Summer 6-21-2018

Nuestro Pobre Planeta - 12th grade Spanish

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**Nuestro pobre planeta: Caring for the Only Earth We Have**

**Course(s)**
IB

**Designed by**
Josie Hammons

**Time Frame**
5 weeks

**Abstract/Introduction**
This unit is designed for the second year of the IB Diploma Programme Spanish Ab Initio course, but could be adapted for native speakers or an AP Spanish class as well. This unit focuses on building on students’ prior knowledge of the damage done to the environment. It gives them the basic vocabulary they need to read, write, and talk about planet earth, environmental issues, and possible solutions. It contains plenty of practice with the subjunctive tense, specifically structured with emotional and opinion-based statements and impersonal expressions. The performance task expects students to do research in their native language on one of six environmentally-related topics, including an environmental issue, two possible solutions, advantages and disadvantages for each of those solutions, and finally, the students’ opinions on those solutions. This task gives students an opportunity to combine all of the vocabulary they have learned throughout the unit to express what they think and show what they are passionate about regarding the world around them. The ultimate goal for this unit is to open students’ eyes to what they can do as ordinary citizens to slow down, if not repair, the damage that humans have done to the earth.

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**Stage 1- Desired Results**

**Established Goals:**

**Texas Essential Knowledge & Skills for Languages Other Than English**

1. **Interpersonal communication: speaking and writing.** The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:
   a. (B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;
   b. (C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;

2. **Interpretive communication: reading and listening.** The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:
   a. (B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
   b. (C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and

3. **Presentational communication: speaking and writing.** The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:
   a. (A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;
   b. (C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

**IB Objectives and Themes**

**OBJECTIVES**
Receptive skills: the ability to comprehend straightforward written and spoken language.
Productive skills: the ability to write and speak the target language effectively
Interactive skills: the ability to understand and respond effectively to written and spoken language.

THEMES
3. Urban and rural environment
   ➔ environmental concerns
   ➔ global issues

College and Career Readiness Standards for English/Language Arts (applicable to the level of Spanish the students are capable of using)

**Reading:**
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Writing:**
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Speaking & Listening:**
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Transfer**

*Students will be able to independently use their learning to...*
- Analyze articles that present environmental issue.
- Investigate and propose possible solutions for environmental problems.
- Express opinions about the earth’s current condition.

**Meaning**

**UNDERSTANDINGS**
*Students will understand that...*
- There is irreversible damage that has been done to the planet already.
- There are things we can do to help maintain a healthy planet.

**Essential Questions**
*Students will keep considering...*
- What can we do in everyday life to protect the environment?
- Does everyone have the same level of responsibility in taking care of the...
There are advantages and disadvantages for every possible solution. The world around us is precious and must be protected. The damage is done, but we must slow down the harm being done for only Earth we have.

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**Acquisition**

**Students will know...**

**Vocabulary meaning, spelling, conjugation?**

**NOUNS**

- La basura
- La contaminación
- El planeta
- La tierra
- El mundo
- La energía
- El reciclaje
- El agua potable
- Los recursos naturales
- Los especies
- La extinción
- El desperdicio
- El vertedero
- Las emisiones
- el aire
- El cambio climático
- el calentamiento global

**ADJECTIVES**

- renovable
- no renovable
- sucio(a)
- limpio(a)
- fresca
- global

**VERBS**

- Conservar
- Tirar
- Contaminar

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**In Spanish, students will be able to**

- ★ Write and speak in the subjunctive tense, especially impersonal expressions and emotional responses.
- ★ Use the passive “se” when speaking or writing
- Verbally voice an opinion about the earth’s current condition
- Identify problems that exist in the environment.
- Read, interpret, and summarize articles about the earth’s condition.
- Investigate and propose possible solutions for environmental problems.
- Explain possible advantages and disadvantages for found solutions.
- Discuss who has the most responsibility when it comes to taking care of our planet
- ★ Create questions and responses
- ★ Determine whether a phrase to a text and cite the portion of the text that proves its relevance
- ★ Use technology to obtain information

★ Skill has been taught already, but will be reviewed as we go.
### Stage 2- Evidence

<table>
<thead>
<tr>
<th>Code</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. M, T</td>
<td>In grammatically (mostly) correct Spanish, student demonstrates thorough understanding of the issue, the solutions, advantages, and disadvantages. Student uses vocabulary learned throughout unit. Student uses translator only when a word is one previously not learned (i.e., a word)</td>
</tr>
</tbody>
</table>

**PERFORMANCE TASK(S):**  
Students will show that they understand by evidence of...

1. **El medio ambiente: Proyecto informativo**

I. **Research Guide (handwritten) must include:**

   A. Research and explain one of the following environmental issues:
      1. Use of nonrenewable resources (choose ONE to focus on)
      2. Air pollution
      3. ONE endangered species
      4. Issues with fresh water
      5. Disposal of plastic
      6. Deforestation
   
   B. Find TWO possible solutions for your environmental issue.
   
   C. For EACH solution, you must find ONE advantage and ONE disadvantage.
   
   D. Sites may be in English, but you may not quote them. You will put your research into your OWN words IN SPANISH. Additionally, you should not look to blogs or sites like Wikipedia to help you with your research, as that information may be inaccurate. Here are some recommended sites for research:
      1. [https://www.nationalgeographic.com/](https://www.nationalgeographic.com/)
      2. [https://greentumble.com/](https://greentumble.com/)
      3. [https://www.ucsusa.org/](https://www.ucsusa.org/)
pertaining to the specific environmental issue.

Student speaks IN SPANISH between 1:30 and 2:00 (without significant pauses).

Student clearly understands the question and gives an appropriate answer using complete sentences, including relevant specific details or examples.

There are at least 3 sources, and all are cited at the end of the PowerPoint in MLA format.

No text on the slides except for the title. Visuals are relevant to the topic selected. Time was used wisely in class.

2. T

➔ A
➔ A
➔ A, M
➔ A, T

4. [https://www.epa.gov/](https://www.epa.gov/)
5. [https://www.eea.europa.eu/](https://www.eea.europa.eu/)
6. [https://www.unenvironment.org/](https://www.unenvironment.org/)
7. [https://www.worldwildlife.org/](https://www.worldwildlife.org/)
10. [https://www.livescience.com/](https://www.livescience.com/)

*ALL EXPLANATIONS MUST BE IN SPANISH using vocabulary from your notes*

**Using Google Translate OR SpanishDict.com for more than a word at a time will result in an F, a phone call home, and a meeting with the principals. Trust me. I will know.

II. PowerPoint presentation must include:

A. Explanation (in Spanish) of environmental issue
   a. what it is and why it's a problem
   b. whom it affects
   c. relevant photo(s)

B. 2 possible solutions (1 slide each)
   a. advantage & disadvantage about solution #1
   b. Advantage & disadvantage of solution #2
   c. relevant photos for ALL of those (should be about 4 slides)
   d. THE ONLY TEXT ON THESE SLIDES SHOULD BE THE TITLE. (See exemplar on back of rubric.)
   e. NO NOTE CARDS WILL BE USED. The pictures on your slides should be your reference.

III. At the end of your presentation, I will ask you a question OUT LOUD, which you must answer OUT LOUD on the spot. The more detailed answer you give, the more Spanish you show me that you know!

2. IB Test - Papers 1 & 2

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by...

Learning Activities (February 4-March 8)

A. whiteboard races for vocab practice
B. ABC picture game
C. answering EQs in Spanish -- practice expressing opinion in Spanish!
D. practice writing subjunctive sentences, especially with suggestions and impersonal expressions
Stage 3- Learning Plan

Learning Events (February 4-March 8, 2019)

<table>
<thead>
<tr>
<th>weeks</th>
<th>lunes</th>
<th>martes</th>
<th>1. miércoles / jueves (block day)</th>
<th>viernes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Watch video (in which every action a man takes in his home affects the natural living conditions on an island where a cat lives), make predictions: what will our unit be about?</td>
<td>Do Now</td>
<td>ABC game</td>
<td>Do Now</td>
</tr>
<tr>
<td>3.</td>
<td>Present objectives &amp;</td>
<td>Whiteboard races</td>
<td>a. First, we pick 2 letters from the alphabet that are “worth more” than the other letters, no more than 5 points (ex.: A=5 and M=3)</td>
<td>Whiteboard races (verb conjugations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Teacher shows a picture of something from vocab list, but does not show any words</td>
<td>b. Students have 1 minute to look at an image relevant to the unit</td>
<td>3. Review expressing opinion, especially emotional responses to situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The first student (or group if you have limited whiteboards) to raise their whiteboard with the correct Spanish vocab word with correct spelling gets 2 points</td>
<td>c. During that minute, students write as many words in Spanish they can think of to describe what they see in the photo</td>
<td>a. Give examples of emotional responses about things that have happened in the media recently to get students attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The first student (or group if you have limited whiteboards) to raise their whiteboard with the correct Spanish vocab word with correct spelling gets 2 points</td>
<td>d. When time is up, change the slide (so students can’t keep writing). Student with the most points wins.</td>
<td>3. Look at irregular verbs from unit (yo form especially)</td>
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<tr>
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</tbody>
</table>

E. scavenger hunt - matching descriptions to vocab words in Spanish; more descriptions than vocab words
   a. follow-up: write a sentence using that vocab word in a subjunctive sentence
F. Think, Pair, Shares with Essential Questions (answering in Spanish to the best of your ability)
G. Create opinion-based questions about the environment; interview a partner with at least 3 questions each
H. Think, Pair, Share with various pictures (answering in Spanish to the best of your ability)
   a. plastic
   b. water
   c. pollution
I. IB reading practices (Paper 1)
J. identifying renewable vs. nonrenewable resources in Spanish, then suggesting alternatives to non renewable ones
K. Reading infographic
   a. answering interpretive questions
   b. answering opinion-based questions
L. IB writing practices (Paper 2)
<table>
<thead>
<tr>
<th>EQs</th>
<th>4. Think, Pair, Share (EQ 1)</th>
<th>5. Present new vocabulary (nouns)</th>
<th>c. every student/group after that with the correct answer gets 1 point</th>
<th>8. Think, Pair, Share (EQ 2)</th>
<th>9. Present new vocabulary (verbs)</th>
<th>10. ET: write 3 complete sentences using 2 vocab words per sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Play “cucharas” with verbs from this unit</td>
<td>a. Students are in pairs. Each pair gets one plastic spoon that goes in the middle. Teacher projects a sentence/says a sentence out loud using verbs from this unit.</td>
<td>b. If the sentence is grammatically correct, the first student to grab the spoon gets a point. If the sentence is NOT correct and a student grabs the spoon, the other person gets a point.</td>
<td>c. Discuss as a class why each sentence is correct/incorrect.</td>
<td>5. Writing practice (25 minutes max.)</td>
<td>6. Trade and grade — Why this answer and not that one?</td>
<td>7. Go put your grade on the data tracker in the classroom</td>
</tr>
<tr>
<td>5. Present adjectives &amp; natural resources vocab</td>
<td>b. “¿Qué observas?”</td>
<td>c. Students should note that there is subjunctive in the second half of the sentence because of the emotional response</td>
<td>d. Give sentence stems for students to create their own emotional responses having to do with the environment</td>
<td>4. Given 3 questions, respond in 2-3 sentences with your own opinion</td>
<td>5. Trade answers to discuss what you each wanted to express</td>
<td></td>
</tr>
</tbody>
</table>

| Week 2 | 1. Do Now | 2. ABC game | 3. Think, Pair, Share (EQ 3) | 4. Looking back at expressing our own opinion (from Friday) create your OWN opinion questions; may have to review how to form a question | 5. Interview a partner using those questions -- partner must answer in Spanish (NOT for a grade, please just try) | 6. Do Now | 7. Whiteboard races (adjectives and natural resources) | 8. Scavenger hunt for vocab word descriptions | a. Essentially, students match vocab words to descriptions of the words, but they have to go around the room to find the descriptions | b. It keeps them mobile and lets them interact without | 9. Follow-up for scavenger hunt: write a subjunctive sentence using this vocab word | 10. Work on quiz review |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TEACHER WORK DAY | 1. Do Now | 2. Whiteboard races with verbs & natural resources | 3. Vocab quiz (attached at the bottom of this template) | 4. Objective check-in | 5. Look at this picture | a. What does it mean? | b. Why is it so serious? | c. TPS | 6. Reading & writing practice with renewable vs. nonrenewable resources | 7. Stop after categorization process to check for understanding; give instructions for writing & opinion portion |

| Week 3 | NO SCHOOL | 1. Do Now | 2. TPS (EQ 4) | 3. Go over vocab quiz | 4. Objective check-in | 5. Read infographic on | 1. Do Now | 2. Have students choose topics for their project via Google Form interest survey | a. Students should pick their top three choices given the six topics with a short, | 1. Do Now | 2. Students do research | 3. Students should complete portions of online research guide |
| Week 4 | 1. Do Now  
2. Students should work on putting their thoughts into Spanish (if they haven't done so already) on their handwritten research guide  
3. Once completed, students may get a computer to put together their PowerPoint  
4. Pair students as they finish their PowerPoints so they can practice their presentations, at first using their research guide | 5. Do Now  
6. Feedback sessions in groups of 4 (high, mid, mid-low, & low)  
a. rotate who grades whom on their rubric  
b. students may use phones for timing each other only  
c. students should correct each other; each person should go first so that they have a good idea of what they'll say | 1. Do Now  
2. Presentations!!!  
3. While not presenting, students answer questions in a graphic organizer IN ENGLISH to make sure they understood the presentations | (attached at the bottom)  
for:  
a. two solutions for this problem  
b. advantages for each solution  
c. disadvantages for each solution  
d. develop their opinion on which solution is better |

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“basura en México”
6. Answer interpretive questions first, then opinion questions: What can we do to improve this situation? Why does it matter?

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one-sentence justification as to why they like these in this order
b. While students do reading practice, teacher goes through surveys to give students certain topics
3. Paper 1 Text booklet (May 2013, Text B - question booklet & answer booklet) reading comprehension practice (attached at the bottom)
   a. Students read the text
   b. Students answer attached questions, which are both interpretive and conceptual
4. Trade and grade → why this answer and not that one?
5. Present project instructions, rubric -- emphasize expectations
   a. especially the Q & A at the end of the presentation
   b. also especially vocabulary
6. Answer clarifying questions
7. Students should start research and complete portions of online research guide for:
   a. what the issue is
   b. why it's a problem
   c. whom it affects

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Week 4

1. Do Now
2. Presentations!!!
3. While not presenting, students answer questions in a graphic organizer IN ENGLISH to make sure they understood the presentations

---

Students answer attached questions, which are both interpretive and conceptual
- students may use phones for timing each other only
- students should correct each other; each person should go first so that they have a good idea of what they'll say

---

Trade and grade → why this answer and not that one?
- especially the Q & A at the end of the presentation
- also especially vocabulary

---

Answer clarifying questions

---

Students should start research and complete portions of online research guide for:
- what the issue is
- why it's a problem
- whom it affects

---

Present project instructions, rubric -- emphasize expectations
- especially the Q & A at the end of the presentation
- also especially vocabulary

---

Do Now

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(continued at the bottom)
a. Partners should help adjust grammar where they hear/see mistakes
b. Partners should also point out possible errors on PowerPoints (too much text, irrelevant photos, citations not in MLA, etc.)

### Week 5

<table>
<thead>
<tr>
<th>1. Do Now</th>
<th>4. Do Now</th>
<th>1. Do Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Paper 2 practice a. walk students through the prompt b. what key vocab can we use?</td>
<td>5. ABC game 6. whiteboard races with any and all vocab 7. remind students that their test is Wednesday/Thursday</td>
<td>2. Paper 1 &amp; 2 test</td>
</tr>
<tr>
<td>3. After time is up to write, walk students through markscheme so they see where they can gain points a. emphasize that they DO NOT LOSE points; they can only gain them! b. give them examples of places they can gain EASY points (giving a title, using certain tense, etc.)</td>
<td>8. TPS on images: a. Plastic b. Water c. Pollution</td>
<td>3. Once you finish, grade it on the mark-scheme at my desk with a red pen (until too many kids are finishing at once; then teacher takes student pencil and give them a red pen; when they finish, trade the test for the red pen)</td>
</tr>
<tr>
<td>1. Do Now</td>
<td>4. Write IB scores on the board</td>
<td>5. Students write IB score on tracker</td>
</tr>
</tbody>
</table>

1. Do Now
2. Give students back tests with school grade AND IB score on it
3. Go over what we noticed for patterns — what we will practice after spring break before the test (which is May 21)
Materials for Unit
### Búsqueda de vocabulario

<table>
<thead>
<tr>
<th>#</th>
<th>Letra de la pista</th>
<th>Palabra para emparejar</th>
<th>Oración completa usando el subjuntivo Y la palabra de vocabulario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ej</td>
<td>X</td>
<td>extinguirse</td>
<td>No queremos que los especies se extingan.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>reciclar</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>el cambio climático</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>conservar</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>la energía</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>los recursos renovables</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>cambiar</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>la contaminación</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>el agua potable</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>el petróleo</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>verty</td>
<td></td>
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<tr>
<td>CLUES</td>
<td></td>
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<tr>
<td>-------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>reciclar</td>
<td>I</td>
<td>Hacemos esto con las botellas, los botes, y el papel.</td>
<td></td>
</tr>
<tr>
<td>el cambio climático</td>
<td>E</td>
<td>Esto ya ha empezado por tanta contaminación.</td>
<td></td>
</tr>
<tr>
<td>conservar</td>
<td>D</td>
<td>Debemos hacer esto con los recursos naturales.</td>
<td></td>
</tr>
<tr>
<td>la energía renovable</td>
<td>H</td>
<td>Necesitamos usar esto en lugar de más combustibles fósiles.</td>
<td></td>
</tr>
<tr>
<td>los recursos naturales</td>
<td>B</td>
<td>Ejemplos de estos son carbón, petróleo y combustibles fósiles.</td>
<td></td>
</tr>
<tr>
<td>cambiar</td>
<td>F</td>
<td>Tenemos que ________ la manera en que tratamos el medio ambiente.</td>
<td></td>
</tr>
<tr>
<td>la contaminación</td>
<td>J</td>
<td>Hay mucho de esto en el aire, el agua, y en la tierra.</td>
<td></td>
</tr>
<tr>
<td>el agua potable</td>
<td>A</td>
<td>Es importante que bebamos esto.</td>
<td></td>
</tr>
<tr>
<td>el petróleo</td>
<td>G</td>
<td>Usamos esto más que usamos otros recursos naturales.</td>
<td></td>
</tr>
<tr>
<td>verter</td>
<td>C</td>
<td>Hacemos esto con la basura, mayormente en los vertedero.</td>
<td></td>
</tr>
</tbody>
</table>
### Vocab Quiz

**Tema 3A: Prueba de vocabulario**

Escribe una oración completa en español explicando si el tipo de energía en la foto es renovable o no.

<table>
<thead>
<tr>
<th>#</th>
<th>foto</th>
<th>oración</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1.jpg" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><img src="image2.jpg" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><img src="image3.jpg" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><img src="image4.jpg" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><img src="image5.jpg" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

Usando el banco de palabras, escribe la palabra que significa algo similar. ¡CUIDADO! Hay más palabras que espacios blancos.

- extinción
- contaminación
- basura
- potable
- planeta
- tirar
- crecer
- cambiar

11. desperdicio - ........................................
12. verter - ...........................................
13. mundo - ...........................................
14. transformar - .....................................
15. muerte - ...........................................
16. consumible - .....................................

Escribe una recomendación o una declaración impersonal diciendo algo sobre el aspecto del medio ambiente dado. USA EL SUBJUNTIVO. (You MAY NOT use the part 1 from my example.)

<table>
<thead>
<tr>
<th>#</th>
<th>foto</th>
<th>¿Cómo podemos cuidar el medio ambiente con esto?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ej</td>
<td>conservar</td>
<td>Es necesario que conservemos los recursos naturales.</td>
</tr>
<tr>
<td>6</td>
<td>tirar</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>contaminar</td>
<td></td>
</tr>
</tbody>
</table>
Diferencia entre recursos renovables y no renovables

BY VAIVASUATA - SEPTIEMBRE 24, 2014

Los recursos naturales son de gran importancia para el ser humano y demás criaturas. En términos generales, están categorizados en dos grupos: los renovables y los no renovables.

Diferencias entre recursos renovables y no renovables

- Los recursos renovables pueden ser reemplazados o reutilizados. Por eso, no desaparecen, mientras que los no renovables no pueden ser reemplazados y al final se agotan.
- Ejemplos de recursos renovables: agua, cultivos, energía eólica, energía geotérmica, aire y energía solar.
- Ejemplos de recursos no renovables: carbón, petróleo, gas natural, combustibles nucleares.

Ventajas\(^1\) de los recursos renovables

- Limpios.
- Los costos operativos son bajos.
- Están disponibles en cantidades abundantes.

Ventajas de los recursos no renovables

- Son relativamente baratos.
- Muy eficientes.
- Producen mucha energía en corto tiempo.

Desventajas\(^2\) de los recursos renovables

- No son muy eficientes en la producción de energía en escala masiva.
- Son excesivamente costosos en un comienzo. (Al momento de explotarlos).
- Pueden ser ruidosos.

Desventajas de los recursos no renovables

- Al final van a desaparecer.
- No son limpios.
- Amenazan el medio ambiente.

\(^1\) Ventaja - advantage
\(^2\) Desventaja - disadvantage
http://diferenciaentre.info/diferencia-entre-recursos-renovables-y-no-renovables/
# Categorización de los recursos naturales

Basándose en la lectura de las diferencias entre los tipos de los recursos, categoriza los recursos naturales.

<table>
<thead>
<tr>
<th>Recursos renovables</th>
<th>Recursos no renovables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>recurso natural</th>
<th>¿Renovable?</th>
<th>A. ¿Cómo podemos cuidar el medio ambiente con esto?</th>
<th>B. ¿Qué es un beneficio de usar esto?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>energía solar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>petróleo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>energía eólica</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>energía hidroeléctrica</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>carbón</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>energía nuclear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ventajas</th>
<th>desventajas</th>
<th>ventajas</th>
<th>desventajas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ej:</th>
<th>combustible fósil</th>
<th>no</th>
<th>A. Es necesario que no usemos tanto combustible fósil.</th>
<th>B. Está barato usarlo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>energía solar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>petróleo</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>energía eólica</td>
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<td>energía hidroeléctrica</td>
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</tr>
<tr>
<td>6</td>
<td>energía nuclear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Infographic (originally from aztecnoticias.com.mx)
El movimiento de limpieza más grande en México

30 mil toneladas de basura en México fueron recolectadas en 2012

6 millones de personas recolectaron basura en México

Limpiemos Nuestro México

Oaxaca

Michoacán

Tabasco

Hay 2 mil 354 sitios de descarga de aguas negras:

- Ríos y arroyos: 54%
- Suelo o barranca: 19%
- Canales: 6%
- Lago y lagunas: 5%
- Otros: 2%

60% de la basura generada no llega al basurero
El Desierto de Atacama, Chile

La primera carrera de la Llamamarca

El Desierto de Atacama: La primera carrera de la Llamamarca
Ejemplo: \(-X\) – \(-X\) porque son ecologistas.

Pero hay más \(-10\) - \(-6\) - \(-8\) - \(-\) de países latinoamericanos reconocen el desierto del \(-\) de Chile.

Completan los espacios en blanco del resumen siguiente con palabras adecuadas los propios:

¿Qué significa la expresión “complementación”?

Convierta la pregunta siguiente: Basa en respuesta el propuesto.

LA TéCNICA B – DESARROLLO SOLAR. LA PRIMERA CARRETER SOLAR DE

M13/2\/ANSPA/Sp1/Spa/TZ0/XX/0
TEXTO B — DESAFÍO SOLAR ATACAMA: LA PRIMERA CARRERA SOLAR DE LATINOAMÉRICA

7. (la) carrera
   (no se acepta “primera carrera”)

8. norte
   (no se acepta “Atacama”)

9. (sus) (los) vehículos / (sus) (los) autos/ (sus) (los) coches

10. interés (en coches)

11. (la) energía (solar)

12. caros

13. ahorro

14. B

15. B

TEXTO B: /9 puntos/
<table>
<thead>
<tr>
<th><strong>Qué necesitas saber</strong></th>
<th><strong>información</strong></th>
<th><strong>fuente</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problema del medio ambiente</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>¿Por qué es un problema por el planeta?</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>¿Quién está afectado/a más?</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>Solución 1</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>Ventaja</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>Desventaja</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>Solución 2</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>Ventaja</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
<tr>
<td>Desventaja</td>
<td>Información: Foto(s):</td>
<td></td>
</tr>
</tbody>
</table>
# Project Presentation Rubric

**RÚBRICA: Presentación del medio ambiente**

<table>
<thead>
<tr>
<th></th>
<th>No Attempt</th>
<th>Getting Started</th>
<th>Making Progress</th>
<th>Meets Standards 3 (TARGET)</th>
<th>Exceeds Standards 4</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration of understanding conveyed in Spanish</strong></td>
<td>Student speaks in English, regardless of how well they understand the issue, solutions, advantages, and disadvantage</td>
<td>In broken Spanish, student demonstrates little understanding of the issue, solutions, advantages, and disadvantage</td>
<td>In somewhat correct Spanish, student demonstrates a vague understanding of the issue, solutions, advantages, and disadvantage</td>
<td>In grammatically (mostly) correct Spanish, student demonstrates thorough understanding of the issue, the solutions, advantages, and disadvantages.</td>
<td>In correct Spanish, student presents all necessary information about the environment with some extra interesting information.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary use</strong></td>
<td>Student clearly did no work in Spanish on his/her own.</td>
<td>Student uses some vocabulary from this unit, but relies heavily on a translator, even for words or phrases previously learned.</td>
<td>Student uses mostly vocabulary we learned, but relied on a translator for some words or phrases previously learned.</td>
<td>Student uses vocabulary learned throughout unit. Student uses translator only when a word is one previously not learned (i.e., a word pertaining to the specific environmental issue).</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Time presenting</strong></td>
<td>Student speaks for less than 0:30 OR does not speak at all.</td>
<td>Student speaks IN SPANISH between 0:30-0:59.</td>
<td>Student speaks IN SPANISH between 1:00-1:29.</td>
<td>Student speaks IN SPANISH between 1:30 and 2:00 (without significant pauses).</td>
<td>Student speaks between 2:00-3:30 without any pauses.</td>
<td></td>
</tr>
<tr>
<td><strong>End-of-presentation Q&amp;A (in Spanish)</strong></td>
<td>Student does not understand the question and therefore does not answer.</td>
<td>Student understands some of the question, but answer is in broken phrases and is too vague to answer.</td>
<td>Student understands the question and gives an answer in short sentences with little to no detail.</td>
<td>Student clearly understands the question and gives an appropriate answer using complete sentences, including relevant specific details or examples.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>There are no citations (i.e., potential plagiarism).</td>
<td>Citations are not in MLA format, regardless of the number of sources.</td>
<td>There are 1-2 sources. Citations are in MLA format.</td>
<td>There are at least 3 sources, and all are cited at the end of the PowerPoint in MLA format.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Effort &amp; PowerPoint Slides</strong></td>
<td>The existing slides containing ONLY text for the students to read. Time was not used well in class.</td>
<td>There are 1-2 slides OR all slides contain text for student to read. Time was not used well in class.</td>
<td>Slides are somewhat visually appealing. There is some text on slides, but no more than bullet points. Time was sometimes used wisely in class.</td>
<td>No text on the slides except for the title. Visuals are relevant to the topic selected. Time was used wisely in class.</td>
<td>PowerPoint is neat, creative, and artistic while still containing all of necessary information. Time was used wisely both in and out of class.</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Scale:**

- 0-3 = 50
- 4-6 = 60
- 7-9 = 70
- 10-12 = 76
- 13-15 = 82
- 16-18 = 88
- 19-21 = 91
- 22-24 = 94
- 25-27 = 97
- 28-30 = 100
- 31+ = 105
10 consejos para cuidar y proteger el medio ambiente:

Usados como individuo tiene la posibilidad de marcar la diferencia y seguir estas prácticas sostenibles para preservar el ambiente en el que vive. Tome nota...

- Caso todas las personas pensan que cuidar y proteger el medio ambiente es tarea de todos. No obstante, pocas por no decir nada - se comprometen en este objetivo pues creen que tal rol demanda una importante inversión de tiempo y requiere mucho esfuerzo.

- En el futuro, presentamos una serie de consejos prácticos para que desde su lugar aporte un granito de arena en favor de la naturaleza y el desarrollo futuro.

A. Aproveche al máximo la luz del sol para evitar el consumo innecesario y excesivo de energía eléctrica. No utilice luces de luz del sol para iluminar la casa.
B. No utilice controles de agua: el consumo de agua es un elemento vital que muchas personas necesitan en el mundo.
C. Evite el uso de dióxido de carbono, reduciendo el efecto del calentamiento global.
D. Use bolsas de papel: no las de plástico que son contaminantes.
E. Use plátes de papel en el jardín y en su comunidad. Estos absorben las emisiones de dióxido de carbono.
F. Recicle: es una de las formas más fáciles de combatir el calentamiento global.
G. Reduzca las moléculas en el jardín y en su comunidad. Estas absorben las emisiones de dióxido de carbono.
H. Evite el uso de pesticidas, mejor reemplácenos con productos naturales.
I. Si tiene jardín en casa, deje de usar pesticidas, mejor reemplácenos con productos naturales.
J. Un balde para el jardín puede producir abono. El jardín es un balde para el jardín.
www.ambientalverde.net (2013) Texto adaptado

Otros artistas también exponen obras en el museo, así como las recicladas.

El Museo del Reciclaje de Barranquilla.

Texto B

N15/2/SA/PA/S/SPA/250/00/XX/T
8. Residuos de comida y otros desechos (Nota: una palabra)

7. Use otra vez (por ejemplo, los envases de plástico) (Nota: una palabra)

6. Escucha que en las plantas del jardín (Nota: una palabra)

5. Llevar una mochila al mercado para hacer la compra.

4. Vas a ir al colegio.

3. Aprende en la computadora cuando no estás usando.

Ejemplo: Necesitas de cerca de la ventana durante el día.

El cuadro provisto (parado)

Indica qué consejo sigues en cada una de las siguientes frases explicando la letra correspondiente.

2. El exodo nos da consuelo y bendiciones...

[2 puntos]

(q)

(e)

2. El exodo nos da consuelo y bendiciones...

[2 puntos]

(q)

(e)

¿Qué dos razones dan muchas personas para no comprometerse con la protección del medio ambiente?


Texto A: —10 consejos para cuidar y proteger el medio ambiente

Nota: 2 ANSP/SAPI/2010/2010/40
Texto B — Museo del Reciclaje de Barranquilla


9. ¿De qué deben estar hechas las obras de arte para estar en el museo?

Contesta la pregunta siguiente. Basa tu respuesta en el párrafo 10.

10. ¿Qué dos cosas se aconseja tratar de usar de nuevo siempre que se pueda? [2 puntos]

   (a) .................................................................

   (b) .................................................................

Cada una de las palabras siguientes se refiere a algo o a alguien mencionado en los párrafos 9 y 10 del texto. Indica en el espacio provisto a qué o a quién se refieren. Se da un ejemplo.

<table>
<thead>
<tr>
<th>En las expresiones...</th>
<th>la(s) palabra(s)...</th>
<th>se refiere(n) a...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ejemplo: <strong>que</strong> está en el barrio... (línea 12)</td>
<td>“<strong>que</strong>”</td>
<td>Biblioteca</td>
</tr>
<tr>
<td><strong>quienes</strong>, a través del arte,... (línea 15)</td>
<td>“<strong>quienes</strong>”</td>
<td>..........................</td>
</tr>
<tr>
<td><strong>los</strong> que se ha invitado... (línea 18)</td>
<td>“<strong>los</strong>”</td>
<td>..........................</td>
</tr>
</tbody>
</table>
Las palabras de la columna de la izquierda se han extraído del párrafo 6 del texto. Encuentra en la columna de la derecha las palabras que tienen el significado más próximo al de las palabras de la columna de la izquierda. Se da un ejemplo. Nota: Hay más palabras de las necesarias.

**Ejemplo:** creadores

<table>
<thead>
<tr>
<th>13. obras</th>
<th>A. profesores</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. vía</td>
<td>B. artistas</td>
</tr>
<tr>
<td>15. apartamento</td>
<td>C. tía</td>
</tr>
<tr>
<td></td>
<td>D. trabajos</td>
</tr>
<tr>
<td></td>
<td>E. calle</td>
</tr>
<tr>
<td></td>
<td>F. salón</td>
</tr>
<tr>
<td></td>
<td>G. vivienda</td>
</tr>
<tr>
<td></td>
<td>H. herramientas</td>
</tr>
</tbody>
</table>


**Ejemplo:** E

<table>
<thead>
<tr>
<th>A. James Corbett trabaja en la televisión de su país.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. James Corbett usa trozos de autos antiguos.</td>
</tr>
<tr>
<td>C. James Corbett es un artista muy poco conocido.</td>
</tr>
<tr>
<td>D. Las obras de James Corbett pueden verse en varios países.</td>
</tr>
<tr>
<td>E. James Corbett nació en Australia.</td>
</tr>
</tbody>
</table>

- Cada pregunta vale un punto, a menos que se indique algo distinto.
- Si una instrucción consta de más de una pregunta, se cuenta un punto.
- Quien marca es al penal de pregunta, menos otros indicados.

8. Basura
7. Redondear
6. Regular

5. F
4. E
3. C
Escribe 100 palabras como mínimo.

Nombre

Horas

Papel 2 - Examen

En la clase de español vas a hablar sobre el tema: "Guía de medio ambiente en la ciudad o pueblo".

No olvides dar tu propia opinión sobre el tema.

Escribe el texto de la presentación mencionando al menos dos problemas y posibles soluciones.
IB Paper 2 portion of test ANSWER KEY

Criterio: Presentación

La gráfica y/o foto destacan las áreas de la pregunta mencionadas, o se mencionan los datos de forma poca se describe en la pregunta está la figura siguiente forma de los elementos mencionados

Para considerar que está la sección de la información necesaria de la lectura de la pregunta de los elementos mencionados

Criterio: Excepciones conceptuales

Valoración de expresiones conceptuales con el tema y medio ambiente

Con el tema de la ecología de los elementos mencionados

La información de la lectura es la del tema de la pregunta de los elementos mencionados

SECCIÓN B: Lenguaje

N80VZ/2/2Z0VDS/2/SND
- 9 -
Resources

- “Basura En México.” *TV Azteca Noticias*, July 2103, [https://i.pinimg.com/564x/4a/f5/c5/4af5c521df7acdd5817ef13a4756a945.jpg](https://i.pinimg.com/564x/4a/f5/c5/4af5c521df7acdd5817ef13a4756a945.jpg).

**Extra Required Materials:**

- classroom projector and computer
- class set of whiteboards and expo markers
- access to technology (for student PowerPoints)
- printed copies of all worksheets, rubrics, tests, and practices