**LEVEL: THREE**

**UNIT: TWO**

**DAY: TEN**

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| **DESK Standard: I can recognize and refer to elements of traditional culture and pop culture.** | | | | | |
| **Unit Can-Do statement: I can recognize and refer to some pop culture elements of the target culture.** | | | | | |
|  | **What will students**  **be able to do?** | | **What will students**  **need to know?** | | **How will students demonstrate what they can do with what they know?** |
| “Daily” Learning Targets | | Language Chunks | Other Vocabulary | Check for Understanding or Mini Performance Assessment |
| I can recognize and refer to some elements of popular culture, from the target language country. | | It fascinates me.  It makes me feel…  It reminds me of... | Traditions  Holidays  Celebration | Students will submit a pop culture essay to the teacher for review. |
| INPUT:  Interpretive reading/listening  “I Do” | Describe the input activity the teacher will do to input the language chunks, vocabulary, and model what students will be able to do by the end of the lesson. | | | |
| The teacher will introduce some pop culture elements in the target language country’s society today. The teacher may choose to do this via discussion, images, etc. | | | |
| PROCESSING:  Interpretive reading/listening  “We do” | Describe the processing activity students will do together, with gradual release of responsibility on the part of the teacher. | | | |
| Students will need access to a computer lab, iPad, smart phones, etc. for this portion of the class. The Class should be divided into three or four equal groups. Each group will compete with each other in the following activity… Each group can be given a white board, poster paper or a section of the board in class to respond to the activity below.  The teacher will say a general topic, one at a time (movies, songs, books, videogames, phone apps). Students will have 3 minutes to write as many elements of the pop culture that they can find online in the time allotted. All of the elements must be from a given target language country. For example; in the target language, the teacher may say “sports”. The students would then have to write down as many sports in the target language as they can within the time. | | | |
| OUTPUT:  Interpersonal or Presentational  “you do” | Describe what students will do on their own to demonstrate their ability to accomplish the daily learning targets. | | | |
| Each student must choose a hobby or interest from the target language country and then write a short essay explaining how the popular target language culture influences what people do for hobbies or interests in the target language country. For example; the hobby could be dancing. Shakira could be the pop culture influence, and a student may write about how Shakira’s music has influenced dancing.  Each student must share their essay with one other student of their choice, or the teacher may have a few students share their pop culture connections with the class. | | | |
| **FORMATIVE PERFORMANCE ASSESSMENT: The teacher will review each team’s response to the “we” activity before moving on to a new topic.** | | | | | |