# Unit 6: The Environment, Careers and the Future

Content Area: **World Languages**
Course(s): **Spanish 2 CP, Spanish 2 Honors**
Time Period: **Marking Period 3**
Length: **10 blocks**
Status: **Published**

## Transfer Skills

Part 1:

The students will identify environmental problems and what the community can do to help

The students will identify current problems and their future solutions

Part 2:

The students will discuss professions and how to be successful in the future

## Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Geography and population affect the way of life in certain areas.

Daily activities of an area's people can negatively and positively affect the environment.

Environmental problems vary from country to country depending on the geographical and climatic features of the region.

The decisions one makes every day can affect future success.

The availability of jobs can vary from country to country.

## Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

What can we do to protect animals and other living things?

How do the practices of our everyday lifestyles affect the current state of the environment?

How can someone be successful in the future?

How do the job opportunities in our country compare to those in Spanish-speaking countries?

## Content

***Content for Part 1 can be found in Unit 8.1 in Avancemos 2 textbook***

***Content for Part 2 can be found in Unit 8.2 in Avancemos 2 textbook***

**Vocabulary:**

Part 1: The environment and conservation - deforestation, forest fire,conservation etc p.422

Part 2: Careers - dentist, lawyer, engineer etc. p.446

**Structure:**

Part 1: Future tense, regular verbs p.432

Part 2: Future tense, irregular verbs p.451

**Recall:**

Recycled grammar: present, present progressive, preterit/imperfect tenses; DOP/IOP; tú commands; por/para; comparative and superlative

Part 1: Expressions of frequency; vacation activities

Part 2: Clothing; telling time; daily routine; pronouns

**Suggested Readings:**

Part 1: Telehistoria escena 1 (p.425) Telehistoria escena 2 (p.430) Telehistoria completa (p.435) Lectura: 'Sitio Web-Fundacion Bello Ecuador' (p.438) Conexiones: Las ciencias- Los parques nacionales de Ecuador (p.440)

Part 2:Telehistoria escena 1 (p.449) Telehistoria escena 2 (p.454) Telehistoria completa (p.459) Lectura cultural: 'Dos profesiones unicas' (p.462) Comparación cultural: Noticias de Ecuador y Venezuela (p.464)

## Skills

Part 1:

Identify vocabulary to discuss environmental problems and solutions

Identify the geographical features of countries in the target language and their impact on the environment

Discuss the environmental problems that exist in your community and identify solutions to those problems

Compare the environmental problems in your community/country with those of the countries where the target language is spoken

Part 2:

Identify the forms of the future tense in order to tell what you and others will do

Describe your ideal future

Ask and respond to questions about the future

Identify vocabulary to talk about professions

Discuss popular professions in your country and talk about how to prepare to work in specific fields

Compare the job market in our country with that in countries where the target language is spoken

## Resources

Textbook: Avancemos 2

Ancillary Sources: Avancemos 2 website, Avancemos 2 cuaderno, Lecturas para todos, audio resources (CDs, MP3 recordings)

Vocabulary lists: Environment and conservation p.441 textbook; Careers p.446 textbook

Grammar: future tense, regular and irregular verbs (& reinforcement of present, present progressive, preterit/imperfect tenses; DOP/IOP; tú commands; por/para; comparative and superlative)

Google Classroom

Google Slides

Google Docs

Google Earth

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

Scholastic magazines in Spanish ¿Qué *Tal?* and *Ahora*

## Standards

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| 7.1.NM.IPRET.1 | Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. |
| 7.1.NM.IPRET.2 | Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. |
| 7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| 7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| 7.1.NM.IPRET.5 | Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. |
| 7.1.NM.IPERS.1 | Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. |
| 7.1.NM.IPERS.3 | Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. |
| 7.1.NM.IPERS.4 | Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. |
| 7.1.NM.IPERS.5 | Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. |
| 7.1.NM.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |
| 7.1.NM.PRSNT.1 | Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. |
| 7.1.NM.PRSNT.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |

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| 7.1.NM.PRSNT.6 | Name and label tangible cultural products associated with climate change in the target language regions of the world. |