Unit 4: El medio ambiente (Los desafíos munidales/La ciencia y la tecnología)

Content Area: **World Languages**
Course(s): **AP Spanish**
Time Period: **January**
Length: **4 weeks**
Status: **Published**

Transfer Skills

Environment: TLW identify problems and challenges their community faces locally as well as the Spanish-speaking community globally and propose solutions.

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.

A wide range of communication strategies and cultural knowledge must be used to solve authentic problems in the language.

Successful communication is knowing how, when and why to convey a message to different audiences.

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?

How can the use of multiple resources strengthen my written and oral presentations?

What strategies do I need to communicate in linguistically and culturally appropriate ways?

What factors drive innovation and discovery in the fields of science and technology?

What role do ethics play in scientific advancement?

What are the social consequences of scientific or technological advancements?

Content

Structure:

Future tense, conditional tense, if clauses (focus)

Reinforcement of present, preterit, imperfect,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

-Recall the forms and uses of the future tense to tell what you and others will do

-Recall the forms and uses of the conditional tense to tell what you and others would do

-Recall the form and use of the if clause to tell what you and others would do if circumstances were different

-Describe the literal meaning of the text

-Describe data

-Make cultural connections

-Make connectionis in and across disciplines

-Interpret the distinguishing features of a text

-Interpret the meaning of a text

-Determine the meaning of familiar and unfamiliar words

-Use words appropriate for a given context

-Understand and apply appropriate communication strategies in interpersonal speaking

-Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

-Understand and apply appropriate communication strategies in interpersonal writing

-Understand and apply appropriate and varied syntactical expressions in interpersonal writing

-Plan and research an issue or topic for presentational speaking

-Use appropriate vocal and visual strategies to communicate an idea in presentational speaking

-Use appropriate language and vocabulary for the intended audience in presentational speaking

-Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking

-Plan and research an issue or topic for presentational writing

-Use appropriate writing strategies to communicate an idea in presentational writing

-Understand and apply appropriate and varied syntactical expressions in presentational writing

-Express a perspective with details and examples to illustrate an opinion or idea in written presentations

Resources

Una Vez Más (grammar)

Triángulo Aprobado (vocabulary units and listening materials)

AP Spanish-Preparing for the Language and Culture Exam (AP style exam practice activities)

AP Classroom (AP style exam practice activities)

Teacher generated practice worksheets

Google Slides

YouTube

newspaper/magazine articles in Spanish

computer

Teacher generated vocabulary reinforcement activities/games

Quizlet

MP3 digital recorders

Caliphone headphones

Standards

The three modes of communication-Interpretive, Interpersonal, and Presentational-defined in the World Readiness Standards for Learning Langauges, are foundational to the AP Spanish Language and Culture

course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners.

7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and

compare and contrast those perspectives with ones held by people in the students' own culture.