

Unit 03: Por un mundo mas verde

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	Por un mundo más verde
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Health; Health issues created for pollution.</p>
<p>Science: Consequences of incorrect use of natural resources on living world.</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>
<p>Chromebook, SmartPhone, Viewsonic and digital interactive platforms</p>
<p>Teacher-created digital presentations</p>

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.com/>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

Standard(s) Addressed

Standard 7 [World Language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (World Language)

- 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.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.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.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
discuss the major problems that affect our planet and to create an action plan for solving it.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are the major problems facing our planet today? • What or who is responsible? • Does technology have a negative or a positive impact on the ecology? • How can we save our planet? • How can you contribute to saving our planet on a daily basis?

participate in multilingual communities.	
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Major problems facing the planet today • Accomplishments of noted researchers, conservationists, humanitarians. • Major environmental problems in spanish speaking countries. • Vocabulary related to environment. • The general rules of grammar and spelling in Spanish. • Informal commands • Formal commands • Future tense • Int. Present subjunctive 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Discussing the major problems facing our planet today and give their opinion as to whom or what is responsible. • Sharing how individually they contribute to saving our planet. • Brainstorming ideas as to how we can help save our planet. • Describing people, places and things • Predicting future issues • Expressing hopes, desires • Describing accomplishments of noted researchers, conservationists, humanitarians.

STAGE II Assessment Evidence

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Practice	Assessments
<ul style="list-style-type: none"> • Graphic organizer in groups showing major ecological problems on our planet and how to resolve them. • Formal and informal conversations. • Reading comprehension/ debate of the reading ¿Qué podemos cambiar? • Interpretative La tierra está muriendo 1 • Graphic organizer “¿Qué podemos cambiar?” page 203 on ¿Qué Te Parece? 	<ul style="list-style-type: none"> • Vocabulary Assessment. • Assessment Project Energia renovable • Assessment Interpretative • Group project (Salvemos nuestro planeta). • Presentational Assessment Salvemos nuestro planeta • Grammar quizzes:

- For a class discussion and further debate.
- [Vocabulario](#)/definition work.
 - Interpretative activity [La tierra está muriendo](#)
 - [Cómo evitar el cambio climático?](#)
 - Reading comprehension about “La contaminación ambiental”
 - Interpretative [Energías renovables](#)
 - Reading comprehension [Lectura: ¿Qué puedo hacer como adolescente para detener el cambio climático?](#)
 - Interpretative practice [Vigilantes del planeta](#)
 - Interpretative [¿El desarrollo económico o derechos indígenas?”](#)
 - Interpretative [“Para el año 2050”](#)
 - Interpretative [“Una carta al director del periodico”](#)

- [Medio ambiente/Comandos Quizizz](#) Use of ser, estar, and haber

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

- Brainstorm appropriate vocabulary to describe our planet.
- Interpretative [La tierra está muriendo 1](#)
- Presentational - Graphic organizer “¿Qué podemos cambiar?” page 203 on ¿Qué Te Parece? For a class discussion and further debate.
- [Vocabulario](#)/definition work.
- Interpretative practice - [Edpuzzle 1 Medio ambiente](#)
- Interpretative [La tierra está muriendo](#) (1, 2, 3)
- Presentation - [Mandatos informales afirmativos](#)
- [Cómo evitar el cambio climático?](#) (1, 2, 3)
- Presentation - Slide Presentation [Mandatos negativos informales](#)
- Interpretative practice - Quizizz [El medioambiente](#)
- Interpersonal - Group debate to be evaluated about the reading ¿Mentalidad derrochadora?
- Presentation Slide Presentation [Mandatos formales](#)
- [Práctica de Comandos formales.](#)
- Reading comprehension about “La contaminación ambiental” from authentic resources such as newspapers, magazines, and internet.
- Interpretative [Energías renovables](#) (1, 2, 3)
- Practice Quizizz [Comandos formales](#) (1)
- Reading comprehension [Lectura:](#) ¿Qué puedo hacer como adolescente para detener el cambio climático? (1, 2, 3)
- Interpretative practice [Vigilantes del planeta](#)
- Presentational - Group project (Salvemos nuestro planeta).
- Use of ser, estar, and haber
- [Future tense](#) presentation and formation

- Presentational writing- [Presentación y práctica del futuro](#)
- Slide presentation [Present Subjunctive](#)
- Presentational Practice [Subjunctive Quizlet](#)
- Interpretative practice - Quizziz [Presente del subjuntivo](#)
- Interpretative practice - Edpuzzle El presente del subjuntivo [¿Cómo se forma?](#)
- Interpretative practice - Edpuzzle [Práctica del Presente del subjuntivo](#)
- Interpretative practice - [Quizizz presente del subjuntivo](#)
- Interpretative reading [¿El desarrollo económico o derechos indígenas?”](#)
- Interpretative reading [“Para el año 2050”](#)
- Interpretative reading [“Una carta al director del periodico”](#)
- The Lorax Movie Interpretative
- Presentational - Use present perfect
- Presentational - Use Past perfect

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ and students with 504 plans.

Specific Resources for Unit

- Google Apps For Education (GAPE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides

- Add ons
- Internet
 - Youtube.com videos for aural comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative
 - Quizizz
 - Edpuzzle
 - Thinglink
 - LiveworksheetsAudiolingua
 - [Locura de marzo](#)
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Qué chévere 3
 - Spanish-English Dictionary
 - Workbooks
 - Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones

- Screencastify
- Viewsonic / myviewboard
- Loom
- Remind
- Studyspanish.com
- Google classroom
- Edmodo.com
- Spanish.about.com
- aprenderespañol.org
- Newspaper articles
- Spanish-English dictionary
- Spanish-Spanish dictionary
- “¿Qué te Parece?” by James F. Lee, Darlene F Wolf, Dolly Jesusita Young and Paul Michael Chandler.
- Book “Conexiones”

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communicatio

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	