Los efectos de la tecnología IPA

Spanish: Intermediate Level

Global Theme: Science and Technology—The Effects of Technology

Topics: technology, electronic devices, health, addiction

Essential Questions:

● How does technology affect one’s health?
● What are the symptoms of a technology addiction?
● How can one prevent a technology addiction?

Suggested Grammar “Pop-up” Lessons:

● past participles as adjectives
● preterite/imperfect
● informal commands
● formation of gerunds
What is an IPA (Integrated Performance Assessment)?

Integrated performance assessments consist of tasks that cultivate skills in each of ACTFL’s three modes of communication. The tasks are built around carefully selected authentic resources chosen because they are comprehensible to students and related to specific themes. (¡Listos! IPA packs align with AP Spanish themes.) Teachers can choose which task(s) to assess, evaluating student performance against standards set forth in a rubric.

IPAs begin with **Interpretive Task/Tasks**, in which students listen to and/or read an authentic resource, then answer informational and interpretive questions to check their comprehension. An IPA may contain either a written text or a video/audio sample, or both. ¡Listos! IPA packs contain both a reading and a listening component and comprehension questions modeled on ACTFL. You may choose to use one or both of the authentic resources provided.

The Interpretive Task is then followed by Interpersonal and Presentational Tasks. ¡Listos! IPA packs are designed to allow these tasks to be completed orally or in writing, at the teacher’s discretion.

An **Interpersonal Task** requires students to interact through spontaneous oral or written communication relating to the themes/information encountered in the previous tasks.

A **Presentational Task** requires students to perform formal speaking or writing tasks using one-way communication with an audience of listeners or readers, incorporating information/themes touched on in the previous tasks.

Why use IPAs?

Integrated Performance Assessments are designed to...

- Remove separation between what students do to learn and how they demonstrate that learning. Assessing a student’s use of language and cultural knowledge during completion of a task eliminates the need to create artificial tests structured differently than the tasks themselves.

- Cultivate communication skills that will be used in the world outside the classroom, and do so in such a clear-cut way that students never need to ask, “Why are we doing this?”

- Expose students to authentic resources because these resources demonstrate language as students will encounter it in the real world, and because they are more likely to accurately represent the cultures in which the language is spoken than content from a textbook.
How to Use This Integrated Performance Assessment (IPA):

Step 1 – Interpretive Tasks: Los efectos de la tecnología

Reading: Cómo tu iPhone está dañando tu salud

Listening: El uso excesivo de la tecnología aumenta la obesidad en adolescentes y jóvenes

1. Assign your students the first step of this task, “No-Excuse Words/Phrases to Learn for the Unit,” prior to reading the article or viewing the video. Students must look up the “No-Excuse Words/Phrases” and record their definitions. Ask students to study and review the words in order to better understand the video and/or article contents.

2. Share the article or video with your students. This can be done in any way you see fit: individual personal viewing via desktop computer, laptop, or tablet; home viewing after posting the video on your school/classroom website; or whole classroom viewing via whiteboard or projection screen.

3. Provide the remaining sections of the pack to your students. Instruct them to complete the literal comprehension section activities 1–9 in that order. These activities are to be completed in English, with the exception of the Key Words, Supporting Details, Comparing Cultural Perspectives, and Personal Reaction activities.

The Comparing Cultural Perspectives and Personal Reaction sections are intended to prepare the students for the Interpersonal and Presentational Task sections.

Students are to complete one or more sections each day until all the activities in the task are complete. Students will likely need to view the video repeatedly—when and how many times is at your discretion and will depend on the needs/levels of your students.

Step 2 – Interpersonal Speaking Task: Una encuesta

Ask students to develop a survey in Spanish on the use of technology and administer it to their classmates. Each survey will have at least five questions and each student will interview at least 10 classmates. Students will record the answers to the survey and analyze the results.

Interpersonal Writing Task Option: Ask the student participants to write their responses in Spanish to the survey questions in complete sentences with details.
**Step 3 – Presentational Writing Task: Una infografía**

Assign students to develop and design an infographic in Spanish on how to prevent an addiction to technology. Students will identify what to do and what not to do using informal commands and the technology-themed vocabulary from this IPA.

**Presentational Speaking Task Option:** Ask the students to present their infographic in Spanish to the class.

**Suggested Grammar “Pop-up” Lessons:**

Give an informal, brief lesson on the grammar/structures used in the authentic resource(s) provided with the IPA by calling students’ attention to and explaining any features students ask about. Also discuss the practiced structures that the students will need to use to meet the communicative goal(s) in both the Interpersonal and Presentational Tasks. Exit slips and/or grammar quizzes can be given to check for understanding.

**Reading Element:** Teach the students the use of past participles as adjectives. Ask them to read the provided infographic and highlight the past participles as adjectives. There are a few past participles in the infographic that are part of the perfect tenses. Use this as an opportunity to discuss the differences in past participle use.

**Video Element:** Teach the student how to form a gerund, or the -ing form of a verb. Next, ask them to watch the video and make a list of the gerunds they hear or provide the students a list that includes the ones mentioned in the video as well as a few distractors. Ask the students to check the gerunds that they hear.

**Intermediate-level Rubrics** and **Answer Keys** are provided in individual folders for your convenience.
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IPA includes intermediate-level:

- Interpretive Reading and Writing Tasks
- Interpersonal Speaking or Writing Task
- Presentational Speaking or Writing Task
- Interpretive, Interpersonal, and Presentational Rubrics

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