

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: Unit 6

Science and Technology

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Intermediate High

Lowest acceptable performance...

Intermediate Low

UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE

Listening

- I can understand what other people say about science and technology.
- I can follow an interview of what science and technology is used, how and why.

Reading

- I can understand an article about new or old technology.
- I can understand when I read someone else's opinion.

INTERPERSONAL

Person-to-Person

- I can tell someone what type of technology I use.
- I can ask someone what type of technology they use on a daily basis and why.
- I can give my opinion on the advantages and disadvantages of how science and technology are used in my community/country.
- I can agree or disagree with someone about his or her opinion and explain why.

PRESENTATIONAL

Speaking

- I can talk about the how technology affects my life.
- I explain the differences between old and new technology.
- I can discuss how science is used to improve the world.

Writing

- I can write about what type of technology I use on a daily basis.
- I can write about my experiences with science and how I would change it to benefit students more.

Culture

What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can explain what tech products are produced locally or imported and where they are imported from. 	<ul style="list-style-type: none"> I can describe what technologies are most common in countries of the target language. 	<ul style="list-style-type: none"> I can understand how universal the access is to technology in countries of the target culture. I can explain how this access has affected my daily life and how it affects larger issues such as medical care/pollution/education?

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
You received a new phone for your birthday. Describe to your teacher and friends in the TL what it is and what features it has.	Your TL teacher has received a new piece of equipment (you choose what kind) and needs assistance with how to use it. Explain to him/her in the TL how to use it.	Create a blog and describe in the TL what your most favorite piece of technology is. Write about who created it, when it was created, and what it's purpose is. Describe how you use it in your every day life and explain why you like it.

VOCABULARY

What will prepare students to demonstrate what they can do with what they know?



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

I use...	How is this useful?
I use... for...	When was it created?
I find...beneficial, because...	Why was it created?
I do not find...beneficial, because...	What are the benefits of using ...?
The...is convenient.	Who created it?
The newest... is neat/cool.	Some similar inventions are...
I have used ...since.	
It is good for...	
I do not understand how to use.	

ESSENTIAL VOCABULARY such as....

electronics	screen	username
technology	mother board	plug
science	flash drive	unplug
power on/off	television	mouse
not working	remote	cable(s)
operating	password	out of order
purpose	applications (apps)	electricity
keyboard	download	internet
hard drive	install	connection (loss)

