



Unit 2 Essential Question: How can I make a difference in the environment?	Performance Indicator 1: I can categorize local environmental issues by their impact on the planet	Proficiency Target: Strong Intermediate Mid
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Performance Assessments: <ul style="list-style-type: none"> Interpretive Reading- Students will read an article about a different environmental issue affecting a town in Massachusetts and answer some interpretive questions.

Authentic Resources: <ul style="list-style-type: none"> Video from Telemundo of local environmental problem <ul style="list-style-type: none"> Bottled water article Infographics on different environmental issues
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Targeted Structures: <ul style="list-style-type: none"> Review of preterite to say what happened in certain events Subjunctive with wishes/wanting (espero que, quiero que, prefiero que, ojalá que) <ul style="list-style-type: none"> Review subjunctive in impersonal expressions

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can categorize environmental problems based on who/what they affect <i>Interpretive</i>	Students will read a series of headlines from newspapers talking about environmental problems and will sort those headlines into categories based on who/what they are affecting. Then, students will write a few short sentences talking about what the article likely mentions.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can respond to questions about a local environmental issue <i>Interpretive</i>	Students will watch a video on an environmental problem affecting a local community. They will answer true/false questions on the video. Then, students will use subjunctive sentence starters to express their opinion on the issue.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about	Students will receive a role and a	



an environmental issue in my community <i>Interpersonal</i>	personality and will have a discussion about different environmental issues in the community. They will speak about the topic for 2-3 minutes before changing topics.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can identify the pros and cons of having bottled water <i>Interpretive</i>	Students will read an article on a local community that is planning to ban bottled water. Students will read and identify the reasons to ban water and then fill out a graphic organizer discussing the pros and cons.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can debate whether or not to ban bottled water in Wellesley <i>Interpersonal</i>	Students will have a mini debate with a group to discuss whether or not Wellesley should ban bottled water.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can summarize information on environmental problems facing my community <i>Interpretive</i>	Students will each read a different infographic and identify the main problems being discussed. Then they will share with their group mates and fill out a graphic organizer. This will be a tiered reading task.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can express my opinion about an environmental issue affecting my community <i>Presentational</i>	Students will complete a Tiered Writing Task where they choose an environmental issue and give a brief history of it and express their opinion about the current situation.	

Adapted from Williamson County Schools World Languages for Wellesley Public Schools



Unit 2 Essential Question: How can I make a difference in the environment?	Performance Indicator 2: I can express my opinion about environmental challenges that face the environment today and in the future	Proficiency Target: Strong Intermediate Mid
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Performance Assessments: <ul style="list-style-type: none"> Interpersonal Speaking Assessment- The town of Wellesley is contemplating a few new laws to help save the environment. With a group of 3-4 students you will discuss the different options and express your opinion as to whether Wellesley should or should not adopt these new laws (laws will include plastic straws, water bottles, plastic bags)

Authentic Resources: <ul style="list-style-type: none"> Article- 10 Biggest Problems Facing The Environment <ul style="list-style-type: none"> Article on Straws
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Targeted Structures: <ul style="list-style-type: none"> Review of subjunctive with wishing/wanting and impersonal expressions Subjunctive with emotions, recommendations (me gusta que, me molesta que, tengo miedo de que, me alegro de que, estoy contento/triste que, recomiendo que, aconsejo que)

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can match pictures of environmental problems to their descriptions <i>Interpretive</i>	Students will view several pictures of environmental problems facing the planet and will match the descriptions to the pictures. They will then use sentence starters to express their opinions about each of these issues.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can sequence environmental problems that face the planet <i>Interpretive</i>	Students will watch a short video on the history of environmental problems and put those events in order on a timeline. They will then use sentence starters to express their opinions about these events	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can summarize the biggest issues facing the planet	Students will read an article on the top 10 problems facing the planet	



<i>Interpretive</i>	and write a 1 sentence summary for each section of the article.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can express my opinion on some of the biggest issues facing the planet <i>Presentational</i>	Students will choose their top 3 problems and write a short paragraph explaining what the problem is, why it is a problem and their opinion on the problem.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can justify which problem is the most crucial <i>Interpersonal</i>	Students will list the top 8 problems facing the environment and play Bracketology to determine which one is the most crucial to solve immediately. Then, students will write a summary of their thoughts.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can identify environmental struggles in local communities <i>Interpretive</i>	Students will read several excerpts from newspaper articles talking about environmental problems and will identify what the problem is and who it is affecting. Then they will use sentence starters to express their opinions on the issues.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can determine what a local community did to help reduce plastic straws <i>Interpretive</i>	Students will read an article talking about eliminating plastic straws and answer questions. Then they will work with their partner to fill out a graphic organizer explaining the pros and cons of having plastic straws.	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can argue in favor or against the use of plastic straws in restaurants <i>Interpersonal</i>	Students will receive a role and a personality and will have a discussion about the role of plastic straws in restaurants.	
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary



I can indicate what local communities did with plastic bags <i>Interpretive</i>	Students will watch a video about different communities getting rid of plastic bags and fill out a graphic organizer.	
Learning Target 10	Check For Understanding	Language Chunks & Vocabulary
I can express my opinion about the use of plastic bags <i>Interpersonal</i>	Students will write a post on Google Classroom talking about their opinion on the use of plastic bags. Then, students will read other posts and respond while responding to their own post and questions.	

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Unit 2 Essential Question: How can I make a difference in the environment?	Performance Indicator 3: I can describe the potential impact of solutions to help save the environment	Proficiency Target: Strong Intermediate Mid
Performance Assessments:		
<ul style="list-style-type: none"> Presentational Writing- Your friend wants to go green and is contemplating various options to help improve their impact on the environment. Choose one of their options that they've mentioned and explain why you think that is the best idea and explain the impact that they will have on the environment. (Options: Tiny House, Composting, Solar Energy) 		
Authentic Resources:		
<ul style="list-style-type: none"> Video Of Women in Nicaragua Saving Environment <ul style="list-style-type: none"> Videos on Inventions To Save Oceans <ul style="list-style-type: none"> Video On Mini Casas Article On Mini Casas 		
Targeted Structures:		
<ul style="list-style-type: none"> Review subjunctive in wishing/wanting/emotions/recommendations/impersonal expressions <ul style="list-style-type: none"> Subjunctive with doubt (dudo que, no creo que, no pienso que, es dudoso que) Subjunctive with para que, antes de que 		
Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can match environmental problems to their potential	Students will receive a written solution and a picture of a problem	



solutions <i>Interpretive</i>	and match the problems to the solutions. Then they will brainstorm other solutions to those same problems.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can determine how women in Nicaragua are saving the environment <i>Interpretive</i>	Students will watch a video on how women in Nicaragua are saving the environment and answer questions about their plan. Then, students will turn and talk and think about other creative solutions that exist.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can express my opinion about the work the women are doing in Nicaragua <i>Presentational</i>	Students will complete a Tiered Writing Task to talk about what the women are doing, how it is helping and what their opinion on the situation is.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can summarize different options to save the environment <i>Interpretive</i>	Students will be assigned different ways to save the environment and will each have an infographic and a video to watch. They will fill out a graphic organizer to summarize their ideas (solar panels, composting, using public transport, controlling water usage)	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can present information about different options to save the environment <i>Presentational</i>	Students will present the information from their assigned infographic/video to their group members. Group members will record the information as well as ask questions and react.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can explain to someone what the best ways to save the environment are <i>Presentational</i>	Students will write a formative blog post with the top ways to save the environment where they say what they can do and express their opinion about other people who	



	already do this. Prior to this, the teacher will show model paragraphs and the students will grade the work on the presentational rubric.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can create an invention to help with an environmental problem <i>Interpersonal / Presentational</i>	Students will think of another invention to help save the environment and create a poster with a drawing and written explanation of the invention. They will then present it to other groups and the other groups will vote on the best invention (this is a good Friday or day before vacation activity)	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can state different reasons for living in a Tiny House <i>Interpretive</i>	Students will read an article on Tiny Houses and keep track of the benefits of living in one of these houses. Students will then use sentence starters to express their opinions about Tiny Houses.	
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary
I can describe the different features of a Tiny House <i>Interpretive / Presentational</i>	Students will watch a video of someone showing their Tiny House and will check off descriptive words to describe the house. Then, students will do a creative writing assignment where they describe their ideal Tiny House.	
Learning Target 10	Check For Understanding	Language Chunks & Vocabulary
I can justify my opinion for or against living in a Tiny House <i>Interpersonal</i>	Students will receive a role and a personality and will debate as a family whether or not they should move to a Tiny House or not.	

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Unit 2 Essential Question: How can I make a difference in the environment?	Performance Indicator 4: I can create awareness to the changes happening in the environment	Proficiency Target: Strong Intermediate Mid
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Performance Assessments: <ul style="list-style-type: none"> Presentational Speaking Assessment- The Wellesley Recycling Committee has asked you for help promote saving the environment. You choose a topic and create a Public Service Announcement for the Spanish speaking community about a topic you find pressing.
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Authentic Resources: <ul style="list-style-type: none"> Article on Environmental Protests

Targeted Structures: <ul style="list-style-type: none"> Subjunctive in noun clauses Introduce Future Tense

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can isolate reasons why someone would protest for the environment <i>Interpretive</i>	Students will read an article explaining the reasons behind environmental protests and isolate the reasons. Then they will research other environmental protests that happened recently and write quick summaries of what they protested and why.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can create an action plan to help protest for an environmental cause <i>Presentational</i>	Students will choose an environmental issue and create a PSA to help protest for that cause (see Assessment)	

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