

Language Level	INTERMEDIATE HIGH	Grade	9-12	Date		Day in Unit	4	Minutes	40-55
<b>Unit Theme and Question</b>	<b>Our Changing World: How Businesses affect our lives?</b>								
<b>Daily topic:</b>	Business and Jobs – Labor market								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>	Students can: 1. I can evaluate the benefits of globalization in the business community and the role of education as a way to increase competition of the TC. 2. I can do a presentation about some of the best countries to work in the world.						
		■ Interpersonal							
		■ Interpretive							
		■ Presentational							
<b>If applicable</b> , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	<b>Connections</b>	Students will be exposed to different realities and views that would allow them to understand better the perception of people with respect to different business and job opportunities.							
	<b>Comparisons</b>	Students will be able to compare their own reality with other business from different cultures including the TC.							
	<b>Communities</b>	Differences among teens and adults from different cultures specially from the TC will allow to enrich our discussion.							
	<b>Common Core</b>	I can write a simple summary about something I have researched. I can identify common patterns in the products and practices of a culture.							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?	<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?			
<b>Gain Attention / Activate Prior Knowledge</b>	Allow students to select the top three business they like to buy from. Allow to share their thoughts with others in small groups.				5 minutes				
<b>Provide Input</b>	With a partner or in small groups read out loud the article the 10 Best business to work for in the US.				5-10 minutes	<a href="http://www.univision.com/noticias/dinero/las-10-mejores-empresas-para-trabajar-en-estados-unidos">http://www.univision.com/noticias/dinero/las-10-mejores-empresas-para-trabajar-en-estados-unidos</a>			

## Appendix M.

## Blank Lesson Plan Template

<b>Elicit Performance / Provide Feedback</b>	Allow students to share their comments of the articles with a partner or in small groups.	5-10 minutes	
<b>Provide Input</b>	Watch the video: The Best business in the World. Review with students some of the vocabulary list previously prepared	5-10 minutes	<a href="https://www.youtube.com/watch?v=-JWA5Ei8u55k">https://www.youtube.com/watch?v=-JWA5Ei8u55k</a>
<b>Elicit Performance / Provide Feedback</b>	Allow students to share their views with others in small groups. Allow students to ask and answer to each other questions.	10-15 minutes	
<b>Closure</b>	Elaborate some conclusion statements from the general discussion. Highlight some of the comments or observations from students.	5 minutes	
<b>Enhance Retention &amp; Transfer</b>	Create groups based on student's preferences and to prepare themselves to support their selection.	5-10 minutes	
<b>Reflection – Notes to Self</b>	<ul style="list-style-type: none"> <li>• What worked well? Why?</li> <li>• What didn't work? Why?</li> <li>• What changes would you make if you taught this lesson again?</li> <li>• ????</li> </ul> <p>* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.</p>		