Unit 3:Technology and Communication

Content Area: **World Language**
Course(s): **Spanish II**
Time Period: **October**
Length: **2 weeks**
Status: **Published**

Unit Overview

Learning to communicate in a foreign language is a necessary skill for intermediate learners and involves learning how to talk about computers, e-mail, the internet and telephones and how to make and receive phone calls. Students will also be able to take about the past and past routines and describe people and events in the past.

Essential Questions

- How has technology changed in such a way that knowing all the ins and outs of it is so vital in the way that we communicate with one another even throughout different countries?
- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and

practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs

Standards/Indicators/Student Learning Objectives (SLOs):

- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
- Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Ask and respond to questions using digital tools and face-to-face communication in the target language.
- Produce written texts and oral presentations
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
- Ask and respond to memorized questions
- Imitate and incorporate appropriate intonation for asking different types of questions
- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities
- Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).

WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Lesson Titles

- Introduction to vocabulary 1: *La Computadora*
- Grammar: Imperfect Tense
- Introduction to vocabulary 2: *El Telefono*
- Interpersonal Speaking: Childhood (imperfect)
- Cultural Comparison: *Los Avances en la Tecnologia & Carrers*
- Email Response: *Tecnologia*

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

- English- reading/writing
- Technology

| LA.RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

Equity Considerations:

Amistad Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Holocaust Mandate

Topic: Impact of media stereotypes

- opinions and attitudes towards latinos & immigrants

Materials Used: PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, info-graphs, visual literacy activities and critical thinking discussion questions

Addresses the Following Component of the Mandate:

- Bias
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Influential LGBTQ Hispanics

- <u>Manuel Gutierrez:</u> Manel is Mexican-American influencer who is a famous make-up artist, youtube star and was the first male brand ambassador of the cosmetic brand Maybelline.

Materials Used: PowerPoint Presentation, on-line authentic resources, videos, articles, info-graphs, and visual literacy activities

Addresses the Following Component of the Mandate:

- Social

Climate Change

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Asian American Pacific Islander Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Summative Assessment

- Unit Test: including listening, speaking, reading, writing related to the vocabulary, grammar and culture in the unit
- Interpersonal Speaking: 1-2 min (students discuss what they like/dislike about technology)
- Interpersonal writing: (50+ words) What is the one piece of technology that you can't live without?

Resources & Materials

- Textbook resources: Buen Viaje 2, Cd's, DVD
- Digital recording (voice thread/ www.vocaroo.com)
- Introductory Video for Unit
- Audio CD - Vocabulary and Pronunciation
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Audio CD - Listening Comprehension Activities
- Interactive Conversation CD
- www.spanish.glencoe.com - Unit-related activities, games, quizzes
- Grammar Tutor - Grammar practice software
- Mind Jogger Video quiz
- Unit Assessment - Listening Comprehension CD
- Smartboard
- Language Lab

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Introduction to Unit: DVD, Worksheet, Discussion
- Grammar: Imperfect verbs
- Vocabulary: technology and communications-instruction, discussion, vocabulary lists though workbook ex.'s, stories and news articles
- Interpretive Communication:
- Audio texts (listening to authentic podcasts, CD's, conversations) and completing oral and written responses, CD's, movies, videos, podcasts, current events, short/long dialogues of native speakers (Episodio 3 "Telecomunicaciones)
- Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article (students read charts of the costs of international calling costs)
- Partner/Group Work: Oral, Written, Conversation (students will describe and object and what they do with the object and their partner will guess what type of technology they are talking about)
- PowerPoint: Introduction to grammar and oral exercises
- Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com
- Textbook Exercises: Oral and Written Responses
- Workbook: Writing: In-class and Homework Exercises
- Cultural: Authentic Text, Videos, Websites (international calling cards, advances of technology)
- Delsea One
- SWAG

Levels of Blooms

- Knowledge:Define, memorize, repeat, label, list, recall, relate
- Comprehension: Restate, express, describe, explain, discuss, review, identify, recognize, translate, interpret

- Application: Apply, use, demonstrate, practice
- Analysis: Compare, differentiate, question, examine
- Synthesis: Compose, create, formulate, organize, prepare
- Evaluation: Compare, evaluate

DOK-Depths of Knowledge

- Level One(Recall): Define, Draw, Identify, Illustrate, Label, List,Match, Memorize, Name, Recall, Quote, Recite, Recognize, Repeat, State, Tell, Use
- Level Two (Skill/Concept): Categorize, Cause/Effect, Classify, Compare, Distinguish, Identify patterns, Infer, Interpret, Make Observations, Modify, Organize, Relate
- Level Three (Strategic Thinking): Develop a Logical Argument, Differentiate, Draw Conclusions, Explain, Hypothesize, Investigate
- Level Four (Extended Thinking): Design, Connect, Synthesize, Analyze, Create

Formative Assessment

- Group work- list vocabulary-popular tech devices
- Choral response-students answer questions about technology in their lives
- Exit ticket- conjugate verbs in the imperfect
- Quiz- technology and computer related vocabulary
- Turn to partner (speaking)- role play a scene in a school computer lab
- Oral questioning- how do you make an international phone call
- Written work- guided verb practice
- Teacher observation

WARM UP

- Oral review- brainstorm vocabulary relating to computers and technology
- Rapid fire questions- How do you make an international phone call? Can I use change or a phone card?
- Video clips-grammar- (www.studyspanish.com) Imperfect verbs
- Video clip-culture (www.bbcmundo.com) Episodio 3
- Worksheet practice
- Music

Anticipatory Set

- Current events (www.bbcmundo.com)- How is technology changing in Spanish speaking countries?
- Podcasts (www.notesinspanish.com) Technology in Spain.
- Listen to natives talking about topic related to day (www.laits.com)
- Discovery Channel short video clips relating to vocab/grammar (www.unitedstreaming.com)
- Youtube video clips (vocab/grammar)
- conjugating verbs in the im perfect tense
- Music- www.lyricstraining.com

Closure

- Exit ticket- "How do you say__"

- Hot seat (rapid fire questions)-ask students questions related to technology
- Review of days lesson

Modifications

ELL Modifications
- Microsoft word translation feature
- Google dictionary extension-students can click on word and it will translate it for them in English
- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with stud
- Delsea One
- SWAG

G&T Modifications:
- Alternate assignments/enrichment assignments   .
- Enrichment projects   .
- Extension activities   .
- Higher-level cooperative learning activities   .
- Pairing direct instruction with coaching to promote self-directed learning   .
- Provide higher-order questioning and discussion opportunities   .
- Provide texts at a higher reading level   .

- Tiered assignments   .
- Tiered centers   .

IEP & 504 Modifications:

Speaking

- Letsrecap.com (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Alternate written assessment
- Consult with speech therapist and/or guidance counselor to prepare in advance
- Letsrecap.com/google voice-video and audio recording on their own and turn it in

Reading

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments
- Reading 1:1 (with teacher or student)
- Accompany reading with visuals
- Pre-reading Activities (may include visuals, background knowledge, cultural information, etc.)
- Providing paraphrased or modified reading materials at the student's reading level.

Writing

- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com-student paced language practice

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Delsea One
- SWAG

Testing Modifications/Accommodations

- Allow student to corect mistakes or answer questions correctly for additional credit if failed the first test (another way to re-teach material)

- Less questions overall if the student takes so much extra time that they are going into future days (than missing instruction) to take test
- Read aloud test/ quiz assignments
- word banks, multiple choice, matching questions help when possible

At Risk Modifications

- Additional time for assignments   .
- Adjusted assignment timelines   .
- Agenda book and checklists   .
- Answers to be dictated   .
- Assistance in maintaining uncluttered space   .
- Books on tape   .
- Concrete examples   .
- Extra visual and verbal cues and prompts   .
- Follow a routine/schedule   .
- Graphic organizers   .
- Have students restate information   .
- No penalty for spelling errors or sloppy handwriting   .
- Peer or scribe note-taking   .
- Personalized examples   .
- Preferential seating   .
- Provision of notes or outlines   .
- Reduction of distractions   .
- Review of directions   .
- Review sessions   .
- Space for movement or breaks   .
- Support auditory presentations with visuals   .
- Teach time management skills   .
- Use of a study carrel   .
- Use of mnemonics   .
- Varied reinforcement procedures   .
- Work in progress check   .

Technology Materials and Standards

Global Perspectives

- Business, Financial, Economic, & Entrepreneurship
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- Glencoe.com (Textbook activities)
- Quia.com (Vocabulary/Grammar Games)
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
- Allpurposegames.com (Vocabulary/Grammar Review Games)
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Youtube.com (Cultural videos, tutorial videos)
- Edpuzzle (Using videos as assessments)
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities)
- Studyspanish.com (Grammar Review)
- Conjuguemos.com (Vocabulary and Grammar Practice)
- Wordreference.com (Online Dictionary)

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.