

**World Languages
Spanish V
Unit 4: The Environment**

Essential Understandings	<ul style="list-style-type: none"> ▪ Environmental issues threaten natural resources which are crucial to the Spanish people.
Essential Questions	<ul style="list-style-type: none"> ▪ What are current issues that effect the environment? ▪ How do these environmental issues impact the quality of life? ▪ What can individuals and nations do to help preserve the environment?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Environmental issues impact the quality of life in society. ▪ Individuals can play an active role in reducing waste. ▪ Alternate energy sources can be shared with developing countries to maximize resources and reduce waste.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ vocabulary specific to the environment, future and conditional tense to talk about probability and conjecture
Essential Skills	<ul style="list-style-type: none"> ▪ Identify current issues that threaten the environment. ▪ Describe ways in which consumption of natural resources can be reduced. ▪ Compare and contrast old and new technology.
Related Maine Learning Results	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally or in sign language, and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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Related Maine Learning Results	<p>A2. Interpretive Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.</p> <ol style="list-style-type: none"> a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials. b. Identify main ideas, topics, and specific information in authentic films. c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials. d. Interpret the author’s use of literary devices evident in prose and poetry. <p>A3. Presentational Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Read authentic passages aloud with appropriate pronunciation, phrasing, and into notion. b. Relate a story about a personal experience or event orally or in sign language. c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format. <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ol style="list-style-type: none"> c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Read <i>El Amazonas</i> and complete a worksheet. ▪ <i>Turbo cocina</i> video – Watch the video of an intervention used in El Salvador that conserves wood usage for cooking. ▪ Read a global warming article and answer questions. ▪ Listen to an interview about two machines invented to preserve natural resources. ▪ Read articles on environmental changes from bbc.com. ▪ Discuss environmental impacts and how individuals can change things.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes and tests ▪ Listen to authentic dialogue about climatic changes followed by a true/false activity to check for comprehension ▪ Use technology to research a current environmental issue and

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	create a video newscast presentation
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<p>Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ BBC articles▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Think Green</u> – Youtube
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