

Unit 03: La Tecnología

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	La Tecnología
Suggested Duration:	6 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Reinforces some of the knowledge the students acquired in their Video Production and Computer Science classes.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- Use of interactive board (ActivBoard and ActivInspire / SmartBoard)
- Use of Chromebooks and iPads in the classroom
- Use of Google Classroom
- Use of Digital flashcards
- Use of Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- Internet sites

www.laits.utexas.edu/spe/

<http://www.ver-taal.com/index.htm>

www.teachertube.com

<http://www.celta.net/lessons/>

<http://www.spaleon.com/conj.php>

<http://spanish.about.com/>

<http://www.elmundo.es/>

<http://www.bbc.com/mundo>

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

<http://www.univision.com/portal.jhtml>

<http://www.rtve.es/>

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

<http://www.rae.es/>

<https://www.wordreference.com>

Standard(s) Addressed

The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Discuss how technology impacts their lives today and to what extent they are dependent upon technology. • State their opinions as to whether they feel that technology is beneficial or detrimental and discuss the pros and cons of technology. • Portray the future related to technology. • Assess their own technological capabilities. • Evaluate the strengths and limitations of emerging technologies and their impact on professional, personal, and social needs. 	
<i>Mastery</i>	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually independent. • Learning languages provides connections to additional bodies of 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How does technology impact our lives today? • How dependent on technology are we? • Do you think that technology is beneficial or detrimental? • How do you envision your future related to technology?

knowledge.

- Learning languages allows students to realize there are multiple ways of viewing the world.

- Language students have the ability to participate in multilingual communities.

Acquisition

Students will know . . .

- The following vocabulary:
 - la computadora / el ordenador
 - el/la portátil
 - el Internet / la Red / la Web
 - navegar por Internet
 - la dirección de Internet
 - la conexión al Internet
 - la pagina Web
 - el sitio Web
 - el monitor
 - la pantalla
 - la pantalla táctil
 - el teclado
 - las teclas
 - el teléfono celular / móvil
 - el timbre
 - el buzón
 - cargar / subir
 - descargar / bajar
 - guardar / salvar

Students will be skilled at . . .

- Discussing how technology impacts their lives today and to what extent they are dependent upon technology.
- Stating their opinions as to whether they feel that technology is beneficial or detrimental and discuss the pros and cons of technology.
- Portraying the future related to technology.
- Assessing their own technological capabilities.
- Evaluating the strengths and limitations of emerging technologies and their impact on professional, personal, and social needs.

copiar

pegar

editar

borrar / eliminar

cortar

imprimir

el archivo / archivar

la carpeta / el folleto

mandar / enviar

el mensaje / el correo electrónico

el satélite

la señal

el navegador portátil / el GPS

acceder a / entrar en

el mensaje de texto

el mensaje instantáneo

pulsar

buscar / navegar / explorar / examinar

la impresora

el escáner

el modem

el router direccionador

estar obsesionado(a) con / por

virtual

la realidad virtual

el robot

el usuario

la accesibilidad

activo (a)

la ventana activa

la copia de seguridad

atrás / anterior

el borde / el marco / el cuadro

el calendario

cancelar

la casilla de verificación

elegir

el clic / hacer clic / clicar / presiona

el portapapeles

cerrar

la base de datos

el botón predeterminado

el escritorio

el destino

la discapacidad

la ventana del documento

arrastrar

finalizar

la fuente

el tamaño de fuente

adelantar

la ayuda / ayudar

ocultar

retener / mantener presionado

horizontal

el vínculo / el enlace / vincular / enlazar

cerrar sesión / salir

maximizar / minimizar / restaurar

el menú

configurar página

la contraseña

la pausa / pausar

reproducir

vertical

las propiedades

la instalación / instalar

el acceso directo

apagar

dividir

el inicio / iniciar

el punto

arroba

el correo basura

el ratón

el navegador / el buscador

la sala de charla

el directorio

el programa

el pirata

la palabra clave

el sistema operativo

<p>la contraseña</p> <p>el nombre de usuario</p> <p>la impresora</p> <p>La diapositiva</p> <p>Microsoft Word, Excel, Publisher, Powerpoint</p> <p>Facebook, WhatsApp, Instagram, Google Apps, Snapchat, Twitter</p> <ul style="list-style-type: none"> • The following grammar Point: <ul style="list-style-type: none"> ○ Present Subjunctive 	
---	--

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>(Integrated Performance Assessment)</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Poster - “Lo Bueno y lo Malo de la Tecnología” (Interpretive Mode, Interpersonal Mode and Presentational Mode) <p>Students write 3 good things and 3 bad things about each of the following technologies:</p> <ul style="list-style-type: none"> ○ Computadoras ○ El internet ○ You Tube 	<p>Practices:</p> <ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Reading Comprehension Activities (Interpretive Mode) • Listening Activities (Interpretive Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students’ conversations / Communicative Activities such as role play (Interpersonal Mode) • Internet Activities (Interpretive and Presentational Mode)

- MP3's
- El celular
- Energias alternativas

They discuss and share information and create their posters to display in school.

- Project – “Avances Tecnológicos” (Interpretive and Presentational Mode)

Students will research and showcase a technological advance (avance tecnológico) in a Spanish-speaking country. They will showcase their research by creating a PowerPoint presentation.

Assessments:

- Journals (Presentational Mode)
- Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: Introduction of new vocabulary

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Using Google slides, PowerPoint, Prezi and other educational digital platform for presentations of unit vocabulary and games (Jeopardy, Hollywood Squares, etc)
- Using electronic flashcards of unit vocabulary words (Quizlet)
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

Week 2: State their opinions as to whether they feel that technology is beneficial or detrimental and discuss the pros and cons of technology. Evaluate the strengths and limitations of emerging technologies and their impact on professional, personal, and social needs.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
 - “Debate: La Tecnología y los Niños. ¿Problema o Adelanto”
 - “Lo Bueno y lo Malo de la Tecnología”
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “La Vida sin Electricidad”
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 3: Proster – “Lo Bueno y lo Malo de la Tecnología”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Research 3 good things and 3 bad things about each of the following technologies:
 - Computadoras
 - El internet
 - You Tube
 - MP3’s
 - El celular
 - Energias alternativas
- Discuss and share information with the rest of the class.
- Create a poster to display in school.
- Formulate and answer direct response questions using previously acquired vocabulary.

- Use context clues and background knowledge to guess the meaning of unfamiliar words.

Week 4: Discuss how technology impacts their lives today and to what extent they are dependent upon technology.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
 - “La Tecnología en mi Vida”
 - “Eres adicto a la Tecnología” (Encuesta)
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “Comprar por Internet – Parte 1”
 - “Comprar por Internet – Parte 2”
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 5: Project – “Avances Tecnológicos”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Research a technological advance in a Spanish-speaking country.
- Create a presentation using Google Slides, PowerPoint or other educational digital platform to showcase their research.
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.

Week 6: Presentation of project – “Avances Tecnológicos”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.

- Watch and evaluate each other’s presentations of their project “Avances Tecnológicos”
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Class discussion.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Google Classroom
- Digital flashcards
- Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- ActivBoard and ActivInspire / SmartBoard
- Spanish English Dictionary.
- 501 Spanish verbs
- Maps, charts and other graphics
- Teacher created materials
- CDs and DVDs
- Current articles from online Spanish-speaking newspapers
- Chromebooks and iPads
- Internet sites

www.laits.utexas.edu/spe/

<http://www.ver-taal.com/index.htm>

www.teachertube.com

<http://www.clta.net/lessons/>

<http://www.spaleon.com/conj.php>

<http://spanish.about.com/>

<http://www.elmundo.es/>

<http://www.bbc.com/mundo>

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

<http://www.univision.com/portal.jhtml>

<http://www.rtve.es/>

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

<http://www.rae.es/>

<https://www.wordreference.com>

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.

WRK.K-12.P.7

Plan education and career paths aligned to personal goals.

WRK.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

WRK.K-12.P.9

Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	