

Unit 3: Technology and Communication Copied from: Spanish 2, Copied on: 06/29/22

Content Area: **World Language**
Course(s): **Spanish II**
Time Period: **November**
Length: **17 days**
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?

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.

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).

Lesson Titles

- Introduction to vocabulary 1: *La Computadora*
- Introduction to vocabulary 2: *El Telefono*
- Cultural Comparison: *Social Media use*
- Final Project: *Technology and Social Media in the Spanish Speaking World*

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Critical Thinking and Problem Solving
- Information 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
- History: geography and culture

LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

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

- Manuel Gutierrez: 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

- Vocabulary Quiz 1: *La Computadora*

- Vocabulary Quiz 2: *El Telefono*
- Cultural Comparison: *Social Media use*
- Final Project: *Technology and Social Media in the Spanish Speaking World*

Resources & Materials

- Textbook resources: Buen Viaje 2, Cd's, DVD
- Digital recording
- 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
- Promethean Board
- 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)

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

- Introduction to Unit: DVD, Worksheet, Discussion (remember, repeat, understand, apply)
- Grammar: Imperfect verbs (remember, repeat, understand, apply)
- Vocabulary: technology and communications-instruction, discussion, vocab lists through wkbk ex.'s, stories and news articles (remember, repeat, understand, apply)
- 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) (remember, repeat, understand, apply, analyze)

- 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) (remember, repeat, apply, analyze)
- 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) (remember, repeat, understand, apply, analyze)
- PowerPoint: Introduction to grammar and oral exercises (remember, understand, apply, analyze, create)
- Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com (remember, repeat, understand, apply, analyze)
- Textbook Exercises: Oral and Written Responses (remember, understand, apply, analyze)
- Workbook: Writing: In-class and Homework Exercises (remember, understand, apply)
- Cultural: Authentic Text, Videos, Websites (international calling cards, advances of technology) (remember, understand, apply, analyze)
- 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 vocab-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 vocab 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

IEP & 504 Modifications:

Speaking

- Providing alternate speaking assessments
- Letsrecap.com (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Provide an alternate assessment (written)

Reading

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments
- Reading 1:1 (with teacher or student)
- Accompany readings with visuals
- Pre-reading activities (May include visuals, background knowledge, cultural information)
- 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)

Listening

- Preferential seating
- Allow student to have access to the listening source to be able to listen to multiple times
- Edpuzzle (Allow students to watch videos with teacher annotations)

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes

- Paraphrase directions
- Use graphic organizers
- Time out or guidance support when frustrated
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Use of assignment book with teacher notations
- Parent daily/weekly reports
- teaching the main ideas/concepts to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Delsea One
- Swag

Testing Modifications/Accommodations

- Allow student to correct 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

G&T Modifications:

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|--|---|
| • 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 | . |

At Risk Modifications

- | | |
|--|---|
| • 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

- Podcasts: www.notesinspanish.com
- Conjugation and rules of verbs: www.studyspanish.com
- Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
- Current events: www.bbcmundo.com
- Native Speaker Audio: www.laits.com
- Digital recording (voice thread/ www.vocaroo.com)
- Current events (www.bbcmundo.com)
- 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)

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.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.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

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.

