Unit 7: Environment

Content Area: **World Languages**
Course(s): **Spanish 5 CP, Sports Nutrition**
Time Period: **March**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

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

The choices people make every day can negatively affect the condition of the environment.

Protecting the environment is a world-wide concern.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in Spanish?

How can I use context clues and key phrases to infer meaning of new words?

What are some of the concerns locally and globally regarding the environment?

How can we look to the past to learn what we can do to protect the environment?

How can my community make steps to improve the condition of the environment?

Content

Structure:

Present subjunctive

Vocabulary:

Cyclone, earthquake, forest, island, rain, hunter, ecologist, forester, etc.

Skills

-Identify vocabulary related to the environment to identify geographical features around the Spanish speaking world

-Identify vocabulary related to the environment to identify problems affecting the environment

-Discuss problems affecting the environment and possible solutions

-Compose questions and respond to personal questions related to chapter vocabulary

-Use unit vocabulary to interpret authentic texts about the environment and environmental issues

-Interpret and read the short story "Una carta a dios" to identify geographical features of Mexico and environmental themes

-Research a popular tourist site in the Spanish speaking world and preent it to your classmates

-Identify the forms and uses of the present subjunctive to express wishes, emotions and doubts about others

-Tell what others wish/doubt about you

-Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal issue

-Describe, narrate, and present information or persuasive arguments on general topics

-Use language that is semantically and grammatically accurate according to a given context

Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

Triangulo Aprobado vocabulary unit (environment)

Vocabulary reinforcemnt activities (BRAVO, vocabulary cards, triangle matching game) (environment)

Student whiteboards

Department writing/speaking rubric

Una Vez Mas grammar reinforcement (present subjunctive)

LCD projector

maps

AP Spanish-Preparing for the Language Exam listening comprehension activities and email writiing prompts

CDs/CD player

Sony MP3 digital recorder

Conversation starter cards

Surveys (for conversation)

Spanish online news sites (People en espanol, BBC Mundo, etc.)

Standards

WL.7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
WL.7.1.IM.A.3	Analyze 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.
WL.7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
WL.7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
WL.7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
WL.7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
WL.7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities in familiar and some unfamiliar situations.
WL.7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
WL.7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations.
WL.7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
WL.7.1.IM.C.2	Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports
WL.7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.