://www.youtube.com/watch?v=JBPOCDRz_ms

2 | Have students jot notes on video.

3 | Have students discuss their takeaway points.

4 | Consider extended activities like a mini-quiz or role-playing activities to reinforce the skills.

▶ **CROSS-CURRICULAR CONNECTIONS**
These skills are relevant to all subject areas and careers.

▶ **COMMUNITY CONNECTIONS**
Tweeting Dr. Highley a question or comment about the video(s).

▶ **21ST CENTURY SKILLS**
Learning and Innovation Skills: Critical Thinking and Problem Solving;
Life and Career Skills: Social and Cross-Cultural Skills

The Corporate Jungle: Class and Team Readings

will vary*

SP + all

Author: Danika Cornelius

Unit theme: Business Skills   **Grade Level**: High School   **Proficiency Level**: Intermediate-High

Real world professional context: Business

Enduring Understanding: Cultural values influence practices in business and professional settings.

ESSENTIAL QUESTIONS

1. What are some typical business etiquette issues encountered in various cultures?
2. How do I learn what is acceptable and appropriate business etiquette?
3. What are some proper and improper ways of communicating in professional settings?

(Questions will vary according to chapters of the book assigned for student review)

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will learn basic business etiquette.

SKILLS - Students will be able to communicate effectively and appropriately in business setting.

Knowledge and skills gained will vary depending on the assigned sections.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *specific to reading/chapter(s) being considered - e.g. have students create essential vocabulary as they are reading*

CONTEXTUALIZED GRAMMAR STRUCTURES - *specific to reading/chapter(s) being considered*

INTERCULTURAL KNOWLEDGE - Students need to be aware of the cultural differences between the U.S. and Latin American countries that contribute to various experiences in business settings.

MATERIALS/RESOURCES -
- *The Corporate Jungle* by Chamir Highley - http://www.etiquetadenegocios.com/

STEPS FOR LEARNING ACTIVITY

If as a class reading,

1 | Call on different students to read, and stop occasionally to engage discussions.

2 | Have students create discussion questions in target language (e.g. "According to the author, what is an effective way to discuss a pay raise with a boss?")

STEPS FOR LEARNING ACTIVITY (cont'd)

If as a group or team reading,

3 | Take turns reading assigned sections checking comprehension with peers in their group and jotting down main ideas and vocabulary as they read.

4 | Presenting or teaching back to the rest of the class through a summary, skit, etc.

▶ COMMUNITY CONNECTIONS

Depending on topics being discussed, invite local business people to attend and speak to a class, or through Skype.

▶ 21ST CENTURY SKILLS

Learning and Innovation Skills: Critical Thinking and Problem Solving;
Life and Career Skills: Social and Cross-Cultural Skills

The Corporate Jungle: Etiquette Across Cultures (4 of 4)

will vary*

SP + all

Author: Danika Cornelius

Unit theme: Business Skills **Grade Level**: High School **Proficiency Level**: Intermediate-High

Real world professional context: Business

Enduring Understanding: Students take knowledge and skills acquired in previous classes about how cultural values influence practices in business and professional settings.

ESSENTIAL QUESTIONS

1. What are the key components of assigned texts?
2. How will I present this information in an innovative and engaging manner?
3. How will I use this capstone experience in real-life business settings?

STANDARDS

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Cultural practices and perspectives

2.2 Cultural products and perspectives

3.1 Connections to other disciplines

3.2 Acquiring new information

4.1 Language comparisons

4.2 Cultural comparisons

LESSON OBJECTIVES & LEARNING GOALS

KNOWLEDGE - Students will gather, organize, and deliver information obtained through previous readings and activities.

SKILLS - Collaboration with group members and communication are key skills to be applied in this project. Additionally, time management will be important to meet progressive deadlines.

COMMUNICATIVE LANGUAGE FUNCTIONS

ESSENTIAL VOCABULARY - *to be determined by team members depending on their project.*

CONTEXTUALIZED GRAMMAR STRUCTURES - *to be determined by team members depending on their project.*

MATERIALS/RESOURCES -
- *The Corporate Jungle* by Chamir Highley - http://www.etiquetadenegocios.com/
- Student evaluation rubrics/forms for group and student audience members
- Various materials as determined by team members

STEPS FOR LEARNING ACTIVITY

1. Form groups (at teacher's discretion to assign or allow self-grouping).

2. Provide each group with assigned book sections.

3. Students brainstorm and present proposals for approval on what they will do for each assigned section. This allows for teacher and student collaboration and serves to engage students in an extended activity.

4. After the proposal is approved, students organize themselves to determine the material they will need, and what days/times they may need to meet beyond the allotted time in class.

5. Students present and are evaluated by teacher, their group, and student audience.

▶ CROSS-CURRICULAR CONNECTIONS

Will vary depending on presentation and applications

▶ COMMUNITY CONNECTIONS

Invite local business members to the presentations as audience members.

▶ 21ST CENTURY SKILLS

Learning and Innovation Skills: Communication and Collaboration, Critical Thinking and Problem Solving;
Life and Career Skills: Social and Cross-Cultural Skills, Iniative and Self-Direction

Section II
Resources on Leadership

Section II provides a variety of sources on integrating leadership into the language classroom and on the importance of leadership in general.

- *Éxito comercial* is a university level textbook for the post-intermediate level, but can be adapted for use in the secondary classroom. The sixth edition features aspects of business leadership in each chapter and includes a special section on career possibilities. - http://www.cengage.com/search/productOverview.do;jsessionid=5A5B8A0A3B6C1B630D187E2F0ED725E6?N=15+29&Ntk=P_EPI&Ntt=2112651283128895719727864145101404412&Ntx=mode%2Bmatchallpartial#Overview

- American Management Association Webinar. (2010). *Essential Skills for the 21st Century Workplace* - http://nble.org/wp-content/uploads/2010/03/21st+Century+Workplace.pdf

- Chartered Management Institute. (2014). *21st Century Leaders: Building practice into the curriculum to boost employability.* Available for free download at: http://www.managers.org.uk/21cleaders

- Duncan, A. (2010). U.S. Secretary of Education on Global Learning, Languages - http://asiasociety.org/us-secretary-education-global-learning-languages

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Section III
Professional Development

The integration of LSP at the K-12 level is possible through dissemination of resources and models and offering strategic professional development. In the last decade, some progress has been made through funding from the Centers for International Business Education and Research (CIBERs). The Network of Business Language Educators (NOBLE), established in 2009 with CIBER seed funding is a growing network of K-12 teachers developing LSP courses and materials. However, there is still a strong need to obtain funding and support to train teachers interested in LSP course development and to help connect teachers and schools to industry. Professional development with a focus on LSP will be key as we move toward more innovative and relevant approaches to reach students in the classroom and prepare them for our increasingly global workplace. Some LSP resources through publications, associations, social media, and conferences are provided below.

Publications

Textbook

- Día a día "offers a fresh approach to fourth-semester Spanish by engaging learners in purpose-driven activities about both their personal lives and professional ambitions". Authors: Ann Abbott & Holly Nibert. *to request a free exam copy - http://www.pearsonhighered.com/educator/product/Da-a-da/9780205722020.page

Journals/Edited Volumes:

- *Global Business Languages* - http://docs.lib.purdue.edu/gbl/
- *Scholarship and Teaching of Language for Specific Purposes* - http://contentdm.mhsl.uab.edu/cdm/ref/collection/faculty/id/161
- *Journal of Languages for Specific Purposes* - http://jlsp.steconomiceuoradea.ro/
- *LSP Journal: Language for Special Purposes, Professional Communication, Knowledge Management and Cognition* - http://rauli.cbs.dk/index.php/lspcog
- *Specialised Languages in the Global Village: A Multi-Perspective Approach* - http://www.amazon.com/Specialised-Languages-Global-Village-Multi-Perspective/dp/1443829099

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<u>Online Materials/Social Media</u>
- NOBLE - Language Learning for Business & the Professions by Mary Risner of the University of Florida
- NOBLE K-12 LSP Courses Resources - http://nble.org/program-development/course-materials/
- NOBLE Social Media Pages
    - Facebook - https://www.facebook.com/pages/Language-Learning-for-Business-and-the-Professions/220717155738
    - LinkedIn - https://www.linkedin.com/groups?gid=4251403&trk=hb_side_g
    - YouTube LSP Webinar Archives - https://www.youtube.com/playlist?list=PLylrmGqeIorfugWW5nZUDxq_zkz7zfWf1
    - Twitter - twitter.com/langforcareers
- LSP Blog by Annie Abbott of University of Illinois Urbana-Champaign - http://spanishandillinois.blogspot.com/
- Navigating Your Career Transition - http://darcylear.com/

<u>Conferences</u>
- First International Symposium on Languages for Specific Purposes at University of Alabama at Birmingham 2012 - https://www.uab.edu/cas/languages/symposium
- Second International Symposium on Languages for Specific Purposes at University of Colorado at Boulder 2014 - http://altec.colorado.edu/lsp/
- Third International Symposium on Languages for Specific Purposes 2016 (To be held in Arizona)
- Groupe d'Étude et de Recherche en Espagnol de Spécialité (GERES) - http://www.geres-sup.com/
- Congreso Internacional de Español para Fines específicos (CIEFE) - http://ciefe.com/

Section IV
Advocacy Materials

A major difficulty for educators is convincing peers and administrators of the value of language and culture skills for the workplace when state testing remains a higher priority. Not to mention the challenge of breaking away from language learning activities without context or practical application. The promotion of language and culture study as an integral part of education at the K-12 level must be facilitated by widely disseminating innovative curriculum and program models. Strategic and organized advocacy efforts must continue to gain the support of decision-makers at the local, state, and national level. Below are some resources available for teachers to implement in their schools and districts with a goal of promoting the importance of language and culture skills to school administrators and the community at large.

- "Languages for Careers" series on YouTube - https://www.youtube.com/playlist?list=PLylrmGqeIordhEBilIFOV2iva2uSc7sfq
- NOBLE's YouTube video "Are We Prepared for Jobs of the Future?" - https://www.youtube.com/watch?v=IwCEkleilNQ
- ACTFL's video "Lead with Languages" - https://vimeo.com/77166262
- Advocacy Reports and Articles - http://nble.org/resources/advocacy/
- Mapping the Nation: Is the U.S. Ready for a Global Future? - http://asiasociety.org/mapping-nation
- Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (JNCL-NCLIS) - http://www.languagepolicy.org/
- ACTFL's Lead with Languages Initiative - http://www.leadwithlanguages.org/
- AATF Commission on Advocacy Facebook Page - https://www.facebook.com/AATFcommissiononadvocacy
- The Language Flagship Programs: The Next Generation of Global Professionals - http://www.thelanguageflagship.org/
- Humanities Indicators: A Project of the American Academy of Arts & Sciences - http://www.humanitiesindicators.org/
- ACTFL Skills Map - http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

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Author/Editor Biographies

Mary Risner is Associate Director of the Center for Latin American Studies at the **University of Florida** and founder of the NOBLE project. She is passionate about international education and believes in promoting global awareness for personal and professional success. Risner's educational background is in Marketing, Latin American Studies, and foreign language. She also holds an Ed.D. in Curriculum and Instruction/ Educational Technology. She has lived abroad in Europe and Latin America and has taught at secondary and post-secondary levels and in corporate settings. In addition to teaching, Risner has broad experience in program management and development. Her areas of interest include: Language for Specific Purposes (LSP), the role of culture and language in international business, Portuguese, and Globally Networked Learning Environments (GNLESs). To learn more about Risner's work, please visit: Global eLearning - http://globalelearning.org/.

Linda Markley has worked in the field of languages for almost 40 years. Her first job out of college was in the import/export industry in New York. When her children were young, she started her own business teaching Spanish business language skills to employees of HRS, the police and fire departments, and the courts and legal system. Most of her career has been spent teaching Spanish and French to children ages pre-K to college age. She is quite active in state, regional, and national language organizations, sharing her expertise and passions as well as her strong commitment for language advocacy. The integration of her business and language skills have always provided opportunities for employment. Currently, she is retired, or as she prefers to say it like the Spanish… She is "jubilating," moving toward her next adventure with languages!

Cristin Bleess is a former Spanish teacher at **Castle View High School** in Castle Rock, Colorado where she led the development of a "Spanish for Leadership" program. She was also the World Language Coordinator for the Douglas County School District. She has taught Spanish in Texas and Minnesota. Her first teaching job was for the Universidad de Guadalajara in their PROULEX (Programa Universitario de Lenguas Extranjeras) program. For the 1999-2000 school year, Bleess was a Fulbright Exchange Teacher in Bogotá, Colombia. In August of 2011, she completed her Master's degree from Southern Oregon University in Spanish for Language Teaching. Cristin is currently with the Peace Corps serving in Albania.

Danika Cornelius received her B.A. in Spanish in 2009, with a minor in Anthropology, from Florida Gulf Coast University. She has taught Spanish language to students in both public and private high schools, and has been a presenter at AATSP and at FFLA, as well as at other local and regional conferences. Her interest in collaborating on developing the course, Spanish for Leadership and Global Competency, grew out of the realization of the multiple-disciplinary and employment opportunities available to those proficient in world language. Cornelius is a former Spanish teacher at **Seacrest Country Day School** in Florida and is soon beginning a degree program as a Physician's Assistant.

Sean Hill is a Spanish teacher at **Farwell High School** in Farwell, MI and an instructor at **Mid Michigan Community College** in Harrison, MI. He is also the current president of the Michigan Chapter of the American Association of Teachers of Spanish and Portuguese. He has completed Master's degrees in Spanish, Secondary Education, and Experimental Psychology from Central Michigan University and is a PhD candidate in Educational Leadership. As the world language district chair, he helped implement a K-14 Spanish program offering up to 12 college credits as well as a Chinese dual language immersion program at the elementary level. His interests include the incorporation of service learning and career readiness skills into the standard world language curriculum.

Appendix

- *21 Indispensable Qualities of a Leader*
  - Lista Cualidades
  - Líder Ejemplo
- *The Apprentice*
  - Rubric
- Currencies, an Intro
  - Nationalities
  - Economic vocabulary
- Currencies, the Euro
  - Article
  - Reading Questions sheet
- Currencies, Exchange Rates
  - Números avanzados
  - Currency Converter
  - Exit Ticket

Las 21 cualidades indispensables de un líder
por John Maxwell

1. Carácter – Sé un pedazo de roca
2. Carisma – La primera impresión puede ser determinante
3. Compromiso – Es lo que separa a los hacedores de los soñadores
4. Comunicación – Sin ella, viajas solo
5. Capacidad – Si la desarrollas, ellos vendrán
6. Valentía – Una persona con valentía es mayoría
7. Discernimiento – Pon fin a los misterios no resueltos
8. Concentración – Mientras más aguda sea, más agudo serás tú
9. Generosidad – Tu vela no pierde nada cuando alumbra a otros
10. Iniciativa – No deberías salir de casa sin ella
11. Escuchar – Para conectarte con su corazón, usa tus oídos
12. Pasión – Toma la vida y ámala
13. Actitud positiva – Si crees que puedes, puedes
14. Solución de problemas – No puedes dejar que tus problemas sean un problema
15. Relaciones – Si tomas la iniciativa, te imitarán
16. Responsabilidad – Si no llevas la bola, no puedes dirigir el equipo
17. Seguridad – La competencia nunca compensa la inseguridad
18. Autodisciplina – La primera persona a la que tienes que dirigir eres tú mismo
19. Servicio – Para progresar, pone a los demás primero
20. Aprender – Para seguir dirigiendo, sigue aprendiendo
21. Visión – Puedes conseguir sólo lo que puedes ver

Relaciones
Una cualidad importante de los lideres

"A la gente no le importa cuánto sabes, hasta que saben cuánto te interesan." – John Maxwell

Las relaciones son:

1.   Comprender a la gente
2.   Amar a la gente
3.   Ayudar a la gente

William Osler
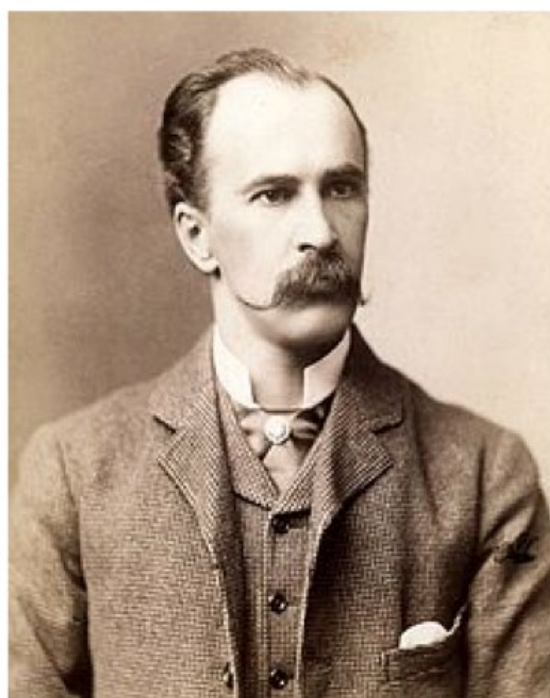
Para mejorar la cualidad de relaciones:
1.   Leer libros sobre el tema y practica el arte de las relaciones
2.   Hacer algo pequeño cada día para valorar a los amigos y colegas
3.   Reparar una relación dañada

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Rúbrica para el gestor/la gestora del grupo

Para cada categoría, evalúa al gestor/la gestora con los siguientes números:

        4 = Exceeds Expectations
        3 = Meets Expectations
        2 = Partially Meets Expectations
        1 = Lacks

También, tendrás que escribir un comentario breve para explicar la nota que le das.

Nombre del evaluador/a:
Nombre del gestor/la gestora:

Categoría	Nota	Comentario
Fue organizado/a.		
Se comunicó bien con los miembros del equipo.		
Mostró las cualidades de un/a buen/a líder (compromiso, visión, etc.).		
Dividió bien el trabajo entre los miembros del equipo y también ayudó.		
Manejó bien el grupo (resolvió problemas, mantuvo el grupo enfocado, etc.).		
El uso consistente del español para comunicarse con los miembros del equipo.		

Otros comentarios:

Rúbrica para el grupo

Para cada miembro, evalúalo según los siguientes criterios y con los siguientes números:

        4 = Exceeds Expectations

        3 = Meets Expectations

        2 = Partially Meets Expectations

        1 = Lacks

También, tendrás que escribir un comentario breve para explicar la nota que le das.

Nombre del evaluador/a:

Nombre del miembro del equipo:

Categoría	Nota	Comentario
Respetó al gestor/la gestora y el resto del grupo.		
Cumplió con los deberes asignados a tiempo.		
Estuvo presente en las reuniones y actividades cuando fuera necesario.		
Apoyó el grupo como pudo y con una buena actitud.		
El uso consistente del español para comunicarse con los miembros del equipo.		

Otros comentarios:

Economic Knowledge and Inflation Exit Ticket   **Nombre**

Do all Spanish-speaking countries use the same currency?

Is it necessary to know numbers into the millions for typical transactions?

Describe how inflation and economic instability have affected the economies of Latin America?

Las nacionalidades: La herencia y la ciudadanía
(Nationalities: heritage and citizenship)

- **Los norteamericanos**
  - Estadounidense, Canadiense, Mexicano
- **Algunos europeos**
  - Irlandés/ Irlandesa, Inglés/ Inglesa, Escocés/ Escocesa
  - Español / Española, Portugués/ Portuguesa, Francés/ Francesa, Italiano
  - Alemán/ Alemana, Holandés / Holandesa , Polaco, Ruso, Griego
- **Algunos centroamericanos**
  - Guatemalteco, Hondureño, Salvadoreño, Costarricense, Nicaragüense, Panameño
- **Algunos sudamericanos**
  - Argentino, Boliviano, Uruguayo, Paraguayo, Chileno,
  - Peruano, Ecuatoriano, Colombiano, Venezolano, Brasileño
- **Algunos caribeños**
  - Cubano, Dominicano, Puertorriqueño (Boricua), Jamaiquino, Haitiano
- **Algunos africanos**
  - Ecuatoguineano, Marroquí, Egipcio, Sudafricano
- **Algunos asiáticos**
  - Chino, Coreano, Japonés/Japonesa, Tailandés/Tailandesa, Vietnamita, Filipino
  - Indio, Pakistaní/ Pakistaníes, Iraní, Iraquí, Saudita, Israelí

Economic Knowledge Vocabulary

1. La economía — economy (also slang for wallet)
2. El dinero — money
3. La moneda — money, currency
4. El billete — bill, as in paper money
5. El centavo (el céntimo) — cent, coins
6. El cambio — change, to exchange
7. Casa de cambio — currency exchange
8. Ganar — to earn, to gain
9. Ahorrar — to save
10. Depositar — to deposit
11. El banco — the bank
12. El interés — interest
13. Simple — simple
14. Compuesto — compound
15. Pobre — poor
16. Rico — rich
17. El salario / El pago — salary / pay
18. Por hora — per hour, hourly
19. Por semana — per week, weekly
20. Por mes — per month, monthly
21. Por año — per year, annually, per annum
22. El cheque — check
23. La tarjeta de crédito — credit card
24. La deuda — debt
25. Pagar — to pay
26. La cuenta — account, bill (to pay), count
27. El soborno — bribe
28. La bolsa de valores — stock market
29. La inversión — investment
30. Invertir — to invest
31. "Voy a tener" — I'm going to have…
32. "Quiero ser" — I want to be

33. El nombre de diferentes monedas en el mundo hispano hablante: peso, euro, quetzal, boliviano, etc…

POR CARLA GUERRERO

El próximo 1 de enero, 12 países europeos despertarán con una nueva moneda: el euro.

Bélgica, Alemania, Grecia, España, Francia, Irlanda, Italia, Luxemburgo, los Países Bajos, Austria, Portugal y Finlandia conformarán la llamada "zona euro", que concentra a una población de más de 300 millones de personas que abandonarán definitivamente sus monedas nacionales para hacer del euro parte de su realidad cotidiana.

A partir de las primeras horas del 2002, los bancos centrales de la zona euro empezarán a distribuir al sistema bancario de cada país más de 13 mil millones de billetes y 52 mil millones de monedas en euros, sustituyendo una cantidad casi igual de billetes y monedas nacionales, para entonces ya antiguas.

Este periodo de transición en el que finalmente se introducirá la forma "física" del euro abarcará del 1 de enero al 28 de febrero, lo cual implicará la doble circulación de la nueva moneda en conjunto con los francos, marcos, escudos y florines, entre otras monedas.

Será hasta el 28 de febrero cuando las monedas nacionales dejen de circular, pero podrán cambiarse sin costo por euros durante el 2002 en los bancos designados.

Como se trata de uno de los cambios financieros más fuertes que se han planeado en la historia, han surgido especulaciones, sobre todo, en lo relacionado a la seguridad de los billetes, de los que habrá siete denominaciones y ocho para las monedas.

Sin embargo, la página oficial del Banco Central Europeo (BCE) informa que se hará uso de fibras fluorescentes en los billetes, una filigrana de seguridad y elementos de lectura automatizada a fin de garantizar una identificación segura.

La adopción del euro en casi la mitad de Europa corresponde a una política de establecer un mercado común que aumente la prosperidad económica y la unión entre los pueblos europeos, según lo indica el Tratado de Roma de 1957.

El Acta Única Europea de 1986 y el Tratado de la Unión Europea de 1992 han contribuido a ello, creando la Unión Económica y Monetaria (UEM) y el BCE en 1998, sentando los cimientos del euro.

A partir de la adopción del euro se realizaron campañas de información durante el 2001, encabezadas por el BCE y la Comunidad Económica Europea (CEE), a través de su respectiva página en internet en los 11 idiomas que conforman la zona euro.

No obstante, según una encuesta de la Comunidad Europea publicada en Bruselas, cerca del 6 por ciento de los ciudadanos de los 12 países de la zona euro ignoran todavía que el cambio de moneda tendrá lugar el 1 de enero del 2002. El 15 por ciento tampoco sabe que con sus euros pueden pagar también en los países vecinos, y apenas el 36 por ciento conoce con exactitud el periodo de transición para la conversión.

Actualmente se están viviendo los últimos días del inicio del periodo de transición anterior, que comenzó el 1 de enero de 1999, fecha en la que el euro se convirtió en la moneda única de la Unión Europea (para transacciones que no la implicaran físicamente) y las antiguas monedas nacionales en subdivisiones del euro, y que terminará la medianoche del 31 de diciembre del 2001, cuando comience la fase del programa que pondrá físicamente en circulación al euro.

Al finalizar esta fase, las monedas y los billetes en unidades monetarias nacionales dejarán de ser de curso legal. En la mayoría de los países, ello debería suceder hasta el 28 de febrero.

▶ ¿QUIÉNES PARTICIPAN?

En 1998, el Consejo Europeo de Jefes de Estado o de Gobierno designó a los países miembros aptos para adoptar al euro de acuerdo con una serie de criterios relativos a resultados económicos.

Suecia, e inicialmente Grecia, no fueron admitidos al no cumplir con los criterios de convergencia, ni tampoco Dinamarca y el Reino Unido, porque habían negociado previamente cláusulas de no adhesión. Sin embargo, la CEE recomendó a Grecia como Estado miembro participante a partir del 1 de enero de 2001, elevando a 12 el número de países miembros que introducirán el euro a su economía.

La nueva moneda también circulará en Andorra, San Marino, Mónaco y el Vaticano, territorios que carecen de divisa propia. Es probable que pase lo mismo con los países de los Balcanes, que hasta ahora tenían como divisa de referencia el marco alemán, y Suecia y Dinamarca, que mantienen estrechas relaciones económicas con un socio del euro, Finlandia.

Si bien el Reino Unido no forma parte de la zona euro, se podrá pagar con euros pero el cambió se dará en libras esterlinas.

▶ ¿CÓMO SON LOS EUROS?

En billetes. Los hay de siete denominaciones: 5, 10, 20, 50, 100, 200 y 500 euros, diseñados en diferentes colores. Todos son iguales en la zona euro y, a diferencia de las monedas, no tendrán una cara nacional.

El diseño en los billetes simboliza el patrimonio arquitectónico europeo sin representar algún monumento real en específico. En la cara de cada billete están representadas puertas y ventanas como símbolo del espíritu de apertura y cooperación en la Unión Europea. El reverso muestra un puente de una época indeterminada, metáfora de la comunicación entre los pueblos de Europa, y entre Europa y el resto del mundo.

Los billetes podrán obtenerse desde el 1 de enero del 2002 en cajeros automáticos y bancos de la zona euro. Cuando se haga una compra con alguna de las divisas antiguas se devolverá el cambio en euros.

En monedas. Las hay de ocho denominaciones: 1, 2, 5, 10, 20 y 50 centavos, y 1 y 2 euros. Una de las caras es común en todos los países y representa un mapa de la Unión Europea sobre un fondo de líneas transversales a las que van unidas las estrellas de la bandera europea. La otra cara refleja temas nacionales elegidos por cada uno de los países.

Las monedas podrán utilizarse en cualquier lugar de los 12 Estados miembros, independientemente del motivo nacional que lleven.

▶ INICIAN DISTRIBUCIÓN DE EUROS

El 14 de diciembre fueron puestos a la venta varios juegos de monedas en euros de diferentes denominaciones en Francia, Holanda e Irlanda, mientras que el pasado lunes se repartieron en Alemania, Portugal y Grecia.

En información publicada el mismo día por REFORMA, un comprador francés adquirió 40 monedas de euro por 100 francos. En tanto, los irlandeses cambiaban 5 libras por una bolsita de 6.35 euros. Los holandeses compraron 11.25 euros por 25 florines.
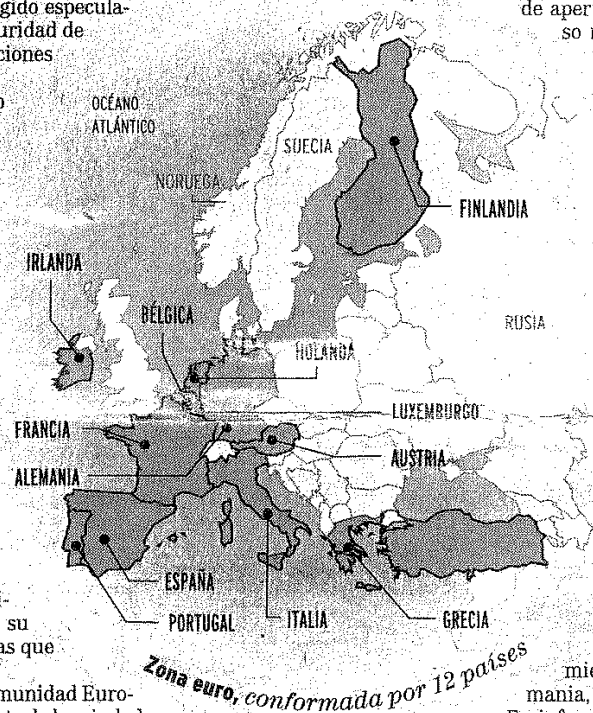
▶ EUROS PARA INVIDENTES

Para la mayoría de las personas, el manejo de una nueva moneda como el euro es, simplemente, cuestión de acostumbrarse a su aspecto; sin embargo, existen otras que necesitan más ayuda para reconocerla, como son los invidentes o quienes padecen de sus facultades visuales.

Antes de iniciar la producción de los billetes en euros, los diseñadores y expertos en impresión consultaron a la Unión Europea de Ciegos.

El resultado fue la inclusión de una serie de elementos para ayudar a las personas ciegas y a deficientes visuales para identificar por el tacto las distintas denominaciones de los billetes, y por ello, diversas partes de éstos se han impreso "en relieve", utilizando un método llamado calcografía.

También hay marcas táctiles situadas en los bordes de los billetes de 200 y 500 euros para ayudar a su identificación; además, el valor nominal está impreso en cifras de gran tamaño en tinta más oscura, con colores intensos de gran contraste.

OCÉANO ATLÁNTICO

SUECIA

NORUEGA

FINLANDIA

IRLANDA

BÉLGICA

RUSIA

HOLANDA

LUXEMBURGO

FRANCIA

AUSTRIA

ALEMANIA

N

ESPAÑA

PORTUGAL   ITALIA   GRECIA

Zona euro, conformada por 12 países
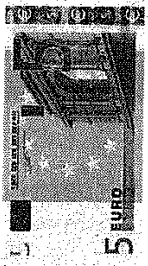
Euro

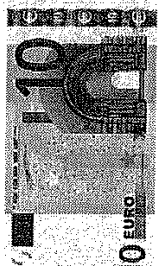## Llega a la Comunidad Eu

Billetes
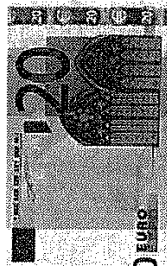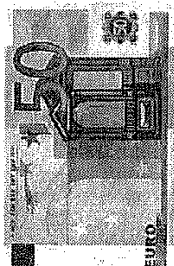
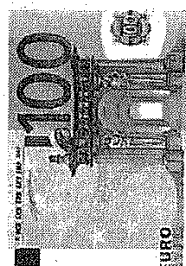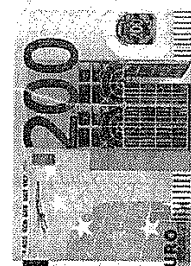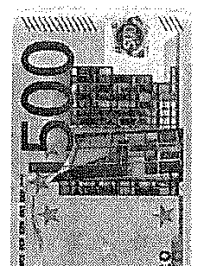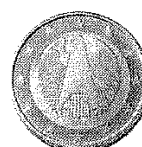|						
Ilustración Estilo clásico	Estilo románico	Estilo gótico	Estilo renacentista	Estilo barroco	Estilo cristal y hierro	Estilo Siglo 20

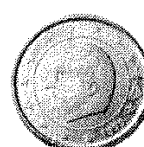## Monedas (cara nacional)

Finlandia	Irlanda	Francia	Italia	Alemania	Bélgica
Pareja de cisnes	*Arpa celta*	*Árbol de la Vida*	*Dibujo de Da Vinci*	*Águila*	*Rey Alberto II*
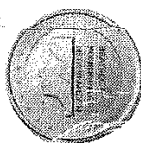
Austria	Luxemburgo	Holanda	España	Portugal	Grecia
W. A. Mozart	*Duque Enrique*	*Reina Beatriz*	*Juan Carlos I*	*Escudo de Armas*	*Lechuza*

La llegada del euro   **Nombre:**

Which countries make up the Euro Zone (countries that use the Euros)?

How many people make up the Euro Zone?

How does the article say "billion"?

Name some of the currencies that ceased to exist in 2002.

What is the point behind the adoption of the Euro, according to the Treaty of Rome in 1957?

How many languages make up the Euro Zone?

What was the date that most of the Euro Zone countries' own currencies stopped being legal tender?

Did the United Kingdom choose to enter the Euro Zone? Why or why not?

How do the Euro bills compare to U.S. dollars?

How do the coins compare to U.S. coins?

What is the benefit of the Euro as the major currency of Europe?

How does the Euro take the blind into consideration?

Los números avanzados

100 cien
101 ciento uno
200 doscientos
300 trescientos
400 cuatrocientos
500 quinientos
600 seiscientos
700 setecientos
800 ochocientos
900 novecientos
1000 mil
1001 mil uno
1002 mil dos
2000 dos mil

$2.000,57 $300.980.210,90

10.000 diez mil
200.000 doscientos mil
999.412 novecientos noventa y nueve mil cuatrocientos doce
1.000.000 un millón
2.000.000 dos millones
1.000.000.000 un billón o (mil millones)

APPENDIX
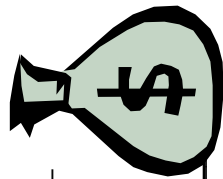
Currency Converter

Find what the currency is for each of the following countries and tell me what the current exchange rate is compared to the US dollar.
You can use http://www.xe.com/es/currencyconverter or http://www.oanda.com/lang/es/currency/converter/ to help you out.

Nombre: _____

Capital	Moneda (en español)	Cambio/USD (#)	Si tengo US$20, tengo X... (en español)
México, D.F.	*el peso mexicano*	*13*	*(260) doscientos sesenta pesos*
Santo Domingo			
Bogotá			
Ciudad de Guatemala			
Caracas			
Lima			
Quito			
Santiago			
Buenos Aires			
La Habana			
Montevideo			
Asunción			
La Paz			
Ciudad de Panamá			
San José			
Madrid			
Managua			
San Salvador			
San Juan			
Tegucigalpa			
Malabo			