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UNIT NARRATIVE

In the Spanish 2 unit "La naturaleza," students will explore pressing environmental issues both locally and in Latin America, focusing on the unique challenges faced by countries like Costa Rica. Through discussions and multimedia activities, they will analyze topics such as deforestation and pollution, while learning about the rich biodiversity and cultural contexts of these regions. Students will engage in collaborative activities to propose innovative solutions, using the present subjunctive to express their opinions and emotions.

To reinforce their learning, students will write a short article on a specific environmental problem, considering their audience and purpose. They will also explore the contributions of Hispanic environmentalists and engage in listening activities that encourage critical thinking. Students will make predictions about environmental issues using the subjunctive to express doubt and disbelief, empowering them to become informed and proactive citizens in addressing sustainability challenges in their communities.

This unit is tied to the AP Spanish Language and Culture theme of Global Challenges and Contemporary Life.

CONTENT STANDARDS

Below are the standards taught and assessed in this unit.

| World-Readiness Standards for Learning Languages (ACTFL) | | Supporting Standards |
|--|---|----------------------|
| Communication (C1) | <ol style="list-style-type: none"> Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode) Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode) Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode) | N/A |
| Cultures (C2) | <ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied. | N/A |
| Connections (C3) | <ol style="list-style-type: none"> Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively. Access and evaluate information and diverse perspectives that are available through Spanish and its cultures. | N/A |
| Comparisons (C4) | <ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | N/A |
| Communities (C5) | <ol style="list-style-type: none"> Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world. Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | N/A |

| Major Content | Supporting & Additional Content |
|--|--|
| <p>Communication</p> <ul style="list-style-type: none"> Discuss environmental issues Talk about environment Express emotions with uses of the subjunctive <p>Cultures and Connections</p> <ul style="list-style-type: none"> The Andes and the effects of climate change Geographical features in different Spanish speaking countries The Sierra Nevada of Colombia Young Hispanic environmentalists <p>Comparisons</p> <ul style="list-style-type: none"> Comparing the Andes and the Sierra Nevada Ways in which our community works to save the environment. <p>Grammar</p> <ul style="list-style-type: none"> The subjunctive with verbs of emotion | <p>Writing:</p> <ul style="list-style-type: none"> Considering audience and purpose <p>Reading:</p> <ul style="list-style-type: none"> Recognizing the purpose of a text <p>Listening:</p> <ul style="list-style-type: none"> Using background knowledge Guessing meaning from context <p>Speaking:</p> <ul style="list-style-type: none"> Using a visual storyboard to narrate what is going on in the pictures according to their interpretation. |

- The subjunctive with doubt, denial, and disbelief
- The subjunctive with conjunctions

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

Big Ideas

- **Environmental Awareness:** Understanding the significance of environmental issues, their impact on communities, and the importance of sustainable practices.
- **Cultural Perspectives:** Exploring how different cultures, particularly in Hispanic countries like Costa Rica and Colombia, approach environmental conservation and sustainability.
- **Language in Action:** Utilizing the subjunctive mood to express emotions, propose solutions, and convey doubt, allowing for nuanced communication about complex topics.
- **Active Citizenship:** Encouraging students to think critically about their role in the community and how they can contribute to solving local environmental problems.

Processes

- **Discussion and Exploration:**
 - Engage students in discussions about current environmental problems, using texts and videos as resources.
 - Explore environmental issues in Costa Rica and Colombia, focusing on cultural and geographical factors.
- **Collaborative Solution Proposals:**
 - Organize group activities where students brainstorm and propose solutions to identified environmental problems.
 - Utilize the present subjunctive to express opinions and emotions regarding these solutions.
- **Writing and Communication:**
 - Guide students in writing a short article about a specific environmental issue, emphasizing audience and purpose.
 - Incorporate lessons on the differentiation between the subjunctive and indicative moods, particularly when discussing environmental solutions.
- **Critical Listening and Interpretation:**
 - Use listening activities that challenge students to apply their background knowledge to understand spoken content about environmentalism.
 - Encourage students to summarize and comment on the content, utilizing appropriate subjunctive forms.

Key Questions

1. How do humans and the natural world interact?
2. What are the best practices to preserve culture and natural resources?
3. What does nature teach us about diversity?

ROADMAP

Suggested daily guide for instruction in this unit.

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|--|---|---------------------|---|
| <p>Lesson 1 Introduction to vocabulary</p> | <p>SWBAT apply and categorize vocabulary related to nature, the environment and conservation terms by creating a Frayer model that includes word definition, grammatical category, and sentence.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. | | <ul style="list-style-type: none"> • |
| <p>Lección 2 Vocabulary Practice</p> | <p>SWBAT apply vocabulary related to nature, the environment and conservation terms by exchanging simple spoken information and by interpreting a series of basic statements through a variety of media.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share | | |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|--|--|---------------------|-----------|
| | <p>information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. | | |
| <p>Lesson 3 Fotonovela Una excursión a la sierra</p> | <p>SWBAT analyze comprehensible input from free-flowing discourse by watching the Fotonovela and interpreting vocabulary related nature and the environment being used in a conversational context and by answering comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to | | |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|--|---|---------------------|-----------|
| | <p>investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | | |
| <p>Lesson 4 Cultural Reading Jóvenes por el medio ambiente</p> | <p>SWBAT compare the work of young environmentalists in Spanish speaking countries to that of young people in the United States by reading and article and researching about environmental issues and initiatives.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> | | |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|---|--|---------------------|---|
| | <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| <p>Lesson 5 The subjunctive with verbs of emotion</p> | <p>SWBAT accurately conjugate verbs of emotion in the present subjunctive by expressing opinions and making suggestions to solve environmental problems.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | | <ul style="list-style-type: none"> • |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|---|---|---------------------|-----------|
| | <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. | | |
| <p>Lesson 6 The subjunctive with verbs of emotion practice</p> | <p>Continued from last lesson: SWBAT accurately conjugate verbs of emotion in the present subjunctive by expressing opinions and making suggestions to solve environmental problems.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. | | |
| <p>Lesson 7 The subjunctive with doubt, disbelief, and denial</p> | <p>SWBAT differentiate the uses of the subjunctive and the indicative by expressing doubt, disbelief, denial or certainty both orally and in writing in different contexts.</p> <p>ACFTL Standards:</p> <p>Communication</p> | | |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|---|---|---------------------|-----------|
| | <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. | | |
| <p>Lesson 8 The subjunctive with conjunctions</p> | <p>SWBAT Accurately conjugate verbs of influence, denial, doubt and certainty in the present subjunctive by making predictions about the environment both orally and in writing.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is | | |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|--|---|---------------------|-----------|
| | <p>heard, read, or viewed on a variety of topics.</p> <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. | | |
| <p>Lesson 9 Cultural Reading “El perro y el cocodrilo”</p> | <p>SWBAT identify the writer’s purpose in the fable “El perro y el cocodrilo” by identifying key elements of the text such as character actions and dialogue and by interpreting visual data.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | | |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|----------------------|--|---------------------|---|
| | <ul style="list-style-type: none"> • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | | |
| Lesson 10 Writing | <p>SWBAT plan, organize, and write an email to a friend to give them instructions for creating a website by listing key words and conjugating informal commands.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | | <ul style="list-style-type: none"> • |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|----------------------------|--|---------------------|-----------|
| | <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | | |
| Lesson 11 Writing Day 1 | <p>SWBAT craft a persuasive letter or short article on an environmental issue, thoughtfully considering their target audience and intended purpose by integrating unit 4 vocabulary and grammar structures.</p> | | • |
| Lesson 12 Writing Day 2 | <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | • |
| Lesson 13 Escuchar | <p>SWBAT Interpret a speech on an environmental issue by making informed predictions and critically evaluating information presented to deduce meaning and answer comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is | | • |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|--------------------------------------|---|---------------------|-----------|
| | <p>heard, read, or viewed on a variety of topics.</p> <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| Lesson 14 Speaking Storyboards | <p>SWBAT interpret and analyze a storyboard by crafting a well-structured script that reflects key details, themes, and character actions, then orally recording it with appropriate pronunciation, intonation, and expression.</p> | | |
| Lesson 15 Speaking Storyboards | <p>ACFTL Standards:</p> <p>Communication</p> | | |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|--------------------------------------|--|---------------------|---|
| Lesson 16 Speaking Storyboards | <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | | |
| Lesson 17 Speaking Storyboards | | | |
| Lesson 18 En Pantalla | <p>SWBAT interpret an authentic short article and an advertisement on being geothermal energy by using graphics, visual cues and cognates to bolster understanding and by answering comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that | | <ul style="list-style-type: none"> • |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|-------------------------------------|--|---------------------|---|
| | <p>are available through the language and its cultures.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| <p>Lesson 19 Flash Cultural</p> | <p>SWBAT critically assess the benefits and challenges of ecotourism in Costa Rica by interpreting a video, answering comprehension questions and summarizing the information they learn.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> | | <ul style="list-style-type: none"> • |

| Lesson | Objective(s) and Standard(s) | Instructional Notes | Resources |
|---|--|--|---|
| | <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Communities <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| Lesson 20 Review | SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 4 Exam. | Unit 4 Exam Review You may want to use the Descubre Recapitulación Activites and the Self-Assessment. | Descubre Recapitulación Descubre Auto Evaluación |
| Refer to your region's scope and sequence for scanning deadlines | Unit 4 Exam Suggested Date: February 10 | | |
| Flex Days | Flex/Success Days February 11-12 | | |
| Optional/Cultural Lessons AfroLatinidad for Black History Month | Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile. Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson. | | Lesson Internalization Protocol |

UNPACKED STANDARDS

Focus standards for this unit.

| Standards Clarification QUESTIONS | | |
|--|---|--|
| Standards | Specificity | Notes/Explanations/Examples |
| <p><i>ACTFL C1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p> | <p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Interpersonal communication in spoken, signed or written forms; negotiating meaning during conversations; sharing information, reactions, feelings, and opinions. • Knowledge: Vocabulary related to nature and the environment; cultural aspects of Spanish-speaking regions, such as the Andes and climate change; uses and conjugation of the subjunctive mood in Spanish grammar. • Concepts: The importance of environmental conservation; the role of young Hispanic environmentalists. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Engage in conversations about environmental issues in Spanish. • Express their emotions and opinions using the subjunctive mood. • Understand the cultural impact of climate change in the Andes and other regions. • Compare geographical features and environmental efforts within their community and Spanish-speaking countries. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Engage in conversations about environmental issues in Spanish. • Express their emotions and opinions using the subjunctive mood. • Understand the cultural impact of climate change in the Andes and other regions. • Compare geographical features and environmental efforts within their community and Spanish-speaking countries. <p>Assessment Ideas:</p> | <p><i>The ACTFL C1.1 standard emphasizes interpersonal communication skills as students engage in discussions about environmental issues while expressing their feelings and opinions. The learning objectives for the Spanish II unit "La naturaleza" focus on communication, cultural connections, comparisons, grammar, writing, reading, and listening skills. By implementing specific learning targets and varied instructional and assessment strategies, educators can guide Spanish II students in mastering these concepts while fostering a deeper understanding of environmental conservation within Spanish-speaking cultures.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>5.A Understand and apply appropriate communication strategies in interpersonal speaking.</i></p> <p><i>5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</i></p> <p><i>6.A Understand and apply appropriate communication strategies in interpersonal writing.</i></p> <p><i>6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</i></p> |

| Standards Clarification QUESTIONS | | |
|---|--|---|
| Standards | Specificity | Notes/Explanations/Examples |
| | <ul style="list-style-type: none"> Conduct formative assessments through conversations and presentations. Evaluate written assignments focusing on the correct use of the subjunctive and audience awareness. Use quizzes to assess understanding of reading and listening comprehension. | |
| <p>ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> | <p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Understanding and interpreting spoken and written texts; analyzing various forms of media related to environmental issues; expressing ideas and emotions using the subjunctive mood. Knowledge: Environmental issues and their impact on communities; cultural contexts related to environmentalism in Spanish-speaking regions; geographical features and their relationship to climate change. Concepts: Difference between the indicative and the subjunctive mood; the importance of environmental stewardship. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> Comprehend and analyze texts and media concerning environmental challenges in Spanish-speaking countries. Discuss their perspectives and feelings about environmental issues using the subjunctive mood. Compare geographical features and their significance in the context of climate change. Recognize and articulate the role of young Hispanic environmentalists. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> Use multimedia resources (videos, articles, podcasts) to introduce environmental topics. Facilitate discussions and debates on environmental issues, encouraging the use of the subjunctive mood. | <p><i>The ACTFL C1.2 standard emphasizes students' ability to understand and analyze diverse texts and media. In the unit "La naturaleza," students will explore environmental issues, cultural contexts, and grammatical structures related to the subjunctive mood. Learning targets focus on effective communication, cultural connections, and comparisons of environmental strategies. Instructional strategies include multimedia resources and project-based learning, with assessments designed to evaluate comprehension and language use.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>1.A Describe the literal meaning of the text.</i></p> <p><i>1.B Describe data.</i></p> <p><i>3.A Interpret the distinguishing features of a text.</i></p> <p><i>3.B Interpret the meaning of a text.</i></p> <p><i>4.A Determine the meaning of a variety of vocabulary.</i></p> <p><i>4.B. Use words appropriate for a given context.</i></p> |

| Standards Clarification QUESTIONS | | |
|--|---|--|
| Standards | Specificity | Notes/Explanations/Examples |
| | <ul style="list-style-type: none"> Incorporate project-based learning where students research and present on Hispanic environmentalists. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Create a rubric for oral presentations assessing clarity, use of language, and emotional expression. Design a written assignment that requires the use of the subjunctive mood in context. Administer quizzes on reading comprehension that focus on recognizing the purpose of texts. | |
| <p>ACTFL C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> | <p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Presenting information effectively; adapting language and media to suit different audiences; using the subjunctive mood in context. Knowledge: Understanding environmental issues related to Spanish-speaking countries; knowledge of geographical features and their significance; verbs of emotions, denial, doubt, certainty in Spanish. Concepts: The impact of climate change on specific regions (The Andes and Sierra Nevada); the relationship between local community actions and global environmental issues. <p>Define Expectations:</p> <ul style="list-style-type: none"> Present information and arguments about environmental issues clearly and persuasively. Use appropriate vocabulary and structures, especially the subjunctive, to express emotions and doubts. Recognize and adapt their communication style based on the audience. <p>Instruction and Assessment Strategies:</p> <p>Instructional Methods:</p> <ul style="list-style-type: none"> Use project-based learning to allow students to research and present on environmental issues. Incorporate multimedia tools (videos, presentations) to enhance presentations. | <p><i>The ACTFL C1.3 Presentational Communication standard emphasizes the importance of effective communication, particularly in discussing relevant topics such as environmental issues. For the Spanish II unit "La naturaleza," students will learn to present information, adapt their communication styles, and utilize the subjunctive mood to express emotions and doubts. By focusing on cultural contexts, comparisons, grammar, writing, reading, and listening, students will enhance their understanding and ability to communicate effectively on significant issues, preparing them for real-world discussions and presentations.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>7.A Plan and research an issue or topic for presentational speaking.</i></p> <p><i>7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</i></p> <p><i>7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.</i></p> <p><i>7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</i></p> <p><i>8.A Plan and research an issue or topic for presentational writing.</i></p> <p><i>8.B Use appropriate writing strategies to communicate an idea in presentational writing.</i></p> |

| Standards Clarification QUESTIONS | | |
|-----------------------------------|---|---|
| Standards | Specificity | Notes/Explanations/Examples |
| | <ul style="list-style-type: none"> Conduct group discussions to practice the use of the subjunctive in expressing emotions and doubts. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Evaluate presentations based on clarity, use of language, and engagement with the audience. Use quizzes and writing assignments to assess understanding of the subjunctive mood and environmental issues. Implement peer assessments for presentations to encourage collaborative feedback. | <p><i>8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.</i></p> <p><i>8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.</i></p> |

VERTICAL STANDARDS-Spanish Standards are not scaffolded. What is scaffolded is the themes and the skills- these stay the same.

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

| Spanish I | Spanish III | AP Spanish |
|---|--|---|
| <ul style="list-style-type: none"> Using context clues to infer meaning in a reading selection. Using cognates when reading. Basic conjugation skills. Cultural Connections Interpretive Listening Skills. Steps for reading and understanding graphs and charts. | <ul style="list-style-type: none"> Using variety of verb tenses to write persuasive essays. Using background knowledge to gain meaning of articles, prose, and poetry. Read and analyze graphs and charts to use when writing. Interpersonal Writing Skills Interpretive Listening Skills Reinforcing the cultural comparison skills | <ul style="list-style-type: none"> Cultural Comparisons between community and Spanish speaking country. Read, analyze, and interpret graphs and charts. Use background knowledge to gain meaning of a text. Identify types of reading materials and their purpose. Interpersonal Writing Skills Interpretive Listening Skills |

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

| Key Content Vocabulary | | | | | | |
|--|---|--|--|---|---|---|
| <i>List and define key vocabulary terms</i> | | | | | | |
| Related Vocabulary | | | | | | |
| La naturaleza | Los animales | El medio ambiente | | Las emociones | Conjunciones | Las dudas y certeza |
| el árbol el bosque tropical el cielo el cráter el desierto la estrella la flor la hierba el lago la luna la naturaleza la nube la piedra la planta el río la selva, la jungla el sendero el sol la tierra el valle el volcán | el animal el ave, el pájaro el gato el perro el pez los peces la vaca | el calentamiento global el cambio climático la conversación la contaminación la contaminación de aire, del agua la deforestación la ecología el/la ecologista el ecoturismo la energía (nuclear, solar) el envase la extinción la fábrica el gobierno la lata la ley el medio ambiente el peligro la (sobre) población el reciclaje el recurso natural la solución cazar | conservar contaminar cuidar dejar de + infinitive desarrollar descubrir destruir estar afectado(a) por.. estar contaminado(a) evitar mejorar proteger reciclar recoger reducir resolver respirar respirar de aluminio de plástico de vidrio ecologista puro(a) | a menos que antes(de)que con tal (de) que cuando después de que en caso (de) que en cuanto hasta que para que sin que tan pronto como | a menos que antes(de)que con tal (de) que cuando después de que en caso (de) que en cuanto hasta que para que sin que tan pronto como | (no) creer (no) dudar (no) negar es imposible es improbable es obvio no cabe duda de no hay duda de (no) es cierto (no) es posible (no) es seguro (no) es verdad |