

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

**Level II**  
**Unit 6**  
**Media & Technology**

**How to Use this Unit**

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

[www.georgiastandards.org](http://www.georgiastandards.org)

**Essential Questions:**

- **What type of media and technology is part of your daily life?**
- **How is media and technology similar and/or different in target countries?**
- **How do media and technology influence pop culture?**
- **How do media and technology impact communication?**

**What students will be able to do:**

**Elements:**

MLII.IP1C	Request help and clarification.
MLII.IP1D	Give descriptions.
MLII.IP1E	Give and follow directions and instructions.
MLII.IP1F	Ask questions and provide responses based on topics such as self, others, and the immediate environment.
MLII.IP1G	Ask questions and provide responses about plans and events.
MLII.P1B	Give brief, organized oral presentations, using visual and technological support as appropriate.
MLII.P1C	Write short, organized compositions, using visual and technological support as appropriate.
MLII.CCC5A	Illustrate how the target language and cultures(s) studied are evident in and through media, entertainment, and technology.

**What students will know:**

- Informal commands

- Ordinal numbers
- Vocabulary related to: Computers, E-mail, Movies, Movie Genres, Television Programming, and Voice Communication Devices
- Idioms and expressions of likes/dislikes and opinions regarding the popularity of media & technology

## Summative Performance Based Assessment 1

**Elements:** MLII.IP1E; MLII.P1B; MLII.P1C; MLII.IP1G; MLII.CCC5A

“Allons au ciné!” / “Let’s Go To The Movies!”

**Student Task:** You have been making plans on a weekly basis with the new exchange students at your school. This weekend, you and your new friends are making plans to go to the movies. Listen to their opinions about which movie to see, but notice that they’ve left it up to you to make the final decision. Communicate with your friends using e-mail or telephone and give them 5 instructions concerning your plans.



**Teacher Note:** Students will have two tasks to accomplish. First, they will be given text in the target language with 5 key movie vocabulary words/phrases omitted. After they have filled in the blanks with the missing text, they will also have a written or oral section in which they give directions to their friends. Students will be given a choice of demonstrating their ability to give directions by either writing or speaking. A rubric is available for each.

### ENGLISH EXAMPLE OF THE TEACHER AUDIO TEXT:

*Hi! It’s Patty. I’m excited about going to the movies tomorrow and I really want to see the new romantic comedy. You know that I hate horror movies.*

*What’s up? It’s John. I want to see the new movie about the monsters and destruction of the planet. I know that everyone will like it.*

*Hey. It’s me, Robert. I love movies about adventure. There is a new one with superheros and saving the world. Let’s see that one.*

*Hello! It’s Mary. My favorite actor is in a new comedy where he falls in love with my favorite actress. We have to see this one!*

*Hi, it’s Carla. We have been studying about the rain forest and there is a new, fascinating documentary at the movies. I know that everyone will learn a lot.*

### FRENCH EXAMPLE OF THE TEACHER AUDIO TEXT:

*Salut, c’est Patty! Je suis très contente d’aller au ciné demain et je veux vraiment voir cette nouvelle comédie romantique. Tu sais que je déteste les films d’horreur.*

*Ca gaze? C'est Jean. Je veux voir le nouveau film sur les monstres et la destruction de la planète. Je sais que tout le monde va l'aimer.*

*Salut! C'est moi Robert. J'adore les films d'aventures. Il y en a un nouveau avec des superhéros qui sauvent le monde. Allons voir ce film-là.*

*Bonjour! C'est Marie. Mon acteur préféré joue dans une nouvelle comédie où il tombe amoureux de mon actrice préférée. On doit aller voir ce film-là.*

*Salut, c'est Carla. On vient d'étudier les forêts tropicales et il y a un nouveau documentaire fascinant au cinéma. Je sais que tout le monde va apprendre beaucoup de ce film.*

# Let's Go To The Movies!

Student Copy



*You have been making plans on a weekly basis with the new exchange students at your school. You and your new friends are making plans to go to the movies this weekend. Listen to their opinions about which movie to see, but notice they've left it up to you to make the final decision. Communicate with your friends using e-mail or telephone and give them 5 instructions concerning your plans.*

## English

Hi! It's Patty. I'm excited about going to the movies tomorrow and I really want to see the new \_\_\_\_\_ . You know that I hate horror movies.

What's up? It's John. I want to see the \_\_\_\_\_ movie about the monsters and destruction of the planet. I know that everyone will like it.

Hey. It's me, Robert. I love movies about \_\_\_\_\_. There is a new one with superheros and saving the world. Let's see that one.

Hello! It's Mary. My favorite actor is in a new \_\_\_\_\_ where he falls in love with my favorite actress. We have to see this one!

Hi, it's Carla. We have been studying about the rain forest and there is a new, fascinating \_\_\_\_\_ at the movies. I know that everyone will learn a lot.

What kind of movie do you think that you and your friends should see?

## French

Salut, c'est Patty! Je suis très contente d'aller au ciné demain et je veux vraiment voir \_\_\_\_\_. Tu sais que je déteste les films d'horreur.

Ca gaze? C'est Jean. Je veux voir le \_\_\_\_\_ film sur les monstres et la destruction de la planète. Je sais que tout le monde va l'aimer.

Salut! C'est moi Robert. J'adore les films \_\_\_\_\_. Il y en a un nouveau avec des superhéros qui sauvent le monde. Allons voir ce film-là.

Bonjour! C'est Marie. Mon acteur préféré joue dans \_\_\_\_\_ où il tombe amoureux de mon actrice préférée. On doit aller voir ce film-là.

Salut, c'est Carla. On vient d'étudier les forêts tropicales et il y a un nouveau \_\_\_\_\_ fascinant au cinéma. Je sais que tout le monde va apprendre beaucoup de ce film.

Quel genre de films penses-tu que tu devrais aller voir avec tes amis?

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*Choose how you will communicate with your friends (via e-mail or telephone). If you are writing your message (write it below); if you are calling, tell your message to your teacher. Be sure to include 5 different instructions regarding your final plans.*

Student Name: \_\_\_\_\_

## *Let's Go To The Movies!*



### Listening & Writing Scoring Rubric:

#### **3 Exceeds Expectations**

- Fills in all 5 listening blanks with correct words/phrases.
- Provides a decision regarding the movie plans with an explanation.
- Gives more than 5 instructions regarding final plans.
- Correctly gives informal commands with no errors.
- Errors in grammar, spelling, capitalization and punctuation, if present, do not interfere with comprehension.

#### **2 Meets Expectations**

- Fills in 4 or more listening blanks with correct words/phrases.
- Provides a decision regarding the movie plans.
- Gives 5 instructions regarding final plans.
- Correctly gives informal commands usually, perhaps with 1 error
- Errors in grammar, spelling, capitalization and punctuation, if present, do not interfere with comprehension.

#### **1 Approaches Expectations**

- Fills in 2 or 3 listening blanks with correct words/phrases.
- Does not provide a decision regarding the movie plans with an explanation.
- Gives 3-4 instructions regarding final plans.
- Struggles with informal commands and has 3-4 errors.
- Errors in grammar, spelling, capitalization and punctuation are present and interfere with comprehension.

#### **U Does Not Meet Expectations**

- Does not fill in the listening blanks with correct words/phrases.
- Does not provide a decision regarding the movie plans with an explanation.
- Gives 1-2 instructions regarding final plans.
- Does not correctly give any of the formal commands.
- Errors in grammar, spelling, capitalization and punctuation are present and interfere with comprehension.

Student Name: \_\_\_\_\_

## *Let's Go To The Movies!*



### Listening & Oral Scoring Rubric:

#### **3 Exceeds Expectations**

- Fills in all 5 listening blanks with correct words/phrases.
- Provides a decision regarding the movie plans with an explanation.
- Gives more than 5 instructions regarding final plans.
- Correctly gives informal commands with no errors.
- Other errors, if present, do not interfere with understanding.

#### **2 Meets Expectations**

- Fills in 4 or more listening blanks with correct words/phrases.
- Provides a decision regarding the movie plans.
- Gives 5 instructions regarding final plans.
- Correctly gives informal commands with 1-2 errors.
- Other errors, if present, do not interfere with understanding.

#### **1 Approaches Expectations**

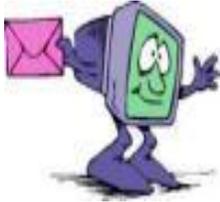
- Fills in 2 or 3 listening blanks with correct words/phrases.
- Does not provide a decision regarding the movie plans with an explanation.
- Gives 3-4 instructions regarding final plans.
- Struggles with informal commands and has 3-4 errors.
- Errors affect comprehension.

#### **U Does Not Meet Expectations**

- Does not fill in the listening blanks with correct words/phrases.
- Does not provide a decision regarding the movie plans with an explanation.
- Gives 1-2 instructions regarding final plans.
- Does not correctly give any of the formal commands.
- Errors affect comprehension.

## Summative Performance Based Assessment 2 “Un courrier électronique” / “An email”

**Elements:** MLII.IP1C; MLII.IP1D; MLII.IP1F; MLII.P1C; MLII.CCC5A



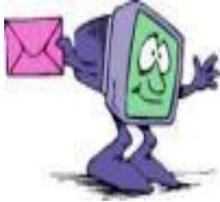
**Student Task:** You studied abroad last summer in France and are communicating with a friend that you made via e-mail. S/he is always interested in what’s new in media & technology in the United States and what people your age do. Share at least 5 things that you and your friends do for fun that includes media & technology. You are also curious if they have the same kinds of activities so ask at least five questions with respect to his/her use of media & technology for pastime activities. You want to make sure that your message will be clearly understood so you write it out to give to your French teacher to look over before you send it.

**Teacher Note:** Students will write a draft of an e-mail communication to a pen pal from the target country.

There are several different websites where you can get pen pals from overseas and several students actually find friends from all over the world when they play online video games. (See [www.mylanguageexchange.com/penpals.asp](http://www.mylanguageexchange.com/penpals.asp) & [www.tesol.net/teslpnpl.html](http://www.tesol.net/teslpnpl.html) for ideas.)

Student Name: \_\_\_\_\_

## “Un courrier électronique”/ “An email”



You studied abroad last summer in France and are communicating with a friend that you made via e-mail. S/he is always interested in what's new in media & technology in the United States and what people your age do. Share at least 5 things that you and your friends do for fun that includes media & technology. You are also curious if they have the same times of activities so ask at least five questions with respect to his/her use of media & technology for pastime activities.

You want to make sure that your message will be clearly understood so you write it out to give to your French teacher to look over before you send it.

### Writing Scoring Rubric:

#### **3 Exceeds Expectations**

- Identifies more than 5 activities that American students do for entertainment with media & technology.
- Asks more than 5 questions about what target language students do as pastimes with media & technology.
- Errors in grammar, spelling, capitalization and punctuation, if present, do not interfere with comprehension.

#### **2 Meets Expectations**

- Identifies 5 activities that American students do for entertainment with media & technology.
- Asks 5 questions about what target language students do as pastimes with media & technology.
- Errors in grammar, spelling, capitalization and punctuation, if present, do not interfere with comprehension.

#### **1 Approaches Expectations**

- Identifies 3-4 activities that American students do for entertainment with media & technology.
- Asks 3-4 questions about what target language students do as pastimes with media & technology.
- Errors in grammar, spelling, capitalization and punctuation interfere with comprehension.

#### **U Does Not Meet Expectations**

- Identifies 1-2 activities that American students do for entertainment with media & technology.
- Asks 1-2 questions about what target language students do as pastimes with media & technology.
- Errors in grammar, spelling, capitalization and punctuation, if present, do not interfere with comprehension.

## Summative Performance Based Assessment 3 “La capsule du temps”/ “The Time Capsule”

**Elements:** MLII.IP1D; MLII.P1B



**Student Task:** You have been selected by your principal to travel to Québec to be part of an International Youth Summit that works together to discuss the interests of young people all over the world. As a representative of the United States delegation, you must choose what you consider to be the five most important contributions made in American society by media & technology to be placed in an International Time Capsule. You have been asked to write labels for each item in French to be placed in the time capsule. Make sure that you describe who uses the technology most, how it is used and its prevalence in society. ALTERNATE: You have been asked to do a presentation in French at a special forum called “Teenagers & Technology”.

**Teacher Note:** Students will choose items to place in a time capsule that represent what they consider to be the 5 most important items that represent our society. Students will choose from 10 pictures that represent items previously discussed in class. You should have laminated pictures that you could have them use during the activities leading up to this assessment. Keep the 10 that the students have decided are the most important. Students then are choosing from ones that they have discussed in class. They should be prepared to describe each item that they choose, its use(s), and its prevalence in our society (Ex: teenagers play videogames rather than adults.) ALTERNATE: You could have students bring five items to the assessment that they have predetermined and thought about and you might have more variety. It is entirely up to you. You may also choose to assess this task orally or in written form – both rubrics are provided.

Student Name: \_\_\_\_\_

## *“La capsule du temps”/ “The Time Capsule”*



You have been selected by your principal to travel to Québec to be part of an International Youth Summit that works together to discuss the interests of young people all over the world. As a representative of the United States delegation, you must choose what you consider to be the five most important contributions made in American society by media & technology to be placed in an International Time Capsule. You have been asked to do a presentation in French at a special forum called “Teenagers & Technology”. Make sure that you describe who uses the technology most, how it is used and its prevalence in society.

### **Oral Scoring Rubric:**

#### **3 Exceeds Expectations**

- Identifies more than 5 items to place in the time capsule.
- Gives more than one use for several of the items.
- Gives more than one way the items are significant.
- Good pronunciation is free of major errors that affect comprehension.
- Other errors, if present, do not interfere with understanding.

#### **2 Meets Expectations**

- Identifies 5 items to place in the time capsule.
- Gives at least one use for each of the items.
- Gives at least one way the items are significant.
- Good pronunciation is free of major errors that affect comprehension.
- Other errors, if present, do not interfere with understanding.

#### **1 Approaches Expectations**

- Identifies 3-4 items to place in the time capsule.
- Does not give at least one use for each of the items.
- Does not give at least one way the items are significant.
- Pronunciation and other errors affect comprehension.

#### **U Does Not Meet Expectations**

- Identifies 1-2 items to place in the time capsule.
- Does not give a use for the item.
- Does not give a way the items are significant.
- Pronunciation and other errors affect comprehension.

Student Name: \_\_\_\_\_

## *“La capsule du temps”*

You have been selected by your principal to travel to Québec to be part of an International Youth Summit that works together to discuss the interests of young people all over the world. As a representative of the United States delegation, you must choose what you consider to be the five most important contributions made in American society by media & technology to be placed in an International Time Capsule. You have been asked to write labels for each item in French to be placed in the time capsule. Make sure that you describe who uses the technology most, how it is used and its prevalence in society.



### **Writing Scoring Rubric:**

#### **3 Exceeds Expectations**

- Identifies more than 5 items to place in the time capsule.
- Gives more than one use for several of the items.
- Gives more than one way the items are significant.
- Errors in grammar, spelling, capitalization and punctuation, if present, do not interfere with comprehension.

#### **2 Meets Expectations**

- Identifies 5 items to place in the time capsule.
- Gives at least one use for each of the items.
- Gives at least one way the items are significant.
- Errors in grammar, spelling, capitalization and punctuation, if present, do not interfere with comprehension.

#### **1 Approaches Expectations**

- Identifies 3-4 items to place in the time capsule.
- Does not give at least one use for each of the items.
- Does not give at least one way the items are significant.
- Errors in grammar, spelling, capitalization and punctuation interfere with comprehension.

#### **U Does Not Meet Expectations**

- Identifies 1-2 items to place in the time capsule.
- Does not give a use for the item.
- Does not give a way the items are significant.
- Errors in grammar, spelling, capitalization and punctuation interfere with comprehension.

## Summative Performance Based Assessment 4 “Le guide télé” / “The TV Guide”

**Elements:** MLII.IP1D; MLII.P1B

**Student Task:** You are studying abroad in Bordeaux, and your French teacher there is so impressed with you that she has asked you to help with a special project. The local television station wants to have American input on what types of shows have appeal to young people because they want to have international appeal and be more competitive in the global market. Give descriptions of what you consider to be the five programs or types of programs that you think would interest people your age. Make sure that you include an explanation of why they have appeal. You also want to have the producer be impressed with your French so give several expressions to express like and dislike.



Student Name: \_\_\_\_\_



## *“Le guide télé”*

### Scoring Rubric:

#### **3 Exceeds Expectations**

- Gives more than 5 programs or types of programs.
- Describes in detail why the programs are of interest and have appeal using at least 4 different expressions to talk about likes/dislikes.
- Good pronunciation is free of major errors and is easily understood.
- Other errors, if present, do not affect comprehension.

#### **2 Meets Expectations**

- Gives 5 programs or types of programs.
- Describes briefly why the programs are of interest and have appeal using at least two different expressions to talk about likes/dislikes.
- Pronunciation errors may occur but do not affect comprehension.
- Other errors, if present, do not affect comprehension.

#### **1 Approaches Expectations**

- Gives 3-4 programs or types of programs.
- Does not describe the interest nor appeal of the programs and does not use different expressions to talk about likes/dislikes.
- Pronunciation errors affect comprehension.
- Presence of other errors affects comprehension.

#### **U Does Not Meet Expectations**

- Gives 1-2 programs or type of programs.
- Does not describe the interest nor appeal of the programs and does not use different expressions to talk about likes/dislikes.
- Pronunciation errors affect comprehension.
- Presence of other errors affects comprehension.

# Interdisciplinary Instructional Tasks

## Interpersonal Communication Tasks --

Exchange of information (negotiation of meaning between two or more people with two way communication)

## Interpretive Communication Tasks

One way; receiving information from viewing, reading or listening sources; interpreting what you read, hear, or view

## Presentational Communication Tasks

One-way transfer of information that is rehearsed and intended for an audience

- 1. Technology Through The Ages (Art, Social Studies)** – Students are grouped in pairs. Each pair has a description of ten items of media & technology that have come into popular use in society. Based upon the descriptions given, they will need to draw pictures of what they think is being described and place it on a timeline. Give them the ten dates (in the target language) so that they can place dates on their timeline as well.
- 2. Caveman Cartoon (Art, Language Arts)** – Students will draw a cartoon reflecting a specific piece of media & technology introduced to a caveman that will radically change his life. Each student will receive different items (that you will discuss in class) so that everyone doesn't have the same item. They will then write a brief paragraph describing how the caveman's life will change.
- 3. Proverbs/Sayings for Today (Art, Language Arts)** – It's been said, "A stitch in time, saves nine." What does that expression mean? It certainly had significance to the people of its time period. It meant that it is better to spend a little time to deal with problems or act right now than wait. If you wait until later, things will get worse, and it will take much longer to deal with them. What proverbs can be written to reflect today's world using media & technology as the theme? Have students come up with several proverbs/sayings and choose one to illustrate. Example: "Most of the time, I feel like a crock pot lost in a microwave world."
- 4. Design for the Future (Art, Language Arts)** – Students have the opportunity to design a new piece of technology that will radically change their world for the better. Tell them to illustrate the new machine and label it (making sure that they tell what each part of the machine can do.)
- 5. Technology & Medicine (Health, Science)** – Students will research the recent technology in the medical world and bring articles/information to class so that they can share how life can be dramatically better due to the new technology. This can be an oral presentation with power point and/or posters. Students could also work in pairs on this activity.

6. **Technology & Good Health (Health, Physical Education)** – Have students participate in a debate about the pros & cons of media & technology. Have students discuss the ways in which media & technology can promote or hinder good health (for ex: pedometer & treadmill v. television & remote).
7. **You Are What You Eat (Health, Physical Education, Art)** – Have students draw their body as if they “are what they eat.” For example, they would have a Skittle for a head with French fries for arms. As a class, discuss the impact of technology on the food industry and how it has impacted good health (find a recipe in the target culture to prepare for class and be prepared to share why it is either healthy or unhealthy based upon the ingredients).
8. **Public Service Health Announcement (Health)** – Discuss the influence of the media on what we buy and how we eat. Have students create a video promo (commercial) to promote good health habits. Remind them that their audience is teenagers just like them – what would make them eat more healthily or exercise more? Encourage them to use media & technology vocabulary as part of what to include or not...again, the example of “Put down that remote and pick up that dumbbell!”
9. **The Library vs. The Cineplex (Language Arts, Math)** – Have students create a survey about books and movies that includes works that have been produced in both forms. (Ex: *Harry Potter* and *The Da Vinci Code*). Which students have read the book(s), seen the movie(s)? Which did they prefer? Why? Have students summarize and report on the results.
10. **Photography & Poetry (Language Arts, Art)** – Have students take a digital photograph that they can import into either a Word Document or Power Point and have them write a poem about it in the target language.
11. **Who’s Newsworthy? (Language Arts, Science, Social Studies)** – Students will research the influence of people in the target culture in the worlds of media & technology. They can either write an article for publication in a popular teen magazine OR they can prepare a video for a television entertainment program directed towards teenagers.
12. **Survey Says (Language Arts, Math, Art)** – Students will survey their peers and family members about the technology used in their lives and present the results. How much time do they use the following on a given day? T.V., I Pod, calculator, computer, microwave, etc. Graph the results and present to the class. You could also compile the results for a class graph.

- 13. Problem Solving (Social Studies, Math)** – Students will use an abacus, slide rule, and calculator to solve math problems. Did they get the same results? Discuss when and how each piece of technology. Is the calculator useful? Does it keep up from knowing how to do simple math problems in our heads when needed? Debate the pros and cons.
- 14. Mayans and Technology (Social Studies, Math)** – Before modern day technology, the Mayan Indians had a calendar and math system that was fascinating. Send students on a Webquest and/or have them do “Mayan Math” in class; it’s a great cultural experience as well as fun. Websites with helpful information and activities include the following:  
<http://www.saxakali.com/youth/mayan.htm>;  
<http://school.discovery.com/lessonplans/programs/conceptsNumTheory/>  
<http://www.mayacalendar.com/mayacalendar/Home.html>
- 15. Internet Shopping (Math)** – You and a partner have just won \$5,000 if you can spend it in one hour on the Internet. The philanthropist who is giving the money has given special instructions about what kind of items can be purchased – they must be purchased from websites in the target culture/countries and you must shop at least 5 different sites. The total must be within \$5 of the \$5,000 (above or below). Shipping must be included in your totals.
- 16. It’s All in the Lyrics (Music, Language Arts, Math)** – Students will search for the lyrics of a popular cultural song and discuss how they found it and give instructions to someone else on how to find lyrics and download songs. With a partner, they will research the group/artist that performs the song and present the song, lyrics, and if the artist has “crossed over” into American music. Additionally, a survey of likes/dislikes of songs can be conducted to include a chart and/or graph of the responses to the music.
- 17. Curriculum With A Cause (Math, Health, Physical Education)** Participate in a charity walk-a-thon or sponsor one of your own to raise money for a worthy cause. Have students walk in pairs/groups and use pedometers to measure their miles. Tell them that miles always go more quickly if there is good conversation (in the target language, of course). Before, during, and after the walk-a-thon, make sure that students use technology to check heart rate, measure blood pressure, and water intake. Have students keep charts on all the physical aspects of the venture and after the walk-a-thon write a journal entry about the experience and calculate how much money they raised individually, their group, their class, and all of your classes combined.
- 18. Physical Fit or Couch Potato? (Math, Health, Physical Education, Language Arts)** – Students will keep a daily fitness journal and keep track of the technology that they use on a daily basis for one week. At the end of the week, they will tally results and write a paragraph to defend their position of being either physically fit or a couch potato.
- 19. Fantasy Sports (Math, Physical Education, Language Arts)** – Students will participate in a fantasy sports league involving teams from the target culture in a sport (World Baseball, World Cup Soccer, Skating Championships, etc.) They will participate

in this event for several weeks so you need to plan/set-up well in advance. Students will send e-mails to each other or post on a blog (your decision) in the target language how they are doing and keep a graph of success failure of their individual or team in the event(s). They play this game frequently and can assist you with the set-up and pitfalls.

- 20. Scavenger Hunt (Math, Science, Social Studies, Language Arts)** – Students will adopt a country in the target culture and research tourist sites that they could/would visit. On a given day of their choice, they have been provided an unlimited amount of money to make a 24-hour excursion/scavenger hunt to the location. You can make this as elaborate as you want it to be. Give them several things to do or see while in the location. They will need to write about the experience and bring back realia (obviously from the Internet) to see who spent the most money, traveled the farthest, brought back the “coolest” souvenir, etc. They will chart how many miles they traveled and how much money they spent and compare which total is higher. Add an e-mail component to the experience by having the student write a partner at designated times during their travels to tell where they are and what they are doing. They also need to tell their partner three things to do in these e-mails.
- 21. Are You My Mummy? (Science, Language Arts)** – Students will research the ancient process of mummification in the Aztec and Mayan civilizations and compare the process to the technological advances made in embalming. They will present their findings, in the target language, using Power Point and/or posters. They will tell the class how to perform the process by giving directions in the target language.
- 22. Time vs. Taste (Science, Language Arts)** – Do an experiment that has something tasty as a result...the experiment needs to be done two ways – the old fashioned way (oven, ice cream churn, etc.) and the new technology-enhanced way (microwave, plastic bags, etc.) Give the students directions sheets where one student reads the directions to their partner while their partner performs the task and prepares the snack. (They will do this outside of class unless you have a “hook-up” with the home-ec people.) Do a taste comparison test with the class. Have students debate what is more important – the time it takes to prepare something the old-fashioned way or the taste you sacrifice for the quick fix.
- 23. T.V. Time (Social Studies, Language Arts, Math)** – Choose what you consider to be the five BEST programs as well as the five TOP genres of programs on television today. Survey other teenagers to see if they watch these shows and/or agree with your genres. Present your results in a chart form and include a class pie graph for which genres are the most popular and demonstrate your results in percentages. (For example, 18% of your class believes that “reality shows” are the best thing on T.V.).
- 24. Movie Critic (Social Studies, Language Arts, Math)** – Choose what you consider to be the five BEST movies of the last year. Survey other teenagers to see if they agree with your choices. Present your results in a chart. Choose which movie is your particular favorite and write a movie review OR produce a movie review video for your class.

- 25. E-mail Survey (Social Studies, Language Arts, Math)** – E-mail students in the target country about their movie and television preferences. Ask them to rank genres of films and programs and compare the results to those of your classmates. Chart your results.