



**UNIT 4**

<b>Course:</b> World Language	<b>Grade Level:</b> Level 1
<b>Unit Title: Science and Technology: Technological Innovations/Advances and the Effects of Technology on Self and Society</b>	<b>Length of Unit:</b> ~ 6 weeks

**Unit Summary:** Students will apply and differentiate how one’s culture and identity can determine the type of technology or innovations on different products, practices, and perspectives that shape their own and other people’s identity/culture.

**Stage 1- Desired Results**

<b>STANDARDS</b>	<b>Transfer</b>	
	<p><b>Part 1:</b> Students will be able to independently use their learning to discuss how technology could affect their daily lives and health.</p> <p><b>Part 2:</b> Students will also be able to compare the differences between traditional and modern medicine.</p>	
	<b>Meaning</b>	
	<p><b>Interpretive:</b> <i>Reading:</i> (I-M1) I can understand the main idea and key information in short straightforward informational texts.</p> <p><i>Listening:</i> (I-M3) I can identify the main idea and key information in short straightforward conversations, or texts read aloud.</p> <p><b>Interpersonal:</b> <i>Writing:</i> (N-M2) I can interact</p>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that we use technology every day and how this affects our lives. Students will understand the role of science and technology on our health and the well being of a community,</i></p>

Acquisition	
<p>with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</p> <p><b>Speaking:</b> (I-L1) I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p><b>Presentational:</b> <b>Writing:</b> (N-H1, N-H3) I can present personal information about my life and activities, as well as other familiar and everyday topics using simple sentences most of the time.</p> <p><b>Speaking:</b> (N-H1, N-H3) I can present personal information about my life and activities, as well as other familiar and everyday topics using simple sentences most of the time.</p> <p><b>Intercultural Communication: (Intermediate)</b> In my own and other cultures,</p>	<p><i>Students will know...</i></p> <p><i>Students will know...</i> <b>Language Functions:</b></p> <ul style="list-style-type: none"> <li>● Be able to give detailed information about technology</li> </ul> <p><b>Related Structures/patterns:</b></p> <ul style="list-style-type: none"> <li>● Future and conditional</li> <li>● Reflexive verbs vs non-reflexives</li> <li>● T-charts and Venn Diagrams to organize lists</li> <li>● The use of tú vs usted</li> <li>● Accent marks: <i>Esdrújulas &amp; sobresdrújulas</i></li> <li>● Sounds and homonyms of /k/</li> </ul> <p><b>Priority vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Technology words and phrases</li> <li>● Review formal/informal salutations and farewells for emails</li> <li>● Health/Injury vocabulary</li> <li>● Parts of the body</li> <li>● Nutrition vocabulary</li> <li>● Connector words to link a series of steps</li> <li>● Connector words for comparing/contrasting</li> </ul>
	<p><i>Students will be skilled at...</i></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>● Understand the impact of technology in our daily lives.</li> <li>● Identify the most common traditional approaches to heal some minor illnesses in Spanish Speaking Countries.</li> <li>● Identify some of the high technology advances in the field of medicine field.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>● Participate in small group discussions about the benefits of the traditional approaches (home remedies).</li> <li>● Exchange information about advantages and disadvantages of the new technology advances.</li> <li>● Respond to an email using formal register to a doctor's letter inquiring about your health.</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>● Describe an app that is used for health.</li> <li>● Explain the steps taken on a traditional approach to heal minor symptoms.e</li> <li>● Compare the different medical approaches of the same symptoms in two different time eras.</li> </ul>

I can make comparisons between products and practices to help me understand perspectives.

**Supporting SEL standard(s) embedded within this unit:**

**1A.I.3**

Analyze how time management might improve your decision making.

**1B.I.1**

Identify possible career and volunteer opportunities based on your identified interests and strengths.

**1B.I.3**

Establish criteria for deciding which of two sports or other activities to engage in.

**2A.H.2**

Recognize actions that hurt others.

**2.B.H.4**

Describe strategies for preventing or stopping

bullying.

**Stage 2- Evidence**

**Evaluation Criteria**

**Assessment Evidence**

Task Rubric

PERFORMANCE TASK(S):

[Presentational Rubrics](#)

[IPA Template](#)

[Interpersonal Rubrics](#)

[Interpretive Rubrics](#)

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

**Stage 3- Learning Plan**

*Summary of Key Learning Events and Instruction*

