

**Unit 8: People Young and Old Have Jobs to do**  
**Lesson 4: Jobs We Aspire to Hold and How to Prepare for Them**

**Recommendation:**

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

**Standards**

California World Language Standards - Stage I
<p><b>Content</b></p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">k. Jobs</p>
<p><b>Communication</b></p> <p>1.0 Students use <b>formulaic language</b> (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>
<p><b>Functions</b></p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>
<p><b>Cultures</b></p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>
<p><b>Structures</b></p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>
<p><b>Settings</b></p> <p>1.0 Students use language <b>in highly predictable common daily settings</b>.</p> <p>1.1 <b>Recognize</b> age appropriate cultural or language use opportunities outside the classroom.</p>

**Objective**

Students will use information about various jobs to evaluate their own interests, skills, and aptitudes to consider career and job goals, then will investigate how to reach those goals.

**Student Work**

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

**Domains of Language**

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or <i>realia</i> or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

**Evidence of Learning – Assessment**

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in to student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p> <p>The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese</p>

characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

## Background on Teaching Tones with Color-coding and Kinesthetics to Aid Long-term Memory

### Color-coding Scheme for Mandarin Tones

*(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)*

1<sup>st</sup> oral: “First tone – **blue**, up high, like the clear, flat sky.”

**[hand at forehead level, palm down, flat]** example in pinyin: **jīntiān**

2<sup>nd</sup> oral: “Second tone – **green**, going up, like a tree reaching to the sun.”

**[hand at nose goes upward]** example in pinyin: **wán**

3<sup>rd</sup> oral: “Third tone – **brown**, dipping down then up, like a monkey swinging in a rainforest.”

**[hand starts at mouth level, goes down below chin, then up to nose level]** example in pinyin: **wǒmen**

4<sup>th</sup> oral: “Fourth tone – **red**, like an angry slap on the top of your head.”

**[hand does slap movement from forehead to chin levels]** example in pinyin: **ràng**

5<sup>th</sup> oral: “Fifth tone – neutral **black**, like a gentle tap.”

**[fingers of hand close as hand makes tap movement]** example in pinyin: **de** (no written accent mark)

**Important Note:** The Mandarin third tone is rare in normal speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

**Warm Up with Language through Repetition-Rhythm-Rhyme**

**Poems, Chants, and Songs**

English	Chinese Characters	Pinyin
<b>Chants (with clapping) for this lesson:</b>		
Jobs for you! Jobs for me! Many possibilities! Careers for me! Careers for you! Money and benefits will accrue!	适合你的工作！适合我的工作！很多的可能性！ 我的职业！你的职业！ 金钱和利益都会有！	<b>shìhé nǐ de gōngzuò ! shìhé wǒ de gōngzuò ! hěnduō de kěnéngxìng !</b> <b>wǒ de zhíyè ! nǐ de/dí/dì zhíyè ! jīnqián hé lìyì dōu/dū huì yǒu !</b>
<b>Poems for this lesson:</b>		
Aptitudes, interests, abilities, too! Lead to a successful career for me and you!	能力，兴趣，和本领， 为你我 引领成功的职业生涯！	<b>nénglì , xìngqù , hé běnlǐng , wèi nǐ wǒ yǐn lǐng chénggōng de zhíyè shēngyá !</b>
<b>Song for this lesson (can be sung to the tune of “My Country ‘Tis of Thee”):</b>		
My career aspirations, Lead to implications Of study and work! Many jobs require skill Courses I must fulfill My graduation will be a thrill I'll get a great job!	我的职业期望， 引领我的学习和工作！ 很多工作要求技能 我需要完成课业 毕业时我会很兴奋， 因为我会有很好的工作！	<b>wǒ de zhíyè qīwàng , yǐn lǐng wǒ de xuéxí hé gōngzuò ! hěnduō gōngzuò yāoqiú jīnéng wǒ xūyào wánchéng kèyè bìyè shí wǒ huì hěn xīngfèn , yīnwèi wǒ huì yǒu hěnhǎo de gōngzuò !</b>

**Teacher Modeling of Communication followed by Student’s Structured Practice**

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
<b>COMMUNICATIVE:</b> Greetings and leave-taking, common courtesy	<b>Hello! Hello!</b> <b>How are you? How are you?</b> <b>Have you thought about your future career or job? Yes, I have.</b> <b>What do you aspire to be? I aspire to be a _____.</b>  你好！你好！ 你好吗？你好吗？ 你想过你未来的工作吗？是的，我想过。 你长大了想当什么？我长大了想当 _____。	<u>Lines of communication or inside-outside circles</u>  <i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i>

	<p>Nǐ hǎo! Nǐ hǎo! Nǐ hǎo ma? Nǐ hǎo ma? Nǐ xiǎng guò nǐ wèilái de gōngzuò ma? Shì de, wǒ xiǎng guò. Nǐ zhǎng dà le xiǎng dāng shénme? Wǒ zhǎng dà le xiǎng dāng _____ .</p>	
<p><b>COMMUNICATIVE:</b> Expressing feelings and opinions</p>	<p>Which job do you think is harder, <u>police officer</u> or <u>computer engineer</u>? (Different jobs may be substituted for these two.)</p> <p>哪个工作更难？警察还是厨师？          Nǎge gōngzuò gèng nán? Jǐngchá háishi chúshī?</p>	<p><u>Clipboard Survey strategy:</u>          T-graph with answer choices for students to answer orally – 1) in my opinion the job of a police officer is harder than the job of a computer engineer because it's physically dangerous, or 2) in my opinion the job of a computer engineer is harder than the job of a police officer because it takes many years of education and strong math and logic skills.</p>
<p><b>ACADEMIC:</b> Seeking academic information</p>	<p>How much education do I need to become a _____?</p> <p>多少教育可以让我成为一个 _____。          Duōshǎo jiàoyù kěyǐ ràng wǒ chéngwéi yīgè _____.</p>	<p>Class builds a grid/matrix full of information about various jobs and what it takes to qualify for them so they can answer each other's questions and report information.</p>
<p><b>ACADEMIC:</b> Providing academic information</p>	<p>According to the grid (matrix), you need 'x' years of college/graduate degree/certification /apprenticeship/experience to become a _____.</p> <p>根据统计表，你需要 ____ 年大学 / 研究生 / 证书 / 实习 / 经验 可以成为 _____。</p> <p>Gēnjù tǒngjì biǎo, nǐ xūyào ____ nián dàxué/yánjiūshēng/zhèngshū/shíxí/jīngyàn kěyǐ chéngwéi _____.</p>	
<p><b>ACADEMIC:</b> Reporting academic information</p>	<p>My research indicates that it takes ____ years of (college/graduate degree/certification/ apprenticeship/experience) to become a _____ and ____ years to become a _____.</p> <p>我的调查表明需要 ____ 年大学 / 研究生 / 证书 / 实习 / 经验 可以成为 _____；需要 ____ 年大学 / 研究生 / 证书 / 实习 / 经验 可以成为 _____。</p>	

	<p>Wǒ de diàochá biǎomíng xūyào _____ nián dàxué/yánjiūshēng/zhèngshū/shíxí/jīngyàn kěyǐ chéngwéi _____; xūyào _____ nián dàxué/yánjiūshēng/zhèngshū/shíxí/jīngyàn kěyǐ chéngwéi _____.</p>	
<p><b>ACADEMIC:</b> Analyzing</p>	<p>What does your aptitude survey tell you?          According to my aptitude survey, I like _____, _____, and _____.</p> <p>你的能力统计表告诉你什么？          根据我的统计调查表，我喜欢 _____， _____，和 _____。</p> <p>Nǐ de nénglì tǒngjì biǎo gàosu nǐ shénme?          Gēnjù wǒ de tǒngjì diàochá biǎo, wǒ xǐhuan _____, _____, hé _____.</p>	<p>Use <u>lines of communication</u> or <u>inside-outside circles</u>.</p>
<p><b>ACADEMIC:</b> Evaluating information</p> <p>Hypothesizing with “if/then” statements</p>	<p>What kinds of jobs and careers are good for your aptitudes or preferences?          Based on the aptitude survey and what I know about my personality, I think _____ is a good career goal for me.</p> <p>什么类型的工作适合你的能力和喜好？          根据我的能力统计表，我认为 _____ 是适合我的工作。</p> <p>Shénme lèixíng de gōngzuò shìhé nǐ de nénglì hé xǐhào? Gēnjù wǒ de nénglì tǒngjì biǎo, wǒ rènwéi _____ shì shìhé wǒ de gōngzuò.</p> <p>If I want to be in sales and marketing, I will develop social skills and analytical skills.</p> <p>如果我想做市场 和销售，我要提高社交技巧和分析能力。</p> <p>rúguǒ wǒ xiǎng zuò shìchǎng hé xiāoshòu, wǒ yào tígāo shèjiāo jìqiǎo hé fēnxī nénglì.</p>	

## Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

Please refer to the compilation, “Strategies Matrix: Teaching Strategies for World Language Classrooms” for detailed explanations of how to deliver the underlined strategies. It’s listed in the Instructional Resources of this lesson. Other items named may be found in the Lesson Materials at the end of this lesson.

Teacher brings students close to the front of the room to be seated on the rug for a short, contextualized “mini-lecture” in the target language. As with all input such as “mini-lectures,” two students are selected to serve as “observers” and will acknowledge good learning behaviors (making good decisions, solving problems, and showing respect) they notice their friends engaging in by awarding them a “Mandarin Miscellany” note or other literacy related item, such as a pencil, notepad, bookmark, etc. (See “materials.”)

On large chart paper, or butcher paper, the teacher will have prepared, in advance, a lightly-penciled version of the blackline master for this lesson. If you don’t think you can copy it freehand, make an overhead transparency or send it through your computer and shine it through an LCD projector onto the big chart or butcher paper and trace it. (See “materials.”) Following is a suggested script to go with it based on Mandarin:

Bridging to prior knowledge - Think-pair-share: “Think about the people you know who have good jobs, jobs they like and that allow them to earn enough money to be happy and healthy. Now, turn to a partner and tell each other about those jobs.” [Allow approximately 2 minutes for discussion.] Teacher whiparound: Teacher calls on students randomly (whipping around the room) and says, “Tell me what you and your partner discussed.” [Teacher charts the types of jobs they discussed on a poster or butcher paper, making a list of 4-6 jobs.]

The teacher then makes a graphic organizer input chart (see blackline master in the materials at the end of this lesson) based on the jobs the students mentioned and perhaps one or two more. The teacher works from the top of the chart writing one column at a time, and color coding so that the first column is in one color, the next column is in another color, etc. (to aid students in focusing on one job and its requirements). The teacher provides the target language vocabulary, making it comprehensible by adding sketches/icons, picture file cards, and maybe writing the English in tiny letters or on a Post-it Note ® that can be removed or hidden for students to test each other. As target language vocabulary is added, teacher says, “Say it with me, \_\_\_\_\_,” frequently both to keep students on task and engaged, and to allow students to pronounce the word chorally, with a low affective filter.

After each column, the teacher has students turn to a partner for a think-pair-share based on a teacher prompt, such as “Tell your neighbor how many years of college are required to become an engineer,” or an open-ended personal interaction (when they simply tell a friend something they know about the topic from their personal life).

[During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

“Return to your seats to complete your learning log by duplicating the chart and completing the “text and you” columns — three facts in the “text” column and an opinion, comment, feeling, reflection, or preference in the “you” column.”

## Debrief in English

One way to debrief this input chart listed in the direct instruction section, is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — can also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

## TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

*Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.*

“Circling” on the phrase, “Amanda and Kathryn love to talk so they’re studying for sales and marketing careers.”

Amanda 和 Kathryn 喜欢说话，所以他们学习做市场和销售的工作。

Amanda hé Kathryn xǐhuan shuōhuà, suǒyǐ tāmen xuéxí zuò shìchǎng hé xiāoshòu di gōngzuò.

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as using names of students in the class as the subject, putting hand on heart for love, making a “talking” sign with one hand, pretending to hold a book for studying, and showing a picture file card for sales and marketing. Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

**The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times)** — focused on the teacher statements and questions — missing most of the parts the students either say or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

*[opening statement, circling begins]* “Amanda and Kathryn love to talk so they’re studying for sales and marketing careers.”

Do Amanda and Kathryn love to talk? [yes]

**Yes, Amanda and Kathryn love to talk so they’re studying for sales and marketing careers.**

Do Amanda and Kathryn hate to talk so they’re studying for sales and marketing careers? [no]

**No, Amanda and Kathryn don’t hate to talk, they love to talk so they’re studying for sales and marketing careers.**

Do Amanda and Kathryn love to talk or hate to talk? [love to talk]

**Right! Amanda and Kathryn love to talk so they’re studying for sales and marketing careers.**

Amanda and Kathryn love to talk so they’re studying for careers in American Sign Language, right? [no]

**No, Amanda and Kathryn love to talk so they’re studying for sales and marketing careers.**

Who loves to talk? [Amanda and Kathryn]

**Correct! Amanda and Kathryn love to talk so they’re studying for sales and marketing careers.**

What are they studying? [sales and marketing]

**That’s right! Amanda and Kathryn love to talk so they’re studying for sales and marketing careers.**

*[closing statement, circle completed]*

## Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

### SCHOOL-HOME CONNECTION

Students survey family members and friends about the personality traits, knowledge, skills, and abilities necessary for their jobs or jobs they have held in the past. They collect a list of three-five people they've surveyed and choose one to write a paragraph about, using sentence frames if needed. Students will share their findings with other students the next day and help each other put their findings into Mandarin with the teacher's help. Points are earned for the team for bringing in their survey results and sharing them. Students who forgot their homework may earn points for their team by bringing it in the next day. Teams with 100% homework earn bonus points. Everyone on the team practices reading the short paragraphs — their own and their teammates'.

### ADDITIONAL ACTIVITIES

Another day, students may be asked to share a copy of their job aptitude and preference survey and discuss it with their parents, friends, or family. Then, they should write a short paragraph about their parents' (or others') thoughts and reactions to the survey and predictions about the student's possible career goals. Similarly, another day the assignment might be to think about college or university programs that may help them reach their goals.

### CLASS PROJECTS

If at all possible, students should be given the opportunity to research colleges, universities, etc., that may lead to their career goals, then create a poster in English and Mandarin. Finally, via either a gallery walk or team presentations, each student will explain his/her poster, using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun!

## Instructional Resources and References

### How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

### Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

### Preparing for Jobs and Careers

How to Become a Cartoonist

<http://www.degreefinders.com/education-articles/careers/how-to-become-a-cartoonist.html>

How to Become a Chef

<http://www.degreefinders.com/education-articles/careers/how-to-become-a-chef.html>

How to Become a Pharmacist

[http://www.ehow.com/how\\_15155\\_become-pharmacist.html](http://www.ehow.com/how_15155_become-pharmacist.html)

How to Become a Firefighter

<http://www.firefighterhow.com/>

## Lesson Materials

### Job/Career Aptitudes and Preferences Survey

	No way!	Not really.	Sort of.	Definitely!
Do you like to talk to people you don't know? 你喜欢和陌生人交谈吗？ Nǐ xǐhuan hé mòshēng rén jiāotán ma?				
Do you like to run long distances? 你喜欢长跑吗？ Nǐ xǐhuan chángpǎo ma?				
Do you like to draw pictures? 你喜欢画画吗？ Nǐ xǐhuan huà huà ma?				
Do you like to count things and calculate? 你喜欢计数和运算吗？ Nǐ xǐhuan jìshù hé yùnsuàn ma?				
Do you like to solve puzzles? 你喜欢解迷宫吗？ Nǐ xǐhuan jiě mígōng ma?				
Do you like to sit quietly and think for a long time? 你喜欢长时间安静的思考吗？ Nǐ xǐhuan cháng shíjiān ānjìng de sīkǎo ma?				
Do you like to build things? 你喜欢拼装东西吗？ Nǐ xǐhuan pīnzhuāng dōngxi ma?				
Are you afraid of the sight of blood? 你害怕血液吗？ Nǐ hàipà xiěyè ma?				
Are you afraid of hurting yourself? 你害怕伤害你自己吗？				
Are you afraid of talking to people you don't know? 你害怕和陌生人交谈吗？ Nǐ hàipà shānghài nǐ zìjǐ ma?				
Are you afraid of talking to a large group of people? 你害怕公共演讲吗？ Nǐ hàipà gōnggòng yǎnjiǎng ma?				
Do you like working with computers? 你喜欢在电脑上工作吗？ Nǐ xǐhuan zài diànnǎo shàng gōngzuò ma?				
Do you like helping people? 你喜欢助人为乐吗？ Nǐ xǐhuan zhùrén wéi lè ma?				

Do you like collecting things? 你喜欢收集东西吗？ Nǐ xǐhuan shōují dōngxi ma?				
Do you like organizing things? 你喜欢整理东西吗？				
Do you like making things? 你喜欢做东西吗？ Nǐ xǐhuan zuò dōngxi ma?				
Do you like making plans? 你喜欢制定计划吗？ Nǐ xǐhuan zhìdìng jìhuà ma?				
Do you like arguing your point? 你喜欢辩解吗？ Nǐ xǐhuan biànjiě ma?				
Do you like to listen to people? 你喜欢聆听他人吗？ Nǐ xǐhuan língtīng tārén ma?				
Are you physically strong? 你身体强壮吗？ Nǐ shēntǐ qiángzhuàng ma?				
Do you like writing reports? 你喜欢写报告吗？ Nǐ xǐhuan xiě bàogào ma?				
Do you like fixing things? 你喜欢修理东西吗？ Nǐ xǐhuan xiūlǐ dōngxi ma?				

*Mandarin Miscellany*

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Aptitudes and interests guide our career decisions.

# 能力和兴趣决定我们的 职业选择。

nénglì hé xìngqù juédìng wǒmende zhíyè xuǎnzé.

If I want to be in sales and marketing,  
I will develop social skills and analytical skills.

**如果我想做市场和销售我要提高  
社交技巧和分析能力。**

rúguǒ wǒ xiǎng zuò shìchǎng hé xiāoshòu wǒ yào tígāo shèjiāo  
jìqiǎo hé fēnxī nénglì.

If I want to be a doctor or a nurse,  
I will develop math and science skills along with social skills.

**如果我想成为医生或护士，我要提高数  
学，科学，和社会学能力。**

rúguǒ wǒ xiǎng chéngwéi yīshēng huò hùshì , wǒ yào tígāo  
shùxué , kēxué , hé shèhuìxué nénglì.

If I want to be a lawyer,  
I will develop skills of persuasion in speaking and writing.

如果我想成为律师，我要提高语  
言和写作的说服能力。

rúguǒ wǒ xiǎng chéngwéi lǜshī ,  
wǒ yào tígāo yǔyán hé xiězuò de shuōfú nénglì.

If I want to be a teacher,  
I will develop presentation and facilitation skills.

如果我想成为老师我要提  
高表达和协助能力。

rúguǒ wǒ xiǎng chéngwéi lǎoshī ,  
wǒ yào tígāo biǎodá hé xiézhù nénglì.

If I want to be a police officer or a military officer,  
I will develop physical fitness and general knowledge.

如果我想成为 警察或军人，我  
要提高身体素质 和综合能力。

rúguǒ wǒ xiǎng chéngwéi jǐngchá huò jūnrén , wǒ yào tígāo  
shēntǐ sùzhì hé zōnghé nénglì.

If I want to be a chef, I will develop knowledge  
of the science of cooking and skills of culinary arts.

如果我想成为厨师，我  
要提高科学烹饪 知识和  
厨艺。

rúguǒ wǒ xiǎng chéngwéi chúshī , wǒ yào tígāo kēxué pēngrèn  
zhīshi hé chú yì.

**BLACKLINE MASTER for contextualized mini-lecture (with 10/2) for previous section: Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)**

**People Young and Old Have Jobs to Do**  
**“Jobs We Aspire to Hold and How to Prepare for Them”**  
 (Big Picture Contextualized Mini-Lecture for Unit 8, Lesson 4)

*(Translate the following to target language)*



**Picture File  
Cards**

Pathway to Career	NFL Football Player	Medical Doctor	Engineer (electrical, etc.)	Singer or Actor	Teacher	Military	Business Professional
Post-graduate Education (time and estimated cost)	n/a	Medical School (very competitive, takes four years, and expensive)	Graduate School for master's and/or doctoral degree (quite competitive, takes two to four years and expensive)	n/a	Credential Program (not too competitive, usually one year and costs \$5-10,000)	n/a although rising up the ranks is more likely with an advanced degree	n/a although promotions may be more likely with an MBA (master's in business admin.)
College Education	Most professional players play on a college team	Yes, a bachelor's degree in science is most common	Yes, a bachelor's degree in engineering is most common	n/a although many singers and actors do major in music or drama	Yes, required in all 50 states of the USA for credentialed teachers in the public schools	Not required to enlist but required to enter as an officer	Often required (sometime experience is considered equivalent)
High School Education	Usually, but not required	Yes, college prep with science focus	Yes, college prep with science and math focus	Usually but not required	Yes, college prep	Yes, Jr. ROTC experience helpful	Yes, usually, but not always as in the case of entrepreneur
Skills or Talents	Athletic skill, many hours of practice on teams	Manual dexterity, color vision, visual-spatial ability	Manual dexterity, visual-spatial ability, math aptitude	Vocal ability, pitch, poise in public, social-emotional expression	Speaking skills, explanatory ability, general knowledge, appreciation of young people	Physical and mental fitness, problem solving, weapons skill	Mental acumen, communication, planning, math, and social skills
Other	Risk of injury, short career  Stars earn high salaries  Teammates are often lifelong network	High pressure but generally good salary; some challenges related to malpractice insurance	Variety of types of jobs available in private and public sectors with good salaries and benefits	Stars earn high salaries. Difficult to be a star; may need another job (a "day job") to survive.	Sometimes challenging work environment, often personally satisfying	Risk of injury or death, potential for 20-year career with good pension benefits	Wide variety of job opportunities in the private sector with potential for high earnings and good benefits

S. R. Fox, SDCOE, 2011

**Picture File Cards** – shrink or enlarge as needed for posters, playing cards, etc. Use your own pictures of people in your school or neighborhood or find more online by searching the Internet.



Janitor in middle school in California.

Photo by Sally Fox