

TEKS: Unit 6: La tecnología	TEKS:	Specifications:
<p>INTERPRETIVE COMMUNICATION</p> <p>In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student will comprehend connected statements from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) analyze culturally authentic print, digital, audio and audiovisual materials in a variety of contexts; b) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. 	<p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p>
<p>INTERPERSONAL COMMUNICATION</p> <p>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of sentences and connected discourse using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation b) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; c) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation; d) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation e) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; f) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and g) interact and react in writing using culturally appropriate expressions, register, and style 	

<p>PRESENTATIONAL COMMUNICATION</p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>C3: Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of sentences, and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations b) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and c) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration 	
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** The TEKS highlighted above are those that we focus on as summative assessments in this unit.

Unit 6: Science & Technology	Approximate Time: 6 weeks
Unit Overview	Constant progress in science and technology rapidly changes our lives. New technologies allow us to have easy and quick access to information, to save time, and to facilitate communication with others. It's not all good news, however. They can also bring great disappointment and much stress. In this unit, students will research technologies that have impacted their lives and discuss how they have positively and/or negatively affected our lives. They will also create an invention that will improve our daily lives.
Enduring Understandings:	<ul style="list-style-type: none"> ● Technology has changed the way in which people work and live. ● New technologies can positively and negatively affect our lives. ● Technological and scientific advances bring many ethical questions. ● Society has the responsibility for using technology ethically: maximizing benefits and minimizing harmful effects. ● A person has to find a good balance and use technology in a healthy way.
Conceptual Lens: Discoveries & Inventions Social Impact of Technology Future Technologies Current Research Topics Ethical Questions	Understanding language: Identify technological devices and advances that impact daily life. Responding to language: Analyze the advantages and disadvantages of certain technologies. Producing language: Debate the advantages and disadvantages of certain technologies using appropriate vocabulary. Examining and Evaluating language: Create and present an invention that will improve our daily lives.
Guiding Questions:	<ul style="list-style-type: none"> ● What drives the need for invention? ● What conditions favor or impede the discovery of new inventions? ● What inventions have spurred change in our society? What impact have these inventions made? ● In what fields have recent discoveries and inventions made the most progress? ● How can we make sure that technology is benefiting mankind and not harming it? ● What ethical considerations should be taken into account? ● What are technologies of the future? Why should they be developed? ● What are the advantages and inconveniences of new technologies?
Learning Targets (based on the ACTFL Proficiency Guidelines)	Proficiency Learning Targets The students will be able to express their opinions about the social impact of technology.

	<p>Language Skills The student will be able to analyze and debate the advantages and disadvantages of certain technologies.</p> <p>Grammar Skills The student will be able to communicate about different types of technologies using the future and perfect tenses as well as expressions for unplanned occurrences.</p>
Assessments:	<p>Formative: Will include but are not limited to the following: bell ringers, exit tickets, Venn diagrams, quick writes, spider web, drawings, partner pair share, KWL charts, PBL, Inside Outside circles, Group reports, white boards, participation card, games, activities and quizzes.</p> <p>Summative: <u>Interpretive:</u> Students will read and respond to print media. Make predictions about readings. Reading short stories, authentic articles and cultural readings. <u>Interpersonal:</u> Students will exchange facts, opinions and ideas about different forms of technologies. <u>Presentational:</u> Students will create an invention that will improve our daily lives.</p>
TEKS addressed	See TEKS matrix above.
Topics of Chapter 6	<p>Vocabulary & Culture:</p> <ul style="list-style-type: none"> • Discoveries & Inventions • Social Impact of Technology • Future Technologies • Current Research Topics • Ethical Questions <p>Grammar:</p> <ul style="list-style-type: none"> • Perfect Tenses • Future Tense • Expressions for unplanned occurrences
Facts	<ul style="list-style-type: none"> • Society has the responsibility for using technology ethically as well as maximizing benefits and minimizing harmful effects. • Technology has changed the way in which people work and live.

<p>Language of Instruction</p>	<ul style="list-style-type: none"> • Los tiempos perfectos • Participio pasado • El tiempo futuro • Eventos inesperados
<p>List of Authentic Resources</p>	<p>Listening:</p> <ul style="list-style-type: none"> • Homes in the future: https://www.youtube.com/watch?v=89H5Rzzvcg4 • Telephones in the future: https://www.youtube.com/watch?v=CPjFQ8uaMsQ • Life without electricity: https://www.laits.utexas.edu/spe/sup01.html • Being the victim of a computer error: https://www.laits.utexas.edu/spe/adv28.html • La compañía de teléfono: http://www.spanishpodcast.net/compania/ • El móvil: http://www.notesinspanish.com/2008/03/13/advanced-spanish-podcast-91-el-movil/ • Internet: http://www.notesinspanish.com/2008/02/14/advanced-87-notes-from-spain/ • El coche del futuro: Temas p. 82 • Nuevas tecnologías – Triángulo p. 229 <p>Reading:</p> <ul style="list-style-type: none"> • El Sol • Telephones in the future: http://www.semana.com/tecnologia/novedades/articulo/como-seran-los-telefonos-inteligentes-del-futuro/379009-3 • Inventions: http://www.muyinteresante.es/innovacion/articulo/el-aparato-que-lee-tus-pupilas-para-controlar-el-ordenador • http://www.ted.com/talks/andrew_bastawrous_get_your_next_eye_exam_on_a_smartphone • No sin mi móvil – Temas p. 74 • Casas más cálidas – Temas p. 84 • Avances científicos – Triángulo p. 231 • El futuro del libro – Triángulo p. 233 • Robots para el uso doméstico – Triángulo p. 235