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Spanish III
Unit 2
Pop Culture and Technology
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How to Use this Unit This unit is meant to be an introduction to Spanish-speaking pop culture and technology. The teacher should modify all examples to fit the interests and technological know-how of the students. Meaning, if the kids are into music, focus on music. If the kids are into text messaging, focus on cell phones.

Essential Questions: Am I interested in the same things that are popular in Spanish-speaking countries? How is technology used in Spanish-speaking countries?

What students should be able to do:

Elements

MLIII.IP1B	Share feelings and emotions.
MLIII.IP1C	Exchange opinions and preferences.
MLIII.IP1E	Give and follow detailed directions and instructions.
MLIII.IP1F	Ask questions and provide responses on topics and events found in a variety of print and non-print sources.
MLIII.IP2C	Exchange information through conversations, notes, letters, or e-mail on familiar topics.
MLIII.INT1A	Identify main ideas and supporting details from a variety of sources.
MLIII.INT1B	Understand culturally authentic materials and information.
MLIII.INT1C	Demonstrate comprehension of current events and issues presented through print and electronic media.
MLIII.INT1D	Follow instructions given in the target language.
MLIII.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
MLIII.P1D	Begin to prepare presentations in the past and future.
MLIII.CU1B	Discuss patterns of behavior typically associated with culture(s).
MLIII.CCC1C	Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
MLIII.CCC2B	Compare and contrast social conventions of the target cultures with the student's own culture.
MLIII.CCC2C	Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.

What students should know:

Technology items

Verbs associated with technology use: *abre, cierra, apaga, prenda*, etc. (open, close, turn off, turn on)

Clothing items, personal descriptions

Beginning understanding of present, past and future tense

Summative Performance Based Assessment 1

Elements: MLIII.INT1B, MLIII.INT1C, MLIII.CU1B, MLIII.CCC1C

Con Regalo

What's the prize in Happy Meals or Kid's Meals right now? Remember digging through the cereal box to find the prize? In Spain, at MacDonald's and Burger King the adult meals come "con regalo," with a "prize." One recent summer, the prizes were flip flops and cloth belts, in various colors so you could "collect them all." Look at the information collected from watching a telenovela. What things did the people on TV have? What do you think would make a good "regalo" for MacDonald's or Burger King this year? Your group will be creating a commercial that advertises your "regalo" keeping in mind and using popular music in the background, stylish fashion for this year in Spain and also including the food components in the meal that accompany the "regalos."

Final Product Rubric:

3 Exceeds Expectations

- Simple, cheaply-made prize, however very desirable
- Background fits the country - "Actors" in stylish clothing (ie, no white tennis shoes), use of popular music
- Presented in Spanish using good timely phrases (i.e., "chupao," "pura vida")
- Advertises the food products, shows pictures or actual samples
- Entertaining and memorable

2 Meets Expectations

- Simple, interesting prize, but not a "must have"
- Attention focused on one part of the background and not all areas
- Presented in good solid Spanish
- Advertises the food products but may not show a complete meal
- Entertaining but not memorable

1 Approaches Expectations

- Either too simple (i.e., a rubber band) or way too expensive (i.e., MP3 player) of a prize
- More general "it's in Spanish" approach presented rather than target culture

- Presented in Spanish, with some mistranslations
- Mentions the restaurant, but no mention of the meal
- Flat presentation due to lack of practice, belief in product or overall creativity

U Does Not Meet Expectations

- The prize is a copy of something already used
- Cultural reference is the US, not a Spanish-speaking country
- English used during part of presentation
- No clear reference to any restaurant
- Presentation not completed

Summative Performance Based Assessment 2

Elements: MLIII.IP1B, MLIII.IP1C, MLIII.IP2C, MLIII.P1A, MLIII.CCC1C, MLIII.CCC2B, MLIII.CCC2C



BUEN VIAJE



Your friend is going to study abroad next semester in a Spanish-speaking country. S/he is very excited but also a little nervous. S/he asked you for advice. What do college students talk about in the country where s/he is headed? Do they like what s/he likes? What's there to do? The more you think about it, the more you realize that you don't know much either. And, if your friend is going to e-mail during the trip, you want to know stuff so that you don't sound like a "high-schooler" when you respond. So you've decided to make a webpage/newsletter with all sorts of information so that you'll both be prepared for the semester. In the back of your mind, you're also hoping this will help when you let your parents/guardians know that you are interested in studying abroad. Maybe they will help you with the costs!

To be helpful, you plan to include the following items in your overall layout:

- title
- date (month and year)
- flag of the country where your friend will be staying
- current currency equivalent to dollars
- one picture per article, 3 max per article



You need to decide which 4 of the following topics you want to include in the Buen Viaje newsletter/webpage (one is checked and must be included as the narrative):

- Communication (cell phones, internet, land-line phones. How do you get a cell phone? How can you recharge it? Do people use internet cafés or do they have internet at home?)
- Entertainment (movies, music, TV shows)
- Fashion (clothes, shoes, book bags, purses, hair styles, popular colors)
- Festivals/Holidays (Will there be any days off? If so, when? What is celebrated and how?)
- Food (my teacher says that they don't eat burritos everywhere, is that right?)
- Sports (teams, colors, chants, popular face painting styles)
- University information (What is a common major? What is the class schedule like? What kind of grades do they get? When does their semester start? Are there dorms? Where do most students live?)
- Hot spots (Where should s/he visit?)

Now, to make the packet more interesting, you want to vary how you write, so you're planning to use the following styles, one will be used twice:



- editorial
- expository
- narrative
- summary of an event

Scoring Rubrics:

Final Product Rubric:

3 Exceeds Expectations

- All 5 articles included and complete
- Product balances colors, fonts and graphics and is attractive and pleasing to the eye.
- Product presents the information in a unified manner, and information is clear.

2 Meets Expectations

- All 5 articles included, with one being noticeably shorter
- Articles and pictures included are placed randomly and overall looks jumbled

1 Approaches Expectations

- One article missing or several very short articles
- Beginnings of a unified product visible, but product far from complete

U Does Not Meet Expectations

- Several articles missing, little written
- Items are stapled together into a packet and no attempt made to merge them into one

Editorial Article Rubric:

3 Exceeds Expectations

- 2 sides described and author defends one side
- Article is written with 95% or more accuracy in spelling and grammar
- Wide variety of vocabulary is used accurately
- The information presented is current and relevant to both the author and a student who will be studying abroad in that country
- Picture represents the story
- 3 sources in Spanish listed

2 Meets Expectations

- 2 sides presented but either both sides or neither defended
- Article has errors, however the overall message is not lost
- Accurate description, however many of the same words repeated
- The information is current and interesting, but not relevant for a student
- Picture has something to do with the story
- 3 sources, 2 in Spanish and 1 in English listed

1 Approaches Expectations

- Only one side presented
- The overall meaning of the article is affected by the errors and is difficult to follow
- Some errors in vocabulary choice

- The information seems to be the easiest information to access and little attempt to go beyond the basics
- Picture relates to the country
- 2 sources included, at least 1 in Spanish

U Does Not Meet Expectations

- The topic is described but not presented as an issue that has multiple sides
- The article seems to be more of a translation from English, with word order and grammar modeled after English rules.
- Many errors in vocabulary choice
- The information is either out of date, general or not helpful
- There is a picture but the purpose is unknown
- Only an English source included

Expository Article Rubric:

3 Exceeds Expectations

- Overall organization of information clearly shows the topic at hand
- Article is written with 95% or more accuracy in spelling and grammar
- Wide variety of vocabulary is used accurately
- The information presented is current and relevant to both the author and a student who will be studying abroad in that country
- Picture represents the story
- 3 sources in Spanish listed

2 Meets Expectations

- Strong organization but the article explains more than shows the information
- Article has errors, however the overall message is not lost
- Accurate description, however many of the same words repeated
- The information is current and interesting, but not relevant for a student
- Picture has something to do with the story
- 3 sources, 2 in Spanish and 1 in English listed

1 Approaches Expectations

- Organization somewhat lacking which interferes with clarity of information
- The overall meaning of the article is affected by the errors and is difficult to follow
- Some errors in vocabulary choice
- The information seems to be the easiest information to access and little attempt to go beyond the basics
- Picture relates to the country
- 2 sources included, at least 1 in Spanish

U Does Not Meet Expectations

- Information is listed in a series of sentences that seem to be unrelated

- The article seems to be more of a translation from English, with word order and grammar modeled after English rules.
- Many errors in vocabulary choice
- The information is either out of date, general or not helpful
- There is a picture but the purpose is unknown
- Only an English source included

Narrative Article Rubric:

3 Exceeds Expectations

- Story has interesting details that flow into a story
- Places and activities are authentic to the place visited
- 95% or more of verbs written in the Future tense
- Article is written with 95% or more accuracy in spelling and grammar
- Wide variety of vocabulary is used accurately
- The information presented is current and relevant to both the author and a student who will be studying abroad in that country
- Picture represents the story
- 3 sources in Spanish listed

2 Meets Expectations

- Good details but do not flow into a story
- Mostly specific activities with one generality
- Article has errors, however the overall message is not lost
- Accurate description, however many of the same words repeated
- The information is current and interesting, but not relevant for a student
- Picture has something to do with the story
- 3 sources, 2 in Spanish and 1 in English listed

1 Approaches Expectations

- Told as a story, but lacks details
- Half specific cultural references and half general
- The overall meaning of the article is affected by the errors and is difficult to follow
- Some errors in vocabulary choice
- The information seems to be the easiest information to access and little attempt to go beyond the basics
- Picture relates to the country
- 2 sources included, at least 1 in Spanish

U Does Not Meet Expectations

- More a list of ideas than a story
- Very general, some activities not accurate to destination

- The article seems to be more of a translation from English, with word order and grammar modeled after English rules.
- Many errors in vocabulary choice
- The information is either out of date, general or not helpful
- There is a picture but the purpose is unknown
- Only an English source included

Summary Article Rubric:

3 Exceeds Expectations

- The events are told using the student's own words
- Article is written with 95% or more accuracy in spelling and grammar
- Wide variety of vocabulary is used accurately
- The information presented is current and relevant to both the author and a student who will be studying abroad in that country
- Picture represents the story
- 3 sources in Spanish listed

2 Meets Expectations

- The events are told using the student's own words and a few short quotes
- Article has errors, however the overall message is not lost
- Accurate description, however many of the same words repeated
- The information is current and interesting, but not relevant for a student
- Picture has something to do with the story
- 3 sources, 2 in Spanish and 1 in English listed

1 Approaches Expectations

- The events are written using many of the same words as in the research
- The overall meaning of the article is affected by the errors and is difficult to follow
- Some errors in vocabulary choice
- The information seems to be the easiest information to access and little attempt to go beyond the basics
- Picture relates to the country
- 2 sources included, at least 1 in Spanish

U Does Not Meet Expectations

- The events are described using reworked phrases from the research
- The article seems to be more of a translation from English, with word order and grammar modeled after English rules.
- Many errors in vocabulary choice
- The information is either out of date, general or not helpful
- There is a picture but the purpose is unknown
- Only an English source included

Buen Viaje Question Asking/Answering Rubric

3 Exceeds Expectations

- Question asked in Spanish using correct terminology (mouse, web page, screen, etc.)
- Student able to follow answer in Spanish

2 Meets Expectations

- Question asked in Spanish but student may have had to use circumlocution
- Student needed some assistance (pointing to computer screen, moving mouse, etc.)

1 Approaches Expectations

- Question asked using some English
- Answer given using some English

U Does Not Meet Expectations

- Question asked mostly, if not all, in English
- Teacher has to complete the task (move the mouse, type, etc.) or must use all English

Summative Performance Based Assessment 3

Elements: MLIII.IP1B, MLIII.IP1C, MLIII.IP1F, MLIII.IP2C, MLIII.INT1C, MLIII.P1A, MLIII.P1D, MLIII.CCC1C, MLIII.CCC2B, MLIII.CCC2C

Reportaje: Cultura Popular

Student Task:

Your friend loved the information that you gave her/him regarding the upcoming study abroad trip. S/he was so excited, that s/he told her college study abroad advisor. The advisor contacted you and has asked you to prepare a presentation to share with other students interested in studying abroad that will help them choose the best place to study. You and a small group of classmates will be combining your research to create a (video) presentation. The presentations will each focus on the one topic that interested you most from the research such as Soccer, Music, Festivals, etc. The video should compare the different countries that you individually investigated.

Reportaje: Cultura Popular Scoring Rubric:

3 Exceeds Expectations

- Focus of report clear
- Students presented in-depth information regarding the topic in their country
- Comparisons included similarities and differences in varied manners
- Presentation made with an effort to bring in culturally authentic background (i.e., flags, music, posters etc.)
- Group effort apparent as the presentation goes off without a hitch, rehearsal and team work visible

2 Meets Expectations

- There is a main focus to the report with some mention of other areas
- Students reported information taken directly from the Buen Viaje activity with no additional components
- Comparisons (similarities and differences) included, but are presented in a similar manner
- All presenters look the same, some attempt to make culturally authentic, but mostly general
- Some small mix-ups in the presentation, but overall goes smoothly

1 Approaches Expectations

- Focus named but deviated from often
- General information from Spanish-speaking countries used to describe topic
- Similar information presented with students saying pretty much the same thing, no differentiation
- Background stereotypical
- Major errors in the presentation cause pauses

U Does Not Meet Expectations

- No clear focus
- Information not accurate
- Students not prepared with information from any one specific country
- No attempts made to create a background
- Presentation not able to be finished due to many miscommunications within the group

Summative Performance Based Assessment 4

Tech Support Training

Throughout this unit your classmates have turned to you to ask for help. You've been pretty successful at helping and explaining how to do technology related stuff. You decide that working for Tech support might be a good part-time job. Before you start, they run a series of "problems" by you and you have to solve them. So, here's your chance to practice. Listen to the problem as your teacher reads it or plays a clip of a caller. Remember, you are going to be interviewing for the most basic level, so none of the answers will require more than 8 steps.

Note: Pay close attention to the common questions asked throughout the unit regarding technology. These should be the base questions for this assessment.

Sample problem:

"Hola. Llamo porque no puedo leer una página web. Mi profesora me mandó la información por e-mail y está en azul. Hago un clic sobre la parte azul y nada. No abre."

Sample solution:

“Necesita presionar el botón Ctrl y hacer un clic.”

Tech Support Training Scoring Rubric:

3 Exceeds Expectations

- Student immediately asks a follow-up question and/or gives an explanation of how to solve the problem
- Directions are clear and use the correct terminology
- Clear pronunciation

2 Meets Expectations

- Student pauses momentarily to think of a solution and may ask a follow-up question and responds in reasonable amount of time
- Directions are accurate but may require rephrasing
- Able to be understood by a sympathetic native speaker

1 Approaches Expectations

- Student understands the problem and begins to respond in Spanish, but may have to revert to English
- Directions either inaccurate or are explained using some English
- Student understood by teacher and classmates

U Does Not Meet Expectations

- Student does not understand the problem, teacher has to explain using some English
- Directions given in English and may not include a solution, just a mention of random technology items covered during the unit
- Student not understood by teacher

Interdisciplinary Instructional Tasks:

Interpersonal Communicative Tasks

1) **Tech People Bingo** (Language Arts) – What kind of technology items do your classmates have? In the time allotted by your teacher, ask your classmates the questions listed on the bingo card. Some boxes require just a name, while others require a name and a number. Keep in mind that this is an opportunity to review some technology words that you have studied before.

Objective: Students have to ask given questions in Spanish, which allows for a quick review of items covered in the technology unit from Level II. Bingo card attached.

2) **Multi-task juggling** (L.A.) – Listen to the description of your teacher’s arrival home last night. Listen closely to the verbs.

Sample teacher description:

“Hablaba por mi celular cuando llegué a casa anoche. Caminaba a la cocina cuando sonó mi teléfono. Colgué mi celular y agarré el teléfono de la casa. Contesté el teléfono y miré la contestadora. Charlaba con mi hermana mientras prendía la computadora. Escuchaba a mi hermana cuando abrí mi e-mail. Presté atención a la historia larguísima y busqué el e-mail importante. Grité por el teléfono y mi hermana me escuchó. Le comenté a mi hermana que mi grupo musical preferido vendría en concierto mientras leía la información. Mi hermana salió y corrí a mi bolsa por mi tarjeta de crédito. Entré mi usuario y mi contraseña y esperé el sitio de mis asientos. ¡Primera fila! Grité y metí mi número de tarjeta de crédito. Llamé a mi amiga e imprimí la información. Le conté a mi amiga las buenas noticias y apagué la computadora. Colgué el teléfono mientras cantaba la música de Maná.”

Sample teacher description in English:

“I was talking on my cell when I arrived at home last night. I walked through the kitchen when my phone rang. I hung up my cell and grabbed the house phone. I answered the phone and glanced at the answering machine. I chatted with my sister and turned on the computer. I listened to my sister and opened my e-mail. I payed attention to the long story and looked for important e-mails. I screamed on the phone and my sister listened to me. I told her that my favorite group was coming in concert while I read the information. My sister let me go and I ran to my purse to get my credit card. I put in my username and password and waited fro my seats. First row! I screamed and entered my credit card number. I called my friend and printed the information. I told my friend the good news and turned off the computer. I hung up the phone and sang Maná songs.”

What was that story about? What verbs were in each sentence? Who’s Maná? Discuss with the class. Now you and a partner will have 10-15 minutes to write your own story that includes: 1) one preterite and one imperfect verb per sentence and 2) involves turning on and off various technological items – if you turn it on, you must turn it off. The group with the longest and most accurate story wins. Go!

Now each group will read their story out loud. As partners, keep track of the other groups' presentations so that you know who will win. One partner will keep track of how many technology items are mentioned – turned on and off. The other partner will keep track of the preterite and imperfect verbs, making sure that there’s one of each in each sentence.

Multi-task Juggling Objective: Students have to narrate, turning on and off various technological devices and fit them into their life style. Note – personalize the story so the students think it relates to you!

Interpretive Communicative Tasks

3) **5 Minute Challenge** (Language Arts, Social Studies) - What can you tell from something written in Spanish if you’re given 5 minutes? Your objective is to look for the overall meaning

of what you see. Where would it be found (magazine, billboard, etc.)? Who might read it? Why would you read it? What does it say? Is it true information? Is it a story, add, newspaper? Is it interesting? You have 5 minutes to read and write in ENGLISH what you are able to understand and figure out from the 1 page photo copy you are about to get. Do not turn the paper over or start writing until you hear the teacher say start.

Note: The teacher passes out a 1 page photocopy of an authentic pop culture or technology item. This may be a copy of a sales flyer, a printout of the front page of an on-line magazine, a political cartoon, a selection from a classified add for apartments, etc. The papers are passed out, face-side-down. Each student needs a photocopy, a sheet of notebook paper and a pen or pencil. Once each student is ready, the teacher says, “go” and starts the 5 minute timer. Students are given 5 minutes to read, analyze and react to the material on the page. Time is limited to 5 minutes so that students are not overwhelmed by the information and are able to focus for the entire 5 minutes. Once time is up, teacher collects the papers (rubric attached). Teacher then can begin a quick dialogue to explain what the students saw. Objective: The goal of this activity is to expose students to a variety of pop culture and technology topics by repeating this activity over several days using different print material in preparation for their creation of a web page or newsletter.

Resources:

- <http://www.cibercentro.com> Lists by country general information, US relations with that country, newspapers, and search engines.
- www.hola.com Spanish gossip magazine
- <http://www.portalmix.com/triunfo/> Operación Triunfo, Spain’s version of American Idol
- <http://www.teletica.com/> Costa Rican TV station

4) **Study Abroad In Style** (Math, Technology) – You are planning to study abroad during your Junior year in college. Now, you know that if you leave the country, things won’t be the same, but you’re curious what it would take to make your dorm room similar to what you’d like to have back home. Are you taking a TV, computer, laptop, MP3 player, video game system, etc.? Using the website for Carrefour in Spain, <http://www.carrefour.es/index.html>, create a list of the items and their cost that are needed to make your room what you’d imagine. Objective: Students have to review technology item names and negotiate the site in Spanish. Additionally, students are exposed to pricing in alternate currency. Chart attached.

5) **One of my former students went to...** (Language Arts, Geography) - One of my former students is traveling abroad this semester. S/he sent me an e-mail telling me about her/his trip. Use the information in the e-mail to figure out where s/he is and where s/he has visited.

Note: Here is the chance to expose the students to a variety of cultural things that they may be missing but that will be beneficial for the Buen Viaje project. Keep this in mind when your "former student (wink, wink)" writes you the e-mails. Objective: Students have to comprehend written text (fabricated by the teacher) and use information that was presented in class to decipher where the former student is located. Possibility to have weekly installments.

6) **Top 40** (Music, Language Arts) – What kind of music is there in Spanish? You’ve heard that Reggaeton song on the radio, Shakira’s song is on TV commercials and who’s the singer who ended up marrying JLo? Look at the lists of Top 10/40 songs in different Spanish-speaking countries. What songs are popular in many countries? What songs are different? What songs do you recognize? Are all the songs in Spanish?

Now listen to different clips of songs found on these lists. Do you like any of the songs? What types of songs are popular in several countries? Are there certain types of music that is popular in some countries and not others?

Note: Possible preparatory homework assignment is to watch a Latin music awards show. Also when playing the music clips, you could direct a student to stop, start and select certain songs from a CD, MP3 player and/or on-line source giving directions in Spanish.

Top 40 Objective: Students have to listen for patterns in the music styles and Top 10/40 lists. While listening to the songs, hopefully they can begin to pick out words and ideas. Students will then need to express ideas and preferences in music styles.

Resources:

Yahoo España – música
www.cibercentro.com

7) **¿Qué revela una telenovela?** (Art, Drama)– You are going to watch a telenovela, a Spanish-language soap opera. Now, just like soap operas in the United States, they are dramatic and exaggerated. Pay close attention to the background. Fill in the chart. Chart attached.

¿Qué revela una telenovela? Objective: Students have an opportunity to see what the culture is like in the target country by paying attention to the details in the background of a TV show.

8) **Battle of the mascots** (Language Arts) – How ‘bout them Braves? Sick ‘um Dawgs! Go Jackets! What are the mascots for sports teams in Spanish-speaking countries? Are they animal names? Are they tough sounding names? Are there names, or are they just named after their home city? Do the colors match the name? If the teams were to play and their skills were solely based on the name, who would win? Who would come in last place?

Resources:

Argentina’s soccer league <http://www.afa.org.ar/>
Cuba’s baseball league <http://www.beisbolcubano.cu/home/default.asp>
Dominican Republic’s baseball league <http://www.lidom.com/>
El Salvador’s soccer league <http://www.fesfut.org.sv/>
Puerto Rico’s basketball league <http://www.bsnpr.com/default.asp>
Spain’s basketball league <http://www.feb.es/>
Spain’s soccer league <http://www.servifutbol.com/>

9) **My first set of wheels** (Math) – Your parents hand you an envelope on your birthday. Now, you’ve been hinting that you want a car for your birthday. Now’s the moment to find out if you’ll get what you want. All you have to do is open the envelope. You take a deep breath and open the envelope... it’s a

10) card with all types of vehicles on the front with a check inside. You run to the computer to look at the ads to see what kind of vehicle you can afford.

Note: Pass out envelopes/slips of paper to each student with different amounts of money written on them. The range of “check” amounts should vary so that some students end up with scooters and others with top-line cars. The students then have to research what type of vehicle they can afford

My first car objective: Students have to read articles in Spanish and will hopefully begin to see patterns in common vehicles of that country.

Presentational Communicative Tasks

11) “**Entonces...**” (Language Arts) – One of your friends always starts good stories by saying “Well...” You are going to tell the class/ your group a story about something you’ve done using pictures that you have. You are going to tell this story in the past tense using only the pictures for help (no note cards). The story doesn’t have to be long 1-3 minutes. Objective: Students have to narrate in the past tense using pictures in preparation for the Buen Viaje narrative article.