world languages as career skills

A Five-Lesson Unit Plan

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World Languages as Career Skills: A Five-Lesson Unit Plan is the result of multiple years of research and dedication to the idea of helping world language learners understand their language learning as critical workplace skills. **Holly Schnittger** began her interest in this area as a participant in the *Educators as Catalyst* program in which she interned at the Delaware Department of Education to explore how state-level educational policy impacts learning in Delaware schools and classrooms. As an Italian teacher at McKean High School in the Red Clay Consolidated School District, Holly has seen firsthand the importance of her learners understanding the *why* behind their learning and for them to be able to articulate the role that language skills play in their world of work both now and after high school. Holly believes that the deeper the understanding a learner has of the connections between language proficiency and current and future careers, the more the learner is engaged and motivated to continue longer sequences of language learning.

World Languages as Career Skills
A Five-Lesson Unit Plan

OVERVIEW

World Language educators today have a responsibility to help their learners understand the personal value and importance of learning a language in relation to their current work situation or future career goals. According to ACTFL's *Making Languages our Business* report, nine (9) out of ten (10) employers rely on employees with language skills other than English. In fact, one (1) in three (3) employers report an actual language skills gap in their company. Therefore, these findings act as a sort of *battle cry* for us to help prepare our students with the level of language proficiency necessary for their particular careers. From their first experience with language learning, students can start seeing the value of learning another language and how it will directly play a role in their future beyond merely fulfilling a language requirement or getting into college. Through this unit on **World Languages as Career Skills**, learners explore the relationship between the language and cultural skills that they are developing and the jobs they may have now and set goals for how they may become even more marketable when entering the workforce after high school.

World Languages as Career Skills is a unit of five 45-90 minute lessons that will introduce the connections between World Languages and careers. It is recommended that the unit be completed at the start of the school year in the earliest level possible to help students find personal meaning or purpose for learning a language in addition to English. In lesson one, students will first be introduced to the benefits of learning a language holistically through infographics and additional media sources. The second lesson will focus on the role that languages play in today's careers through articles, videos, and websites. The third lesson will provide a brief introduction to what proficiency is and the description of various proficiency levels. This will give students a better understanding of what they will be able to do with the language they are learning. The fourth lesson will then have them take a closer look at a few careers they are potentially interested in and what role that language will play in them. Students will also discover what proficiency level is needed for each career. The final lesson will be outlining the steps needed to achieve the proficiency level necessary for one particular career and setting a clear goal to go forward with throughout their career preparation and language learning.

Each lesson in **World Languages as Career Skills** has also been designed to address the intersection of the Delaware World-Readiness Standards for Learning Languages, the Delaware Social Emotional Learning (SEL) Competencies, and the Delaware Career Readiness Skills. Each lesson has four parts: Warm-Up, Motivator/Introductory Activity, Development Activities/Guided Practice/Independent Activities, and Closure. Teachers will also find *Extension* suggestions as a part of the Closure that may be used for homework or to differentiate the learning experience. Each section of the lesson plan is accompanied by a suggestion for the length of time to be spent in that particular section.

An advance graphic organizer has been created to help learners focus during the unit. Teachers should provide learners with either an electronic copy or a hard copy before beginning the unit. Learners will use all the information they collect in the organizer as they develop their personal career and language goal in lesson five.

FIVE LESSONS AT-A-GLANCE

Lesson	Time Frame	Lesson Title/ Essential Question	Can-Do Statements	Resources
LESSON ONE	45 minutes	What are the benefits to learning a World Language?	I can identify benefits to learning a World Language and connect them to my own language journey.	Advance Graphic Organizer Importance of learning a second language Goldfish v. Kitty Benefits of Language Learning Advance Graphic Organizer 10 Reasons You Should Learn a Foreign Language Benefits of Multilingualism Why Learn Another Language Lead with Languages
LESSON TWO	45 minutes	What is the connection between World Languages and careers?	I can recognize the benefits of learning a language as a career skill and connect them to my current and future careers.	Advance Graphic Organizer Lead with Languages: Making Language Proficiency a National Priority Video Making Languages Our Business Do employers value employees with language and culture skills? Why foreign language skills matter for the next-generation workforce Employability Skills + World Languages How languages help in your career video

LESSON THREE	90 minutes	What is language proficiency and the different proficiency levels?	I can articulate the different characteristics of each proficiency level and connect them to my own language journey.	Advance Graphic Organizer ACTFL Proficiency Levels Inverted Pyramid ACTFL Proficiency Levels with Functions Martian and the Beach Proficiency Activity Delaware Proficiency Targets for Non-Immersion World Language Learners Novice Proficiency Drag and Drop Activity Intermediate Proficiency Drag and Drop Activity
LESSON FOUR	45 minutes	How would learning a World Language help me in my career and what proficiency level do I need?	I can research careers that interest me and identify the language proficiency level I need to work in those particular professions.	Advance Graphic Organizer OKC Police's Bilingual Unit Boasts More Than 50 Officers Video Careers Associated with World Languages List Delaware Pathways and Languages Lead with Languages Oral Proficiency Levels in the Work Force ACTFL Proficiency Ratings and their Prospective Career Usages
LESSON FIVE	90 minutes	What steps do I need to take in language learning to be ready for my career?	I can set a SMART goal for my language learning as it relates to my career and identify steps I need to take in order to achieve it.	Advance Graphic Organizer Delaware Certificate of Multiliteracy Delaware Certificate of Multiliteracy SAMPLE AAPPL, STAMP or ASLPI World Languages as Career Skills Unit SMART Goal Model World Languages as Career Skills Unit SMART Goal Template Grow Your Mind To Go Global

IMPLEMENTATION CONSIDERATIONS

This **World Languages as Career Skills** unit can be completed annually at the start of the school year and revisited throughout the year to see if students are meeting their personal language goals. This unit has been designed to be used in middle or high school courses but some adaptations may be necessary based on age/level of knowledge of students. Teachers can allow for more or less time depending on what is needed to make this a valuable and useful goal-setting tool for their learners. The unit should be considered a fluid, working document that can be adapted based on the learners' career interests and language course options. Teachers should allow learners to continue to focus on and plan from their original goal or create a new goal if they are interested in a different career.

Prior to beginning the **World Languages as Career Skills** unit, teachers are encouraged to review the resources listed above and make sure that they are able to provide electronic or hard copies of the resources students may need to complete the unit's activities.   However, it is strongly recommended that students use the electronic version of the _Unit Advance Graphic Organizer_ as it would be difficult for students to capture their evidence in the small spaces that are provided in the hard copy found in the Resource Appendix.

Special Note for **Teachers of Latin**: While the **World Languages as Career Skills** unit is applicable for use in all world language classrooms, teachers of Latin may need to adapt some lessons to make them more appropriate for a classical language. The first two lessons of this unit may work well for students of Latin. Some Latin teachers may choose to only use these two lessons for their beginning Latin classes. Latin teachers may also want to adapt the final goal-setting lesson to focus on the overall benefits to learning Latin instead of solely on careers. Nevertheless, if students are interested in a career field in which Latin would be beneficial, they should be encouraged to complete the goal-setting as intended.

Additional Resources:
- Delaware World-Readiness Standards for Learning Languages
- Workforce and World-Ready with World Languages
- Careers and Connection to Word Languages Videos

LESSON ONE
What are the benefits to learning a World Language?

Outcome / Objective	World-Readiness Standards	
I can identify benefits to learning a World Language and connect them to my own language journey.	5.1 School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

SEL Competencies	Lesson Length
Self-Awareness Benchmark 1B: Demonstrate an awareness of personal qualities and interests. Self-Awareness Benchmark 1C: Demonstrate an awareness of one's own strengths and opportunities for growth. **Career Readiness Skills** 11. Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.	45 minutes

Warm-up	Timing

Introduce the essential question and the can-do statements for this lesson so students know exactly what is being asked of them. Also introduce the advance graphic organizer that will be used for each lesson. Share with students that they will use this organizer each day and that they will use all the information they collect to complete the final unit activity.
 	
Show the Importance of learning a second language Goldfish v. Kitty video and have the students answer the following questions:
  1) What did you think of when you watched this video?
  2) How does this video relate to languages/language learning?
 	
Have students share aloud to the class and discuss how this video relates to the importance of learning a language. These answers can be recorded in a Schoology discussion board, jamboard, or in the advance graphic organizer.
	5 minutes

Motivator / Introductory Activity	Timing
Have students then reflect on their own language journey and how they have gotten here by answering the following questions: 　1) Why did you choose to study this particular language? 　2) Have you studied a language before? What did you enjoy about learning a new language? What were the challenges? 　3) What are the benefits to learning another language? List as many benefits that you can think of. Have students share their personal experience with learning a language in small groups and see what answers they have in common with one another. Have one student report out for each group to the class and have teacher or student record answers.	10 minutes
Development Activities / Guided Practice / Independent Activities	**Timing**
Have students work in groups to analyze four infographics (Benefits of Language Learning, 10 Reasons You Should Learn a Foreign Language, Benefits of Multilingualism, Why Learn Another Language) or others of your choosing that discuss the benefits of learning a language. Students should decide what the most important benefits from their particular infographic and then share it with their group. Several students can then share out to the class to make an overall list of benefits. This can be recorded by the teacher in a word cloud to bring together all of the responses. Students can discuss personal experiences where they benefited from knowing another language such as in travel, job, native language, etc. Introduce the Lead with Languages website and have students examine the other benefits listed for learning languages, along with specific benefits for their age group and backgrounds. Students will then go to the page of their **specific language** they are studying and add the important benefits for learning that particular language to their original list. Students can then share the specific benefits to learning the particular language they are studying to the class.	20 minutes
Closure Activity	**Timing**
As a class, students share at least one personal reason they have for their language learning and why this would benefit them in their life now or in the future. This can be shared out loud as a whole class or submitted digitally. Teacher then should revisit the essential question/can do statement to do a quick check to determine if the lesson objective has been met. *Extension* Students create a flipgrid video where they share their language journey so far. This could include: 　1) Why did you choose to study this particular language? 　2) How long have you studied this language or others? 　3) How will learning this language benefit you in the future?	10 minutes

LESSON TWO

What is the connection between World Languages and careers?

Outcome / Objective	World-Readiness Standards
I can recognize the benefits of learning a language as a career skill and connect them to my current and future careers.	5.1 School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SEL Competencies	Lesson Length
Self-Awareness Benchmark 1B: Demonstrate an awareness of personal qualities and interests. Self-Awareness Benchmark 1C: Demonstrate an awareness of one's own strengths and opportunities for growth. **Career Readiness Skills** 11. Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.	45 minutes

Warm-up	Timing

Introduce the essential question and the can-do statements for this lesson so students know exactly what is being asked of them. Also remind the students about the advance graphic organizer that will be used for each lesson.
 	
Show the Lead with Languages: Making Language Proficiency a National Priority Video and have the students answer the following questions:
  1) What data/statistics provided in the video help show the importance of learning another language for your career?
  2) What does the quote "Outside the U.S., knowing multiple languages is the standard, not the exception" mean? How does this quote connect to the importance of learning another language for your career?
	5 minutes

Have students share aloud to the class and discuss how this video connects languages directly to career skills. These answers can be recorded in a Schoology discussion board, jamboard, or in the advance graphic organizer.	
Motivator / Introductory Activity Have students then reflect on their own job experiences and careers of those around them and have them answer the following questions: 1. How can knowing another language benefit you in your current job or future career? List at least three benefits. 2. How does speaking only one language hinder you in your current job or future career? 3. If you have a job now or in the past, has there been an occasion where you used another language or needed to and were unable to? Please explain. Have students share out in small groups and see what answers they have in common with one another. Have one student report out for each group to the class and have teacher or student record answers. Spend time focusing on the personal experiences some students may have had using language in their job already.	**Timing** 10 minutes

Development Activities / Guided Practice / Independent Activities
 	
Now that students are beginning to see an integral connection between language and careers, continue to explore this idea and find data to support beliefs. Have students use three documents (Making Languages Our Business, Do employers value employees with language and culture skills?, Why foreign language skills matter for the next-generation workforce)to help back up the following argument: Learning another language is a crucial career skill. Have students fill out a four-square graphic organizer with the information found. The four boxes should have at least three pieces of information for each:
Center Box: Learning another language is a crucial career skill.
      Box 1: Numbers/Data that support the statement
      Box 2: Quotes that support the statement
      Box 3: Jobs/Career fields that need employees to speak multiple languages
      Box 4: Personal Reasons/Experiences that support the statement
 	
Students can begin to think of how these findings will specifically help them in their current and future career. If time permits, have a discussion with the class about the career benefits that learning a language brings.
 	
Explain to students that aside from the specific language skills, there are benefits to speaking/learning another language that will also help in the workforce. Ask students the following question:
1) What other skills do you develop/improve from learning another language aside from the language itself? List as many as you can think of.
	Timing
	
	25 minutes

Think of this as a brainstorm as there are no right or wrong answers.
 	
Have students in pairs discuss their ideas and combine their answers to share aloud in class. The teacher can record their ideas in a [word cloud] or another list to bring together all of the responses.
 	
Now see if the students' ideas match up to the [Employability Skills + World Languages] infographic. Have students view the infographic and check off any ideas from their list that were also on there. Finally, have students choose one of the skills that was new to them from the infographic and answer the following questions:
    1. How would learning a language enhance this career skill?
    2. How does this career skill then help someone in the workforce?
Have several students share their answers with the class.	

Closure
 	
Now have students start reflecting on their current and future careers by answering the following question:
    1. Based on what you learned today about the connection between languages and careers, what is at least one benefit to learning a language to your prospective career and why? Explain in detail.
 	
Teacher then should revisit the essential question/can do statement to check to see if the lesson objective has been met. Explain that in the next lesson students will learn about the different language proficiency levels and identify what you can do at each level.
 	
Extension
 	
Have students watch the video [How languages help in your career video] and answer the following questions:
    1. How has learning languages helped these people in their careers? Choose one person from the video and describe the role that language plays in their career in detail.
    2. What additional career benefits has learning a language brought these people aside from their language skills?
    3. Why is it still beneficial to learn even a small amount of another language?
	Timing
	
	5 minutes

LESSON THREE

What is language proficiency and the different proficiency levels?

Outcome / Objective	World-Readiness Standard	
I can articulate the different characteristics of each proficiency level and connect them to my own language journey.	5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
SEL Competencies Self-Awareness Benchmark 1C: Demonstrate an awareness of one's own strengths and opportunities for growth. Self-Awareness Benchmark 1D: Demonstrate a sense of personal responsibility and advocacy. Self-Management Benchmark 2B: Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life. **Career Readiness Skills** 11. Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.	**Lesson Length** 90 minutes	

Warm-up
 	
Introduce the essential question and the can-do statements for this lesson so students know exactly what is being asked of them. Also remind the students about the advance graphic organizer that will be used for each lesson.
 	
In order to have the students start thinking of their own language learning, have the students answer the following questions:
  1) How did you learn your first language?
  2) If you learned a second language, did you learn it the same way as your native language or was it in a different way?
  3) Based on your language learning experiences, is there a sequence in learning a language? If so, what is that sequence?
  4) What does language proficiency mean to you?
 	
Have students share aloud to the class and discuss how they acquired their native language and/or a second language. These answers can be recorded
	Timing
	
	10 minutes	

in a Schoology discussion board, jamboard, or in the advance graphic organizer.	
Motivator / Introductory Activity Introduce the ACTFL Proficiency Levels Inverted Pyramid and explain the levels to the class. Ask the students the following question: 1) What does it mean that the proficiency levels are in an inverted pyramid? Discuss their answers as a class and explain how it takes more work/longer time to jump to the next proficiency level as you increase your level of language. Show the ACTFL Proficiency Levels with Functions and discuss that each level has key characteristics as to what you can do with the language you are learning. Explain that the next activity will break down each proficiency level even in more detail and help students understand the clear distinctions between levels and sublevels.	**Timing** 15 minutes
Development Activities / Guided Practice / Independent Activities Students should be broken down into 7 groups and given a proficiency level from the Martian and the Beach Proficiency Activity. Each group should read the description of their assigned proficiency level and then write a description of the beach based on what that particular proficiency level says you can do with your language ability in English. Each group should be given a poster paper and markers to write their description on and then post in the classroom with their particular proficiency level. You can then have the students reorder them from lowest to highest and each group then share their description to the class. If students need more support, the teacher can model one of the proficiency levels and have them complete it as a class before breaking into groups. If students are already familiar with the proficiency levels, you can have them complete the activity but have the class then guess what proficiency level it is or have them put them in order. This activity can be completed as well digitally in a google doc or jamboard where students can collaborate and have access to all of the descriptions from each group.	**Timing** 55 minutes

Closure
 	
Using the Delaware Proficiency Targets for Non-Immersion World Language Learners**,** have students answer the following exit ticket:
   1) Based on the Delaware proficiency targets, what proficiency level should you reach by the end of this language course?
   2) Using the information provided from the Martian activity, what should you be able to do with the language based on that particular proficiency level?
	Timing
	
	10 minutes

As a class, students should share their answers and confirm the correct proficiency level and key characteristics. This can be shared out loud as a whole class or submitted digitally. If time permits, students can put the language course level on the Martian Beach activity posters based on the Delaware proficiency targets so they can make a direct correlation between language course and proficiency level.

Teacher then should revisit the essential question/can do statement to check to see if the lesson objective has been met.

Extension

If students need/would like more practice with differentiating the proficiency levels, you can have them complete the [Novice Proficiency Drag and Drop Activity](#) and the [Intermediate Proficiency Drag and Drop Activity](#). This could be completed digitally or recreated on paper.

LESSON FOUR

How would learning a World Language help me in my career and what proficiency level do I need?

Outcome / Objective	World-Readiness Standards
I can research careers that interest me and identify the language proficiency level I need to work in those particular professions.	5.1 School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SEL Competencies	Lesson Length
Self-Awareness Benchmark 1B: Demonstrate an awareness of personal qualities and interests. Self-Awareness Benchmark 1C: Demonstrate an awareness of one's own strengths and opportunities for growth. Self-Awareness Benchmark 1D: Demonstrate a sense of personal responsibility and advocacy. Self-Awareness Benchmark 1E: Identify external and community resources and supports. Self-Management Benchmark 2B: Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life. Responsible Decision-Making Benchmark 5A: Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals. Responsible Decision-Making Benchmark 5B: Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations. **Career Readiness Skills** 11. Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities.	45 minutes

Warm-up	Timing
Introduce the essential question and the can-do statements for this lesson so students know exactly what is being asked of them. Also remind the students about the advance graphic organizer that will be used for each lesson. Show students the OKC Police's Bilingual Unit Boasts More Than 50 Officers Video and have them answer the following questions: 1. How do these police officers use language in their particular career? 2. How does knowing another language improve their ability to do their job well? 3. Why is it important that these police officers have a high proficiency level in their language? Have students share aloud to the class and discuss the role that language plays in these officers' careers. Make sure that students understand the importance of a higher proficiency level needed to do this particular job. These answers can be recorded in a Schoology discussion board, jamboard, or in the advance graphic organizer.	10 minutes
Motivator / Introductory Activity	**Timing**
In order to have the students start thinking of careers that interest them, have students use Careers Associated with World Languages List to answer the following questions: 1. Choose at least three careers from the list and explain why they interest you. 2. How do you think languages would play a role in these careers? Have students share out in small groups and see what careers they are interested in and the role that languages will play. Have one student report out for each group to the class and have teacher or student record answers.	5 minutes
Development Activities / Guided Practice / Independent Activities	**Timing**
Introduce students to the Delaware Pathways and Languages and explain how each career pathway would benefit from knowing another language other than English. Have students divide into groups and assign/have students choose one of the 12 available career pathways. If possible, assign students to a particular pathway they are currently in or are interested in learning more about. Each group is responsible for researching the pathway and creating a paper/digital poster about the role that languages play in that particular career field. Each group can report out to the class about their findings. These posters should be posted around the classroom or on a digital board where students have daily access to them and can be referred to when applicable during lessons. Remind students about the Lead with Languages website they have previously used and introduce the section that involves careers. Students can utilize this website or others to research the importance of language in at least two additional careers that they are interested in. Students can fill out	25 minutes

the chart in their advance graphic organizer that answers the following questions:
 	
    1) Why is knowing another language important in this career?
    2) What data backs up this statement?
    3) What can I start doing now to prepare for this career linguistically?
    4) Is there a particular language that would be most beneficial to know in the area?
    5) What other websites/resources did I use?	

Closure
 	
Using the Oral Proficiency Levels in the Work Force and the ACTFL Proficiency Ratings and their Prospective Career Usages documents, have students identify the language proficiency level necessary for each career they researched during today's lesson. Have students share their careers and necessary proficiency level as a class. This can be shared out loud or submitted digitally. If time permits, you can discuss why certain careers require a higher level of proficiency compared to others or what level of education they will need to achieve that proficiency level.
 	
Teacher then should revisit the essential question/can-do statement to check to see if the lesson objective has been met. Explain that in the next lesson students will narrow down their focus to one career of interest and set career and language goals going forward.
 	
Extension
 	
Have students reflect on their own life outside of school and think of someone they know that uses another language in their career. This could be a family member, friend, or someone they come in contact with in their daily life. Have them interview them and ask the following questions:
 	
    1. How do you use another language in your career?
    2. How did you learn that language?
    3. What is the benefit to you speaking another language in your career?
	Timing
	
	5 minutes

LESSON FIVE

What steps do I need to take in language learning to be ready for my career?

Outcome / Objective	World-Readiness Standards
I can set a SMART goal for my language learning as it relates to my career and identify steps I need to take in order to achieve it.	5.1 School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SEL Competencies	Lesson Length
Self-Awareness Benchmark 1C: Demonstrate an awareness of one's own strengths and opportunities for growth. Self-Awareness Benchmark 1D: Demonstrate a sense of personal responsibility and advocacy. Self-Awareness Benchmark 1E: Identify external and community resources and supports. Self-Management Benchmark 2B: Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life. Relationship Skills Benchmark 4B: Develop and maintain positive relationships. Responsible Decision-Making Benchmark 5A: Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals. Responsible Decision-Making Benchmark 5B: Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.	90 minutes

Career Readiness Skills 11**.** Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities. 18. Develop a work-learning plan in partnership with employer, student, and school staff to address short-term career goals. The plan should allow for flexibility based upon changing circumstances, employer feedback, and unplanned assignments.	

Warm-up	**Timing**

Introduce the essential question and the can-do statements for this lesson so students know exactly what is being asked of them. Also remind the students about the advance graphic organizer that will be used for each lesson.
 	
Through the previous lessons, students should have identified several careers that interest them and now they need to choose one specific career that they will focus on for creating their language goal. Have students answer the following questions:
    1. What career are you most interested in and why?
    2. Using the information that you have previously researched, what language proficiency level will you need to get to in order to use your language skills for that particular career?
 	
Have students share with partners the career they are most interested in and the proficiency level they will need. Have a few volunteers share their choices with the whole class. Individual student answers can be recorded in a Schoology discussion board, jamboard, or in the advance graphic organizer. This will help the teacher decide how to pair up the students for peer feedback based on similar career interests.
	10 minutes

Motivator / Introductory Activity	**Timing**

Now students will learn about how they can demonstrate their language proficiency level. Have students answer the following question:
    1. How will you know when you reach the language proficiency level you need for your career?
    2. How will you let your prospective employer know what language proficiency level is?
Have students share out in small groups and see what answers they have in common with one another. Have one student report out for each group to the class and have teacher or student record answers.
 	
The teacher should then introduce the Delaware Certificate of Multiliteracy as a way to credential their proficiency in both English and the language they have studied. Show students the Delaware Certificate of Multiliteracy Sample and explain that this is how students can show both their future school and employer what their language proficiency is, as well as what they can do in
	20 minutes

the language. Have students list what they need to do in order to earn the Certificate of Multiliteracy in their advance graphic organizer.

Then the teacher should introduce how student language proficiency is assessed. Teachers may introduce the assessment (AAPPL, STAMP, ASLPI, etc.) that is used in their district to demonstrate proficiency in a language and has your specific language. Have students list the specific test in their advance graphic organizer. Teachers may wish for their students to take the practice test for whatever assessment is used in your district so students can get a feel of what it is like to take it.

Development Activities / Guided Practice / Independent Activities	Timing
First, the teacher should show the World Languages as Career Skills Unit SMART Goal Model or have the teacher create one based upon a specific career. Go over the model step-by-step with the students so they know exactly what will be asked of them and what it should look like. Provide the model to the students so they can refer back to it while they are independently working. Students will then begin to write a SMART goal for their career. Using the World Languages as Career Skills Unit SMART Goal Template, have students fill out the steps they need to take in order to reach their career goal. Make sure they focus on both the career and language steps necessary for that particular career field. Students can use their advance graphic organizer as well as digitally research the necessary information. Students should be completing this individually. Once students are finished filling out their SMART goal, they should be put in small groups or partners based on similar career interests if possible to share out. Each student should go over their SMART goal and listen to the other students with a common career field so they can think of ways to improve their own goal. Students should not be providing formal feedback to one another just presenting their goal and asking/answering any questions that may come up. Once the pair or group finishes, each student needs to fill in their own **peer response chart** in the advance graphic organizer and see if they need to make any additions/revisions to their own SMART goal. After any necessary revisions are made, the students need to share the document so the teacher has a copy of each student's SMART goal. The students then need to put it in the front of their binder or somewhere where they can constantly see it and be able to access it often for class. Students then need to share this document with both their CTE teacher as well as their counselor. CTE teachers and counselors should also be encouraged to provide feedback/support to the student that would make their goals stronger and potentially more appropriate. This document should be an integral part of their learning plan going forward since it ties into what language and CTE classes they should take, where they should apply to college, etc. At a minimum, language teachers should revisit this document at the beginning and end of the school year to show the students the proficiency	50 minutes

level they are at and where they will be at the end of the course. This will continue to show the relevance of the document and the progress they are making on reaching their goal. This should be a fluid document so students can continuously make changes as necessary to make this relevant to their current and future plans.	
Closure After students have completed their SMART goals for their careers/language learning, have each student answer the following question: 1. What is the first step you need to do in order to reach your goal? How will this step help you in reaching your career goal? Have students share out in small groups and see what answers they have in common with one another. Have several students report out to the class. Teacher then should revisit the essential question/can do statement to check to see if the lesson objective has been met. *Extension* Teachers can use the book <u>Grow Your Mind To Go Global</u> to show students the professional benefits of being proficient in a second language. It contains many personal examples of how speaking another language and understanding another culture has propelled individuals in their careers. This book could be used as a book study in class or assign specific chapters for the class to read and discuss. This book can help continue the conversation about language as a career skill and also begin to introduce the importance of global competence and intercultural communication.	**Timing** 10 minutes

RESOURCE APPENDIX

Unit Advance Graphic Organizer for Students

Set Your SMART Career & Language Proficiency Goal

Set Your SMART Career & Language Proficiency Goal Sample

World Languages as Career Skills

Unit Advance Graphic Organizer for Students

Name: _____	Class: _____

LESSON ONE
What are the benefits to learning a World Language?

I Can Statement:

Warm-up: Answer the following questions from the [Importance of learning a second language Goldfish v. Kitty](#) video:

1) What did you think of when you watched this video?

2) How does this video relate to languages/language learning?

Motivator/Introductory Activity: Answer the following questions:

1) Why did you choose to study this particular language?

2) Have you studied a language before? What did you enjoy about learning a new language? What were the challenges?

3) What are the benefits to learning another language? List as many benefits that you can think of.

Development Activities/Guided Practice/Independent Activities: Using your assigned infographic ([Benefits of Language Learning](#), [10 Reasons You Should Learn a Foreign Language](#), [Benefits of Multilingualism](#), [Why Learn Another Language](#)) fill in the following information:

Infographic Assigned in Activity:	Benefits of Learning a Language from Specific Infographic:	Additional Benefits of Learning a Language Learned from Group/ Class:

Using information from the Lead with Languages website, fill in the following information:

Language:	Benefits:

Closure: Answer the following questions:

1. What is one personal reason for your language learning?

2. Why would this benefit you in your life now or in the future?

I Can Statement: Do you feel that you have accomplished the *I Can* statement? Why or why not? If not, what help do you need?

Extension: Make a Flipgrid where you share your language journey so far. This could include:
1) Why did you choose to study this particular language?
2) How long have you studied this language or others?
3)   How will learning this language benefit you in the future?

Insert your link to your Flipgrid video here

Additional Takeaways for Lesson One:

LESSON TWO
What is the connection between World Languages and careers?

I Can Statement:

Warm-up: Answer the following questions from the Lead with Languages: Making Language Proficiency a National Priority Video:

1) What data/statistics provided in the video help show the importance of learning another language for your career?

2) What does the quote "Outside the U.S., knowing multiple languages is the standard, not the exception" mean? How does this quote connect to the importance of learning another language for your career?

Motivator/Introductory Activity: Answer the following questions:

1. How can knowing another language benefit you in your current job or future career? List at least three benefits.

2. How does speaking only one language hinder you in your current job or future career?

3. If you have a job now or in the past, has there been an occasion where you used another language or needed to and were unable to? Please explain.

Development Activities/Guided Practice/Independent Activities: Use these three resources (Making Languages Our Business, Do employers value employees with language and culture skills?, Why foreign language skills matter for the next-generation workforce) to fill out the following chart:

Learning another language is a crucial career skill.

Numbers/Data that support the statement:	Quotes that support the statement:
Jobs/Career fields that need employees to speak multiple languages:	Personal Reasons/Experiences that support the statement:

Answer the following question:

1. What other skills do you develop/improve from learning another language aside from the language itself? List as many as you can think of.

Choose one of the skills that was new to you from the Employability Skills + World Languages infographic and answer the following questions:

1. What skill did you choose?

2. How would learning a language enhance this career skill?

3. How does this career skill then help someone in the workforce?

Closure: Answer the following question:

1. Based on what you learned today about the connection between languages and careers, what is at least one benefit to learning a language to your prospective career and why? Explain in detail.

I Can Statement: Do you feel that you have accomplished the *I Can* statement? Why or why not? If not, what help do you need?

Extension: Answer the following questions from the How languages help in your career video:

1. How has learning languages helped these people in their careers? Choose one person from the video and describe the role that language plays in their career in detail.

2. What additional career benefits has learning a language brought these people aside from their language skills?

3. Why is it still beneficial to learn even a small amount of another language?

Additional Takeaways for Lesson Two:

LESSON THREE
What is language proficiency and the different proficiency levels?

I Can Statement:

Warm-up: Answer the following questions:

1) How did you learn your first language?

2) If you learned a second language, did you learn it the same way as your native language or was it in a different way?

3) Based on your language learning experiences, is there a sequence in learning a language? If so, what is that sequence?

4) What does language proficiency mean to you?

Motivator/Introductory Activity: Using the ACTFL Proficiency Levels Inverted Pyramid and your previous knowledge, answer the following question:

1) What does it mean that the proficiency levels are in an inverted pyramid?

Fill in the information on the proficiency levels based on ACTFL Proficiency Levels with Functions:

Proficiency Level:	Function:

Development Activities/Guided Practice/Independent Activities: Using your given proficiency level in the [Martian and the Beach Proficiency Activity](#), describe the beach in English:

Proficiency Level:	Beach Description:

Closure: Using the [Delaware Proficiency Targets for Non-Immersion World Language Learners](#), answer the following questions:

1) Based on the Delaware proficiency targets, what proficiency level should you reach by the end of this language course?

2) Using the information provided from the Martian activity, what should you be able to do with the language based on that particular proficiency level?

I Can Statement: Do you feel that you have accomplished the *I Can* statement? Why or why not? If not, what help do you need?

Extension: Using your knowledge on proficiency levels today, make a copy and complete the following activities:

[Novice Proficiency Drag and Drop Activity](#)

[Intermediate Proficiency Drag and Drop Activity](#)

You can embed your completed activities here.

Additional Takeaways for Lesson Three:

LESSON FOUR
How would learning a World Language help me in my career and what proficiency level do I need?

I Can Statement:

Warm-up: Watch the OKC Police's Bilingual Unit Boasts More Than 50 Officers Video and answer the following questions:

1. How do these police officers use language in their particular career?

2. How does knowing another language improve their ability to do their job well?

3. Why is it important that these police officers have a high proficiency level in their language?

Motivator/Introductory Activity: Use Careers Associated with World Languages List to answer the following questions:

1. Choose at least three careers from the list and explain why they interest you.

2. How do you think languages would play a role in these careers?

Development Activities/Guided Practice/Independent Activities: Use Delaware Pathways and Languages to learn what role that language plays for a specific pathway. You will complete this activity as a group on a poster but you can complete your notes below.

Pathway given to research:	Connection to language:

You can utilize Lead with Languages website or others to research the importance of language in at least two additional careers that you are interested in and fill in the chart below.

Questions:	Career #1:	Career #2:
1) Why is knowing another language important in this career?		
2) What data backs up this statement?		
3) What can I start doing now to prepare for this career linguistically?		
4) Is there a particular language that would be most beneficial to know in the area?		
5) What other websites/resources did I use?		

Closure Activity: Using the Oral Proficiency Levels in the Work Force and the ACTFL Proficiency Ratings and their Prospective Career Usages documents, identify the language proficiency level necessary for each career you researched during today's lesson.

Career:	Proficiency Level:

I Can Statement: Do you feel that you have accomplished the *I Can* statement? Why or why not? If not, what help do you need?

Extension: Reflect on your own life outside of school and think of someone you know that uses another language in their career. This could be a family member, friend, or someone they come in contact with in their daily life. Interview them and ask the following questions:

1. How do you use another language in your career?

2. How did you learn that language?

3. What is the benefit to you speaking another language in your career?

Additional Takeaways for Lesson Four:

LESSON FIVE

What steps do I need to take in language learning to be ready for my career?

I Can Statement:

Warm-up Drill: Answer the following questions:

1. What career are you most interested in and why?

2. Using the information you have previously researched, what language proficiency level will you need to get to in order to use your language skills for that particular career?

Motivator/Introductory Activity: Answer the following questions:

1. How will you know when you reach the language proficiency level you need for your career?

2. How will you let your prospective employer know what language proficiency level is?

Using the Delaware Certificate of Multiliteracy and the Delaware Certificate of Multiliteracy Model, list the requirements for being awarded the Certificate of Multiliteracy below:

Type of Certificate of Multiliteracy:	Gold:	Diamond:
English Criteria:		
Language Criteria:		
Language test I need to take and the website to practice:		

Development Activities/Guided Practice/Independent Activities: After viewing the World Languages as Career Skills Unit SMART Goal Model, make a copy of the World Languages as Career Skills Unit SMART Goal Template and begin filling out your own SMART goal.

When you are finished creating your SMART goal, you will share your goal/steps with another student and complete the **peer response chart below** so you can make any revisions to your personal SMART goal.

Based on what your partner has shared about their plan, what parts of your plan do you feel are successful?	What parts might you need to adjust or improve?

At the end, make sure you complete the following steps:
1. Share your SMART goal with your language teacher.
2. Put your SMART goal in the front of your binder or somewhere you can easily access it and see it daily.
3. Share your SMART goal with your CTE teacher.
4. Share your SMART goal with your guidance or career counselor
5. Continue revisiting the SMART goal often.

Closure Activity: Answer the following question:

1. What is the first step you need to do in order to reach your goal? How will this step help you in reaching your career goal?

I Can Statement: Do you feel that you have accomplished the *I Can* statement? Why or why not? If not, what help do you need?

Extension: Ask your teacher for a copy of the Grow Your Mind To Go Global book to continue further into this topic. This book will provide you many examples of the role that languages have played in various careers.

Additional Takeaways for Lesson Five:

Set Your *SMART*
Career & Language Proficiency Goal

Specific	*What is your career & language proficiency goal?* My goal is to become a _____. Having proficiency in _____ is critical because _____. I will need at least a proficiency level of _____ to carry out necessary workplace functions.
Measurable	*How will you measure how well you achieve your career & language proficiency goal?* At this proficiency level, I will be able to _____. I will know I reached my goal when _____.

| | What are your action steps and deadlines that will help make sure you reach your career & language proficiency goal?

To help meet my goal, I will complete these actions steps: |
|---|---|
| **A**ttainable

Relevant

Timely | |

Attainable & Relevant Action Steps
Step 1:
Step 2:
Step 3:

List resources you used to create the above action steps:
-
-
-

Adapted from AVID Open Access Digital Templates' Set Your SMART Learning Goal

Set Your *SMART* Career & Language Proficiency Goal (SAMPLE)

Specific	*What is your career & language proficiency goal?* My goal is to become a <u>Registered Nurse</u>. Having proficiency in <u>Spanish</u> is critical because <u>it makes me more marketable to future employers and allows me to gather accurate information/data from Spanish speaking patients</u>. I will need at least a proficiency level of <u>Advanced Low</u> to carry out necessary workplace functions.
Measurable	*How will you measure how well you achieve your career & language proficiency goal?* At this proficiency level, I will be able to <u>narrate and describe in the past, present, and future and deal effectively with an unanticipated complication</u>. I will know I reached my goal when <u>I receive a score of Advanced Low or higher on a nationally recognized proficiency exam such as AAPPL or STAMP</u>.

| | What are your action steps and deadlines that will help make sure you reach your career & language proficiency goal?

To help meet my goal, I will complete these actions steps: |
|---|---|
| **A**ttainable **R**elevant **T**imely | |

Attainable & Relevant Action Steps	Deadline
Step 1: I will take all four levels of Spanish offered at McKean High School: Spanish I, Spanish II, Spanish III Honors, Spanish IV Honors.	8/2021-6/2025
Step 2: I will enroll in the Nurse Assisting pathway at McKean High School and take the following courses: Fundamentals of Health Sciences, Essentials of Anatomy and Physiology, and Certified Nurse Assisting	8/2022-6/2025
Step 3: I will apply to University of Delaware as a Nursing and Spanish major	11/2024
Step 4: I will complete 75 clinical hours in a long-term healthcare facility.	8/2024-6/2025
Step 5: I will take and pass the National Consortium for Health Science Education (NCHSE) National Health Science Assessment and the Prometric Delaware Nurse Aide Exam at the end of my Senior year.	6/2025
Step 6: By the end of my senior year,	6/2025-

I will take the AAPPL exam in Spanish, apply for, and receive the Certificate of Multiliteracy.	8/2025	
Step 7: I will apply and secure a job as a CNA in a healthcare setting during the summer, preferably in an area where Spanish is spoken.	6/2025-8/2025	
Step 8: I will attend University of Delaware to study Nursing and Spanish and successfully pass all required courses.	8/2025-5/2029	
Step 9: I will participate in a study abroad experience in a Spanish speaking country.	8/2025-5/2029	
Step 10: I will graduate with a BSN in Nursing and a BA in Spanish.	5/2029	
Step 11: I will retake the AAPPL or STAMP exam in Spanish to update my proficiency level.	6/2029	
Step 12: I will take and pass the NCLEX-RN exam ($200).	6/2029	
Step 13: I will apply for a nursing license in Delaware ($156) and become a licensed RN.	6/2029	
Step 14: I will apply for and secure a job as a bilingual RN in a Christiana Care Hospital.	6/2029-8/2029	

List resources you used to create the above action steps:

	- [Benefits of Being a Bilingual Nurse](#) - [Lead With Languages](#) - [Oral Proficiency Levels in the Work Force](#) - [AAPPL](#) or [STAMP](#) - [Red Clay School District Course Catalogue](#) - [Delaware Certificate of Multiliteracy](#) - [Delaware Pathways Nurse-Assisting](#) - [University of Delaware Nursing Program](#) - [University of Delaware Spanish Program](#) - [University of Delaware Study Abroad](#) - [Nursing Exam Information](#) - [State of Delaware Nursing Requirements](#) - [Christiana Care Job Openings](#)

Adapted from [AVID Open Access Digital Templates'](#) [Set Your SMART Learning Goal](#)