Unidad 4: Naturaleza y Medio Ambiente

Content Area: **World Language**
Course(s): **Spanish 3A**
Time Period: **Semester 1**
Length: **8 weeks**
Status: **Published**

Standards

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Enduring Understandings

1. Making interdisciplinary connections in another language reinforces concepts and helps you gain new perspectives. **FL.IL.7.1.IL.IPERS.5** - [*Core Idea*] - Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

2. Understanding the subjunctive mood is the first step to improving writing and speaking skills. **FL.IL.7.1.IL.IPRET.5** - [*Core Idea*] - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Essential Questions

1. How do our natural surroundings affect our lifestyles?

2. What can I do to play a part in promoting environmental awareness and protecting the environment?

3. How has human development and technology affected the world in which I live?

Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and conventions FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production. FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities. FL.AL.7.1.AL.IPRET.4

Transfer Goals

Recognize environmental issues of concern in Spanish speaking countries and be able to talk about them.

Students will be able to independently use their learning to:

Communicate ideas effectively in discourse to a variety of audiences, demonstrating cultural sensitivity and understanding while emulating native speakers.

View, listen, interpret and synthesize information from a variety of authentic media sources.

Demonstrate intercultural competence by interacting in the language while making meaningful cultural comparisons and connections.

Resources

- Textbook
- Authentic articles:
  Cinco problemas ambientales actualesActivistas ambientales
- Authentic videos:ColombiaParques nacionales

Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit