



UNIT 5

Course: World Language - Heritage Spanish	Grade Level: Level 2
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Unit Title: Global Challenges- Global environmental issues	Length of Unit: ~ 6 weeks
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Unit Summary: Students will explore the different environmental challenges that impact the global community.

Stage 1- Desired Results

STANDARDS	Transfer
<p>Interpretive: <i>Reading:</i> (I-H1, I-H2, I-H3) I can usually follow the main message or story as well as actions expressed in various time frames in straightforward and sometimes descriptive, texts, conversations, and discussions.</p> <p><i>Listening:</i> (A-L1, A-L2, A-L3) I can identify the underlying message or story and some supporting details across major time frames in informational and fictional texts, conversations, and discussions.</p>	<p><i>Students will be able to independently use their learning to... Examine the different environmental issues and challenges that our communities are facing in today's world. They will reflect upon their role in these issues, as well as propose possible solutions.</i></p>
	Meaning

<p>Interpersonal: <i>Writing:</i> (I-L1, I-L2, I-L3) I can create simple sentences and ask appropriate follow-up questions in conversations about familiar topics in order to request and provide information, meet my basic needs, as well as ask about, react to, and express preferences, feelings, or opinions.</p> <p><i>Speaking:</i> (I-H1, I-H2, I-H3) I can use connected sentences that may combine to form paragraphs and ask a variety of questions across various time frames to exchange information, meet my needs or address a complication, and explain or give advice about preferences, opinions, and emotions in a variety of contexts.</p> <p>Presentational: <i>Writing:</i> (I-M1, I-M2, I-M3) I can use sentences and series of connected sentences to tell a story, state and support my</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p><i>How our daily routines/choices can impact our environment, both positively and negatively (practice)</i></p> <p><i>Our culture can influence the way we interact with the environment (perspective)</i></p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> • What impact do human activities have on our environment? • How do environmental challenges (positive and negative) affect communities? • What role do individuals, communities, and industries play in these issues and why?
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Acquisition

viewpoint, and present on a variety of familiar and some concrete topics I have researched.

Speaking: (I-M1, I-M2, I-M3)
I can use sentences and series of connected sentences to tell a story, state and support my viewpoint, and present on a variety of familiar and some concrete topics I have researched.

Intercultural Communication: (Intermediate)

I can interact at a functional level in some familiar contexts.

Supporting SEL standard(s) embedded within this unit:

2b.j3 Analyze the meaning of citizenship in various countries and historical periods

2c.j5 Evaluate how well one supports the leadership of others.

2d.j1 Analyze the causes of conflict in various situations(e.g. With a friend, someone you are dating, a neighbor, someone with a different political position, another country).

Students will know...

Related Structures/patterns

- Subjunctive
- Cause and effect
- Conjunctions
- Introduction to MLA style writing
- Citing Sources and supporting claims with evidence
 - Introduce
 - Cite
 - Explain

Priority vocabulary:

- Natural Disasters
 - Léxico apropiado (sismo, terremoto, temblor, inundación, incendio forestal, etc.)
- Environmental vocabulary (biodiversity, carbon monoxide,climate, climate change, fumes, the greenhouse effect, etc.)

Students will be skilled at...

Interpretive

- *Understand the different environmental issues we are currently facing. .*
- *Recognize the causes and effects of these environmental issues.*

Interpersonal

- *Discuss possible solutions for environmental problems*
- *Reflect upon their own daily routines/choices contributing to key environmental problems*
- *Debate proposed solutions (ex: anti-plastic vs pro-plastic)*

Presentational

- *Project: Create a newscast about an environmental issue*
- *Persuasive essay defending a research-based solution to Climate Change*
 - *Possible project resource (pg. 35-38):*

<https://apcentral.collegeboard.org/pdf/ap-we-service-spanish-environment.pdf>

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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
Task Rubric Presentational Rubrics Interpersonal Rubrics Interpretive Rubrics	PERFORMANCE TASK(S): IPA Template
	OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Costa Rica-<https://www.costaricajourneys.com/cirenas/>

