

# Unit #3: Environmental, Political, and Societal Challenges

Content Area: **World Language**  
Course(s): **Advanced Placement Spanish**  
Time Period: **December**  
Length: **Approximately 6 weeks**  
Status: **Published**

## Unit Overview:

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This unit is designed to help students understand and develop an appreciation of other cultural perspectives and learn about global issues in order to become living and participating citizens in our global society. The unit is meant to create an awareness of the world as a global community and recognize the rights and responsibilities of citizens to take action with a global consciousness. The students will learn that what affects the world affects them as well and will be encouraged to develop cross-cultural skills and attitudes in order to become effective citizens in a diverse world. Students will have the opportunity to develop critical thinking skills about complex global challenges and come face to face with the controversial issues of our time through the media and modern communications technology.

## Enduring Understandings:

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- Economic developments and environmental challenges often impact society, geography, and politics on a larger scale, which in turn affects individual families and communities.
- Individuals can positively or negatively influence the world around them.
- Spain grapples with solutions to address contemporary global challenges.

## Essential Questions:

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- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society's culture?

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Read brief written messages, listen to short conversations, or view information found about the environment to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Recognize previously learned words and phrases and determine the meaning of unknown words related

to the environment in the home and target culture as found in highly contextualized, age- and level-appropriate culturally authentic texts.

- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level-appropriate culturally authentic material from the target culture.
- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative technological products and practices of the target culture(s).
- Exchange information gathered about environmental products and practices using digital tools.
- Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.
- Describe in writing creative environmental products and practices from the home and target cultures.

FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected

sentences.

FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
FL.IM.7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

## **Lesson Titles:**

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- Lesson 1: Environmental - Los temas del medio ambiente
  - Natural Disasters
  - Global Warming
  - Scarcity of Water
- Lesson 2: Economic Issues/Concerns - Los temas economicos
- Lesson 3: Social Welfare- El Bienestar Social

## **Career Readiness, Life Literacies, & Key Skills:**

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- Global Perspectives
- Critical Thinking & Problem Solving
- Information Literacy
- Media Literacy
- Communication and Collaboration
- Life and Career Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.1H.IPERS.6, 7.1.1L.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.1AL.PRSNT.2).

## **Inter-Disciplinary Connections:**

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- Social Studies
- Sociology
- Language Arts
- Life/Environmental Science

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.3	Students will examine the social construction of groups and their impact on the life chances of individuals.
SOC.9-12.4.1	Students will identify common patterns of social inequality.
9-12.HS-ESS2-4.2.1	students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed

systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects.

9-12.HS-ESS2-7.ESS2.D.1	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
9-12.HS-ESS3-6.ESS2.D.1	Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.
9-12.HS-ESS2-6.ESS2.D.1	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
9-12.HS-ESS2-4.ESS2.D.1	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
9-12.HS-ESS2-4.ESS2.D.2	Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
9-12.HS-ESS2-6.ESS2.D.2	Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
9-12.HS-ESS3-2.ESS3.A.1	All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
9-12.HS-ESS3-5.ESS3.D.1	Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts.
9-12.HS-ESS3-6.ESS3.D.1	Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities.
9-12.HS-LS2-7.ETS1.B.1	When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts.

## Equity Considerations

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### Amistad Mandate

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

## Holocaust Mandate

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

## LGBTQ and Disabilities Mandate

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**Topic:** Influential Hispanics breaking the negative stigma of disabilities

- Vincenzo Piscopo: As the Community and Stakeholder Relations Director for Coca-Cola, Piscopo (Venezuelan) manages company relationships with disability, veteran and Hispanic organizations and advocates for these communities internally. He knows the importance of shaping workplace inclusion through philanthropic involvement. He suffered a life altering spinal cord injury and created the organization The Wheels of Happiness.
- Cristina Sanz: First Hispanic (Spaniard) with a Disability As Part of Ensemble Cast to Be on an Emmy Award-Winning Show.

**Materials Used:** PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, infographics, visual literacy activities, and critical thinking discussion questions

**Addresses the Following Component of the Mandate:**

- Political
- Social

## Climate Change

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**Topic:** Global Challenges

- climate change (desglaciación del cordilla andina)
- water access
- environmental concerns (Example: déficit de espacio público)
- sustainable solutions (Example in Chile)

**Materials Used:** PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, info-

graphs, visual literacy activities, and critical thinking discussion questions

**Addresses the Following Component of the Mandate:**

- Economic
- Political

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**Asian American Pacific Islander Mandate**

**Topic (Person and Contribution Addresses):** Pedro Shimose (Japanese-Bolivan poet/journalist)

**Materials Used:** PowerPoint presentation, online authentic materials, videos, articles, visual literacy activities, info-graphs

**Addresses the Following Component of the Mandate:**

- Political

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**Summative Assessment:**

- Written Presentational Communication task: Argumentative Essay about the theme *Environmental, Political, and Societal Challenges*
- Written Interpersonal Communication task: Email Reply about the theme *Environmental, Political, and Societal Challenges*
- Spoken Interpersonal Communication: 2 minute recorded conversation stimulus task about the theme *Environmental, Political, and Societal Challenges*
- Spoken Interpersonal Communication: Cultural Comparison Presentation about the theme *Environmental, Political, and Societal Challenges*
- Written and print interpretive communication task about the theme *Environmental, Political, and Societal Challenges*
- Print, Audio, Visual, and Audiovisual interpretive communication task about the theme *Environmental, Political, and Societal Challenges*
- Vocabulary/Grammar Quiz - *Environmental, Political, and Societal Challenges*
- Marking Period Assessment

## **Resources & Materials:**

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- Temas Textbook/Workbook
- Triangulo Textbook / CD
- AP Diaz preparing for the Language Examination workbook / CD
- Tejidos workbook
- Huellas Curriculum/Materials
- AP College Board Classroom/Resources
- AP Exams on College Board website
- Abriendo Paso textbook
- Grammar textbooks
- Flash Cards
- White Boards
- Chromebooks
- Promethean board
- Powerpoint Presentations
- Youtube videos
- Digital Recording website
- Duolingo
- BBC mundo
- Google classroom
- Flipgrid
- Google documents

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Develop and interest in and concern for others in a wider sphere and a sense of their own role as a world citizen. (Knowledge)
- Practice awareness of and respect for the diversity of cultures and people in this country and in the world. (Knowledge)
- Understand the concern for injustice and inequality around the world (Understanding)
- Participate in class discussions expressing social and political views concerning global issues (Evaluate)
- Understand the economic and social conditions of children around the world. (Comprehension)
- Identify the principles of human rights in the US and around the world. (Comprehension)
- Describe and illustrate how different global challenges impact our quality of life (Synthesis)
- Explain how global challenges have an impact in our society (Knowledge)
- Create a plan on what can be done to solve and prevent specific global challenges (Synthesis)
- Explain the responsibility of members of society in solving global challenges and preventing them. (Knowledge)
- Develop your own point of view about water crisis in Latin America (Evaluation)
- Explore the health system of Spanish speaking countries (Knowledge)
- Delsea one



- SWAG

## **Formative Assessment:**

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### **Warm Up**

- lunes lenguaje - Spanish writing prompt on the theme covered in class
- martes musical - Spanish Song on the theme covered in class
- miércoles de escuchar - Listening Activity on the theme covered in class
- jueves noticias - Current News article on the theme covered in class
- viernes cultural - Cultural Video or fact on the theme covered in class

### **Anticipatory Set**

- Songs aligned with culture/theme
- Videos aligned with culture/theme
- Writing Prompts
- Authentic listening activity
- News Articles
- Authentic conversation practice
- Grammar practice
- Categorize vocabulary words
- KWL
- Whiteboard review games/practice
- Kahoot
- Quizlet Live
- Quizalize
- Blooket
- Quizizz
- Gimkit

- Padlet

## **Other Possible Formative Assessments Appropriate to the Lesson**

- Classwork
- Homework
- Test
- Quizzes
- Emails
- Cultural Comparison
- Argumentative Essay
- KWL on topic
- Activities using vocabulary in context
- Grammar Activities
- Google Classroom Questions/Activities
- Pair and Share partner activities
- Teacher observation/Guided practice
- Answering questions in each theme in Spanish using complete sentences
- Listening Comprehension Activities
- Reading Comprehension Activities
- Class discussions/participation
- Writing prompts
- Whiteboards Activities
- Conjuguemos
- Kahoot
- Gimkit
- Quizizz
- Quizlet
- Current Events
- El Agua: Abriendo Paso- p113 Comparación cultural- El AGUA: cambiando nuestro estilo de vida. Students will investigate the challenges facing countries and the problems causing these challenges. (El lago assal and el riachuelo en Argentina, el acuífero guaraní)
- El Agua: Abriendo Paso p370- debate “el agua embotellada, ¿Es necesario?”
- El Agua: Temas p342- Agua Potable- CHART, students answer questions about chart
- El Agua: Triangulo Aprobado- p36 Ilustración con audio, “futuro estado del agua en el mundo”
- El Bienestar Social: Temas p314 “Arrugas”- read and complete text questions (can tie this to “Nosotros,No”)
- El Bienestar Social: Abriendo Paso p385 “Somos 7.000 millones”, read and complete text questions
- El Bienestar Social: Abriendo Paso p402- Comparación cultural- “El bienestar social de los estadounidenses”
- El Bienestar Social: Abriendo Paso p403 Composición – Las zonas azules
- El Bienestar Social: Abriendo Paso p404 GRAPH- “Somos un planeta feliz?”
- El Bienestar Social: Temas p318 “La poblacion crecerá...” and complete questions
- El Medio Ambiente: Students respond to essential question in the online discussion forum at home (flipgrid) commenting on classmates responses as well. ¿Cuáles son los desafíos sociales, políticos, y el medio ambiente que enfrentan las sociedades del mundo?
- El Medio Ambiente: Abriendo Paso- p 363 “Abre tus ojos al medio ambiente”. In this text the youth expresses its vision, hopes and worries about the environment
- El Medio Ambiente: Abriendo paso p360 mafalda-tira cómica, p361 sondeo- ¿Cuánto ha cambiado tu comportamiento para proteger el medio ambiente?”

- El Medio Ambiente: GLOBAL CITIZEN- Abriendo paso p194-see graphs
- El Medio Ambiente: Students will participate in a Socratic discussion about environmental issues. Each student must formulate 3 well thought questions that prompt peers to evaluate, predict, and propose solutions to current environmental issues, which may or may not also be tied to economic concerns. Students respond to each other questions. This is a student led discussion.
- El Medio Ambiente: Students will research and bring in an article about a current environmental issue in a Spanish speaking country that affects the world as a whole (show the diversity and importance of environmental issues in Latin America)
- El Medio Ambiente: Temas p295 “La desglaciación de la cordillera andina”- students will read and complete text questions
- El Medio Ambiente: Temas p300 “Encuesta de consumo sostenible en Chile”-read and complete text questions
- El Medio Ambiente: Temas p303-AUDIO “Los jóvenes sobre el medio ambiente”
- El Medio Ambiente: Temas p326- Graph-Venn Diagram to illustrate some of the problems with the well being of the world and our community.
- El Medio Ambiente: Triangulo Apropado p 13 foto w/audio- “Para plantar un árbol”
- Interpersonal Speaking: (simulated conversation) between student and native speaker -engage in a simulated conversation with a native speaker on a wide range of topics
- La Economía: Students will listen to the following audio about the economic crisis in Spain and complete selected accompanying activities: <http://audiria.com/capitulos-detalle.php?id=680> questions: ¿Cuáles son los efectos de la crisis económica para la sociedad de España? Piensa en todos los aspectos de la sociedad afectada
- La Economía: Students will use websites such as [www.unseco.com](http://www.unseco.com) , [www.radionacionesunidas.com](http://www.radionacionesunidas.com) and explore this theme and how it poses a global challenge.
- La Economía: Abriendo Paso- p358 Presentación escrita- Un presupuesto ideal (ideal budget)
- La Religión: Abriendo Paso p379 gráfico- “Las Religiones más numerosas”
- Presentational Speaking: Cultural Comparison (2 min of speaking on a topic of high interest derive from ap themes comparing the students community to an area of the spanish speaking world) -students will be given a topic and then will have a written source to read and an oral source to listen to and then will have 2 min to prepare a presentation in which they will compare their own community to an area of the spanish speaking world.
- Presentational Writing: persuasive essay (250+ words), interpreting information from authentic oral and written information and chart sources -ap wkbk, listen to audio sources, read written sources and then write a persuasive essay clearly indicating your viewpoint and defending it thoroughly
- El Bienestar Social: Abriendo Paso p395 “Las personas centenarias de Okinawa”- read and complete text questions

## Closure

- Exit ticket
- Padlet
- 3-2-1
- Summary
- Debriefing/Oral questioning
- Hot seat (rapid fire questions)
- Discussion questioning and answers
- Worksheet guided review practice
- Gimkit, Kahoot, Quizlet

## **Modifications**

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### **ELL Modifications:**

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- Bilingual Directions
- Delsea one
- Extra time for assignments
- Intentional grouping with students who can assist ELL student
- Repeat, reword, clarify
- SWAG
- Use graphic organizer
- Use visuals

### **IEP & 504 Modifications:**

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- 1:1 Student Speaks with Teacher only
- Accompany readings with visuals and some translations
- Allow student to have access to the listening source to be able to listen to multiple times
- Allow use of computer for taking notes
- Appropriate scaffolding
- Breaking larger readings into shorter segments
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Delsea one
- Duolingo.com (Student paced language practice)
- Edpuzzle (Allow students to watch videos with teacher annotations)
- Extra time for assignments
- FlipGrid (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- Pre-reading activities (May include visuals, background knowledge, cultural information)
- Preferential seating
- Provide an alternate assessment (written)
- Providing paraphrased or modified reading materials at the student's reading level
- Re-test
- Read aloud books or stories for comprehension
- Reading 1:1 (with teacher or student)

- SWAG
- Use of a scribe or talk-to text
- Word banks, multiple choice, matching questions help when possible with visuals

## **G&T Modifications:**

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- Additional real life speaking activities
- Argumentation and debate
- Authentic realia activities
- Delsea one
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Extended listening passage and activities.
- Extended reading passages with comprehension questions
- Free Response Question (FRQs) - both written and oral
- Free Response Question (FRQs) - both written and oral
- Journal article analysis
- Student led/directed discussions
- SWAG
- Writing activities with concentration on advanced grammar

## **At Risk Modifications**

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- Appropriate scaffolding
- Delsea one
- Goal Setting
- Hands on Activities
- Parent Involvement/Communication
- Preferential Seating
- Repeat, Reword, Clarify
- SWAG
- Visuals
- Word Bank

## **Technology Materials and Standards:**

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- Duolingo - [www.duolingo.com](http://www.duolingo.com)
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- BBC mundo - [www.bbcmundo.com](http://www.bbcmundo.com)
- Listening Activities - [www.laits.com](http://www.laits.com)

- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- College Board AP Spanish Language and Culture Website/Classroom
- Flipgrid - <https://flipgrid.com/>
- Blooket [www.blooket.com](http://www.blooket.com)
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- [www.unseco.com](http://www.unseco.com)
- [www.radionacionesunidas.com](http://www.radionacionesunidas.com)
- Medio ambiente - <https://www.youtube.com/watch?v=BWJ8BtS3kWk>
- Consumo sustentable - <https://www.youtube.com/watch?v=7UQvqR72PKc>
- Stories from the people of khali - <https://www.youtube.com/watch?v=5JoOiNQDk4A>
- <https://www.accionacom.es/cambio-climatico/>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.12.B.CS2	The effects of technology on the environment.

## Computer Science and Design Thinking Standards

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CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.