La tecnología
UNIT PLAN

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UNIT NARRATIVE
In this unit, *La tecnología*, students will explore the integral role of technology in modern life through the lens of Spanish language and culture. They will engage in conversations about common devices, such as cell phones and computers, and describe how they use technology in their daily routines. Students will learn to talk about cars and machines using appropriate vocabulary and grammar, give and follow familiar commands, and describe personal belongings. Throughout the unit, they will also develop skills to ask and answer questions about personal relationships, linking interpersonal communication with the tools and platforms people use to stay connected. Cultural exploration is a key focus of the unit, with students learning about the role of technology in various Spanish-speaking countries, particularly in remote areas. They will investigate how different cultures use technology, comparing these practices to their own, and examining how geography—especially in Argentina—shapes access and innovation. Students will enhance their language skills through reading borrowed words in context, identifying key vocabulary in writing, and recognizing the genre of spoken Spanish discourse through listening activities. By the end of the unit, students will be able to confidently describe and discuss how technology shapes personal and cultural experiences.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

World-Readiness Standards for Learning Languages (ACTFL)		Supporting Standards
Communication (C1)	1. Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode) 2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode) 3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode)	N/A
Cultures (C2)	1. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied. 2. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.	N/A
Connections (C3)	1. Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively. 2. Access and evaluate information and diverse perspectives that are available through Spanish and its cultures.	N/A
Comparisons (C4)	1. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 2. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	N/A
Communities (C5)	1. Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world. 2. Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	N/A

Major Content	Supporting & Additional Content
Communication • Expressing how we use technology in our lives. • Use common phrases when talking on the phone or through text messages. • Give advice to others by using familiar commands **Cultures and Connections** • Use of social media in Latin American countries. • Internet access in Latin American countries. • Culture of Argentina. **Comparisons** • Similarities and differences regarding access of technology, the use of cybercafés, and types of apps used. **Communities** • Practices related to technology in students own and other cultures.	**Writing:** • By using the strategy of listing key words, students will write to an Argentinian friend giving him advice on what information to include on a web site he just created. • Using both affirmative and negative commands to give advice to others. **Reading:** • Using the strategy of recognizing borrowed words on a comic strip about how people use cell phones, interpret and analyze what is read. **Listening:**

• The importance of technology in remote places
Grammar:
    • Familiar commands
    • The uses of "por" and "para"
    • Stressed possessive adjectives and pronouns
	• Using the strategy of recognizing the genre of spoken discourse, students will evaluate two short listening selections and identify the speaker's motives and intentions.

UNDERSTANDINGS AND QUESTIONS
Important big ideas and processes for the unit.

Key Understandings

Big Ideas:

1. Technology is deeply embedded in daily life and communication:
   - Students will explore how technology influences personal routines, social interactions, and relationships in the Spanish-speaking world and their own lives.

2. Language enables meaningful conversations about practical and familiar topics:
   - Students will use Spanish to discuss technology, vehicles, belongings, and give advice in relevant, real-life contexts.

3. Cultural perspectives shape how technology is used and valued:
   - Through studying Argentina and other Spanish-speaking regions, students will compare and contrast global access to and uses of technology, especially in remote or rural settings.

4. Understanding genre, context, and borrowed words helps learners interpret meaning:
   - Students will develop literacy in Spanish by recognizing familiar elements within spoken and written texts, aiding comprehension and communication.

Processes:

1. Interpretive Communication:
   - Listening to conversations and videos to recognize spoken discourse types.
   - Reading about technology use and identifying borrowed and key vocabulary.

2. Interpersonal Communication:
   - Engaging in partner and group conversations about personal belongings, tech use, and relationships.
   - Asking and answering questions using practiced vocabulary and grammar.

3. Presentational Communication:
   - Writing short lists or descriptions related to technology and daily routines

- Giving advice using familiar commands (e.g., how to use a device or stay safe online).

4. Cultural Inquiry and Comparison.
- Researching technology use in Spanish-speaking countries.
- Discussing how geography and culture influence technological practices.

5. Language Analysis.
- Identifying and using cognates and borrowed words to expand vocabulary.
- Noticing grammatical structures related to commands and possession.

Key Questions

1. How do people talk about technology and electronics?
2. What are some common expressions people use while talking on the phone?
3. How do people use cell phones across the Spanish-speaking world?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 1 Introduction to vocabulary	**SWBAT apply and categorize vocabulary related to technology, and vehicles by creating a Frayer model that includes word definition, grammatical category, and sentence.** **ACFTL Standards:** Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Comparisons • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own.		•
Lección 2 Vocabulary Practice	**SWBAT apply unit vocabulary appropriately in different situations by talking about technology in the target language.** **ACFTL Standards:** Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Comparisons • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own.		
Lesson 3 Fotonovela Un carro… ¿nuevo?	SWBAT examine comprehensible input from free-flowing discourse related to technology, cars and other machines by watching the Fotonovela and answering comprehension questions. ACFTL Standards: Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Cultures • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Connections • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Lesson 4 La acentuación de palabras similares	**SWBAT differentiate the meaning of words that have the same spelling, but one takes an accent mark and the other one does not by applying grammar rules for accent marks in Spanish.** **ACFTL Standards:** Communication • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Comparisons • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.		

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Lesson 5 Cultural Reading Las Redes Sociales	SWBAT analyze the use of social media networks in Spanish speaking countries by reading a short article about it and comparing it to the social media in their community. SWBAT analyze the use of text messages by comparing cultural practices related to technology in their community and the target communities. ACFTL Standards: Communication • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Cultures • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Connections • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Comparisons		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	• C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Communities • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Lesson 6 Familiar Commands	**SWBAT Recommend others what to do or not to do by applying grammatical rules to create affirmative and negative familiar commands.** **ACFTL Standards:** Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Cultures		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Comparisons • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.		
Lesson 7 Familiar Commands Practice	SWBAT Recommend others what to do or not to do by applying grammatical rules to create affirmative and negative familiar commands both in writing and orally. ACFTL Standards: Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Cultures • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Comparisons		

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	• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.		
Lesson 8 Por and Para	SWBAT Differentiate the uses of "por" and "para" by taking guided notes and explaining how and what I use technology for. ACFTL Standards: Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Comparisons • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.		
Lesson 9 Reciprocal Reflexives	SWBAT create sentences using reciprocal reflexives to talk about their relationships and, differentiate the use of reciprocal reflexives and reflexive verbs by talking about their routines. ACFTL Standards: Communication		•

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	• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Comparisons • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.		
Lesson 10 Stressed Possessive Adjectives and Pronouns	SWBAT apply the uses of and correct placement within a sentence of stressed possessive adjectives and pronouns in Spanish by talking about their and others' belongings. ACFTL Standards: Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.		

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	Comparisons • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.		
Lesson 11 Cultural Reading "La tecnología" Comic Strip	**SWBAT interpret a content-rich text on technology by identifying English borrowed words to predict content in s comic strip.** **ACFTL Standards:** Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Cultures • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Connections • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that		

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	are available through the language and its cultures. Comparisons • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Comparisons • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Lesson 12 Writing	SWBAT plan, organize, and write an email to a friend to give them instructions for creating a website by listing key words and conjugating informal commands. ACFTL Standards: Communication • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.		•
Lesson 13 Listening Comprehension	SWBAT recognize the genre of spoken discourse in two short audio selections by using visual cues and answering comprehension questions based on a broadcast advertisement for a computer store.		•

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	ACFTL Standards: Communication • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Connections • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Communities • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Lesson 14 En Pantalla	**SWBAT interpret an authentic advertisement on books being described electronically by using graphics, visual cues and cognates to bolster understanding and by answering comprehension questions.** **ACFTL Standards:** Communication • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Cultures		•

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	• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. Connections • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Comparisons • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Communities • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Lesson 15 Flash Cultura	SWBAT evaluate the uses and importance of technology by comparing how people in Perú and their own community access and use Internet and technology and by designing and describing how to use a technology app. ACFTL Standards: Communication		•

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Lesson 16 Panorama Cultural	SWBAT summarize demographic and cultural information about Argentina by analyzing and describing data from a map, a chart and using visual cues to bolster understanding of what is read, heard and viewed. ACFTL Standards: Communication		•

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Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	collaborate in their community and the globalized world.		
Lesson 17 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 2 Exam.	Unit 2 Exam Review You may want to use the Descubre Recapitulación Activites and the Self-Assessment.	Descubre Recapitulación Descubre Auto Evaluación
Refer to your region's scope and sequence for scanning deadlines	Unit 2 Exam		
	Flex Day		
Optional/Cultural Lessons Día de Muertos	Materials for this lesson have already been created. You can access them via Curriculum Corner. Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.		Lesson Internalization Protocol

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	**Specificity**	**Notes/Explanations/Examples**
ACTFL C1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Break Down Standard:** • **Skills:** Interacting in spoken and written conversations, negotiating meaning, asking and answering questions and giving advice. • **Knowledge:** Vocabulary related to technology, cars, and machines; possessive adjectives and pronouns; cultural practices regarding technology. • **Concepts:** Sharing information, reactions, feelings and opinions; the role of technology in daily life and culture. **Define Expectations:** Students should learn to: • Engage in conversations about technology and its impact on daily life. • Utilize possessive adjectives and pronouns in discussions about personal belongings and relationships. • Give and receive advice using affirmative and negative familiar commands. • Recognize cultural differences in technology usage. **Instruction and Assessment Strategies:** **Teaching Methods:** • Role-playing activities to simulate conversations about technology. • Group discussions on the impact of technology in students' lives and different cultures. • Interactive writing exercises to practice using possessive adjectives and commands. • Listening exercises using audio recordings related to technology topics. **Assessment Ideas:** • Performance assessments through recorded conversations demonstrating interpersonal communication skills.	*The ACTFL C1.1 standard focuses on enhancing learners' interpersonal communication skills in Spanish II Unit 2 "La tecnología" by engaging in conversations about technology, personal relationships, and cultural practices. Students will develop specific skills in asking questions, giving advice, and using possessive language while practicing reading and listening comprehension. Assessment strategies will include role plays, group discussions, quizzes, and reflective writing to ensure understanding and application of the material.* *This standard is aligned to the following AP Spanish Language and Culture standards:* *5.A Understand and apply appropriate communication strategies in interpersonal speaking.* *5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.* *6.A Understand and apply appropriate communication strategies in interpersonal writing.* *6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.*

Standards Clarification QUESTIONS		
Standards	**Specificity**	**Notes/Explanations/Examples**
	• Quizzes on vocabulary and grammar, especially concerning possessive adjectives and commands. • Reflection essays on the use of technology in their daily lives and its cultural implications.	
ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Break Down Standard:** • **Skills:** Understanding, interpreting, and analyzing spoken, written, and visual texts; conversing; giving advice; asking and answering questions. • **Knowledge:** Vocabulary related to technology, cars, machines, and personal belongings; possessive adjectives and pronouns; cultural practices regarding access to technology in Peru. • **Concepts:** The role of technology in everyday life; cultural differences in technology use; affirmative and negative tú or familiar commands. **Define Expectations:** Students should learn to: • Interpret and analyze various forms of media related to technology and personal relationships. • Engage in conversations about technology, cars, and machines using appropriate vocabulary. • Use possessive adjectives and pronouns correctly in spoken and written contexts. • Understand and compare cultural practices related to technology. **Instruction and Assessment Strategies:** **Teaching Methods:** • Use multimedia resources (videos, articles) related to technology for listening and reading practice. • Facilitate group discussions on the use of technology in everyday life and personal experiences. • Conduct role-play activities where students give commands and ask questions.	*The unpacked components of the ACTFL C1.2 standard for a Spanish II Unit 2 "La tecnología" unit, focus on students' ability to understand and analyze texts about technology and personal relationships. Key learning targets include interpretive communication, conversational skills, the correct use of commands, and cultural understanding. Instructional strategies involve multimedia resources, discussions, role-plays, and cultural comparisons, while assessments can include quizzes, essays, peer assessments, and practical activities. This approach provides a comprehensive framework for engaging Spanish II students in meaningful language learning.* *This standard is aligned to the following AP Spanish Language and Culture standards:* *1.A Describe the literal meaning of the text.* *1.B Describe data.* *3.A Interpret the distinguishing features of a text.* *3.B Interpret the meaning of a text.* *4.A Determine the meaning of a variety of vocabulary.* *4.B. Use words appropriate for a given context.*

Standards	Specificity	Notes/Explanations/Examples
	• Incorporate cultural comparisons through presentations or research projects on technology in different cultures. **Assessment Ideas:** • Create a listening comprehension quiz based on a video about technology. • Have students write a short essay on how they use technology in their daily lives, using possessive adjectives. • Use peer assessments during group discussions to evaluate conversation skills. • Assess understanding of commands through a practical activity where students follow or give instructions.	
ACTFL C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	**Break Down Standard:** • **Skills:** Presentational skills, conversational skills, comprehension skills (reading and listening), writing skills. • **Knowledge:** Use of technology, vocabulary related to technology and machines, cultural practices involving technology. • **Concepts:** Adaptation to various audiences, understanding the formation of affirmative and negative commands, understanding of possessive adjectives and pronouns, recognition of borrowed words. **Define Expectations:** Students should learn to effectively communicate information about technology in their daily lives, engage in conversations about cars and machines, provide advice using commands, and understand cultural perspectives on technology. They should also be able to recognize borrowed vocabulary and use possessive language correctly. **Instruction and Assessment Strategies:** **Instructional Methods:** • Use multimedia presentations for students to present their information on technology. • Role-playing activities to simulate discussions about cars and technology.	*The unpacked components of the ACTFL C1.3 standard for this unit focus on developing students' abilities in presentational communication, specifically regarding technology. Key learning targets include effective presentation and conversational skills, command usage, cultural understanding, and mastery of possessive language. Instructional and assessment strategies involve multimedia presentations, role-playing, group discussions, and various reading and listening exercises to ensure comprehensive learning and engagement in the topic of technology in daily life.* *This standard is aligned to the following AP Spanish Language and Culture standards:* *7.A Plan and research an issue or topic for presentational speaking.* *7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.* *7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.* *7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.* *8.A Plan and research an issue or topic for presentational writing.*

Standards Clarification QUESTIONS		
Standards	**Specificity**	**Notes/Explanations/Examples**
	• Group discussions to explore cultural practices related to technology. • Writing assignments focused on giving advice using commands. • Reading exercises that involve identifying borrowed words from technology-related texts. • Listening activities where students identify genres of spoken discourse. **Assessment Ideas:** • Create rubrics for presentations that evaluate content, clarity, and engagement. • Use peer assessments during role-playing conversations. • Quizzes on possessive adjectives and pronouns. • Written reflections on the importance of technology in personal and cultural contexts. • Listening comprehension tests based on audio recordings about technology.	*8.B Use appropriate writing strategies to communicate an idea in presentational writing.* *8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.* *8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.*

VERTICAL STANDARDS-Spanish Standards are not scaffolded. What is scaffolded is the themes and the skills- these stay the same.

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

Spanish I	Spanish III	AP Spanish
• Conjugate verbs in the present and simple past. • Use of possessive adjectives and pronouns (short form). • Writing short paragraphs. • Identifying cognates. • Using background knowledge to gain meaning of a paragraph. • Identifying "borrowed" words to gain comprehension of a text. • Interpretive Listening Skills. • Steps for reading and understanding graphs and charts.	• Using variety of verb tenses to write persuasive essays. • Using background knowledge to gain meaning of articles, prose and poetry. • Read and analyze graphs and charts to use when writing. • Interpersonal Writing Skills • Interpretive Listening Skills • Reinforcing cultural comparison skills.	• Cultural Comparisons between own community and Spanish speaking country. • Read, analyze and interpret graphs and charts. • Use background knowledge to gain meaning of a text. • Identify types of reading materials and their purpose. • Interpersonal Writing Skills • Interpretive Listening Skills

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
List and define key vocabulary terms						
Related Vocabulary						
la aplicación la cámara digital/de video el canal el cargador el cibercafé el control remoto el correo de voz	el teléfono celular/el móvil el televisor apagar funcionar llamar poner, prender sonar descompuesto(a)	el archivo la arroba el blog el buscador la computadora la computadora portátil la conexión inalámbrica	la pantalla el programa de computación el ratón la red el reproductor de DVD el sitio web el teclado	la autopista la carretera el baúl la calle el capó, el cofre el carro, el coche. la circulación el trafico	el/la mecánico(a) el navegador GPS el parabrisas la policía la velocidad máxima el volante arrancar arreglar bajar(se) de	abrazar(se) ayudar(se) besar(se) encontrar(se) saludar(se) por aquí por ejemplo por eso por fin

el disco compacto el estéreo la pantalla táctil el radio el reproductor de CD el reproductor de MP3	lento(a) lleno(a)	la dirección electrónica la impresora internet el mensaje de texto el monitor la página principal	borrar chatear descargar escanear grabar guardar imprimir navegar (en internet)	el garaje, el taller (mecánico) la gasolina la gasolinera la licencia de conducir la llanta	conducir, manejar la velocidad máxima estacionar llenar (el tanque) para revisar (el aceite) subir(se) a	