**Unit Essential Question:** How does being connected to technology affect my life?

**Performance Descriptors:**

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| **Interpersonal Speaking**: Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.  **Interpretive Listening:** Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support. |

**AP Themes:**

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| Contemporary Life |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| Technology  Social Media | **Interpersonal Communication:**   * Exchange information based on a graphic organizer, picture or video * Answer questions on familiar factual knowledge * Express opinion   **Interpretive Communication:**   * Understand the basic purpose of a message (type of message/ genre) * Understand basic information from a video or written text |

**Key Lesson Questions:**

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| Can I understand what I read or hear about?  Can I recognize the difference between present and past tense when I read and listen? |

**Vocabulary:**

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| High frequency stem-changing past tense verb vocabulary  *\*\* Focus is to differentiate between the “I” and “s/he” forms.*  Ventajas - advantages  Desventajas - disadvantages  Rompí/ rompió – broke  Quitó – took away  Dejé/ dejó – left something behind  Cargué/ cargó – charged  descargué/ descargó – downloaded  vi – I saw  me puse triste – I became sad  agarré – I grabbed  apagué – I turned off  me enojé – I got mad  le dije – I said to him  se la quité – I took it away from him  ya no pude más – I couldn’t take it anymore  me volví loca – I went crazy  tuve una idea – I had an idea  fui – I went  destruí – I destroyed  me sorprendí – I was surprised  me di cuenta – I realized  perdí – I lost |

**Resources/ Materials:**

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| * Papers posted around the room with names of various social networks (i.e. Facebook, Instagram, Twitter, Snapchat, Pinterest, YouTube, Facetime/ texting/ House Party, other) and stickers * TEST: ¿CUÁNTAS HORAS PODRÍAS VIVIR SIN TU CELULAR? ¿24, 12 O SOLO UNA? -- <https://goo.gl/jk8afG> * PQA questions: <http://nesbittspanish2.weebly.com/mis-preferencias.html> * Padres vs Tecnología: <http://nesbittspanish2.weebly.com/padres-vs-tecnologia.html> * La Familia Digital: <http://nesbittspanish2.weebly.com/la-familia-digital.html> * Ciberbullying: <http://nesbittspanish2.weebly.com/el-ciberbullying.html>; [Kahoot](https://play.kahoot.it/#/k/e064cdf2-dc17-4524-ba6f-8ea635f4bd60) (pre-test) |

**Procedures:**

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| **Mis Redes Sociales Preferidos** – Students use stickers to show which social media they use. Ask questions such as ¿Qué redes sociales son más populares con los estudiantes en español dos? En tu opinión, ¿por qué son populares?  **Test: How long could you live without your cell phone?** <https://goo.gl/jk8afG>   * Take the test * On Canvas, there is a discussion with the following prompt - En un post, contesta: A. ¿Cuál fue tu resultado? ¿Eres adicto? B. Escribe un comentario en los posts de dos o más otras personas.   **PQA:** ¿Tus padres quitaron tu tecnología? ¿Por qué? ¿Rompiste tu tecnología? ¿Cómo? ¿Perdiste la tecnología? ¿La encontraste? Si podrías descargar una app en tu iPad escolar, ¿qué sería?  **Padres vs. Tecnología**   * Read as a class * Point out –aba and –ía words (also signal words) * Point out key vocabulary (see vocab list) * What’s missing? Activity: Fill in the missing workds * Go through the written story. Circle the words that mean “I \_\_-d”; underline the words that mean “he \_\_\_\_\_-d” (Do this together) * Kahoot   **La Familia Digital**   * Read story as a class – PQA are embedded within the story, i.e. Who knows how to use technology better – you or your parents? Who is the most glued to their technology in your family? Has technology distracted you? When? * Kahoot – Jumble (unscramble the sentences from the story) * Cause and effect activity * Go through the written story. Circle the words that mean “I \_\_-d”; underline the words that mean “he \_\_\_\_\_-d” (Gradual release) * What’s the question? – practice first; game next class (Do in small groups on dry erase boards instead of as teams)   **El Ciberacoso (Ciberbullying)**   * Watch cyberbullying cartoon video * [Kahoot](https://play.kahoot.it/#/k/e064cdf2-dc17-4524-ba6f-8ea635f4bd60) – pre-test (good discussion starter/ PQA) * Tell story of cyberbullying in the news (current events) * Share resources about Cyberbullying, students peruse them with a partner * As a class, make a list of characteristics and/ or examples of cyberbullying. |

**Assessments:**

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|  | **Communication Mode** | **Type** |
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| IPA: Interview a partner & brainstorm positive & negative impacts that being connected has on teens | Interpersonal Speaking | See where they are/ growth |
| IPA | Presentational Writing | Summative (Synthesis of the interpersonal speaking into a visual – positive & negative impacts that being connected has on teens |
| IPA: Article about teens and cell phones | Interpretive Reading | Summative |