AP® Spanish Language and Culture

CHANGES IN THE NATURAL ENVIRONMENT
Teaching Module

WE | CollegeBoard **AP**

AP® with WE Service

College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit **collegeboard.org**.

AP® Equity and Access Policy Statement

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP® for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

WE

WE is a movement that empowers people to change the world through a charitable foundation and a social enterprise. Our service learning program, WE Schools, supports teachers' efforts to help students become compassionate leaders and active citizens, empowering them to take action on the issues that matter most to them. Currently partnered with 18,400 schools and groups, and backed by a movement of 5.3 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness. Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at **WE.org**.

About the Partnership

College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP® with WE's Learning Framework, AP® with WE Service creates an opportunity for students to consider their classroom work and how it applies to real-world issues, while working closely with their peers to address relevant needs in their local and global communities.

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CollegeBoard **AP®**

Table of Contents

Using This Module

AP® with WE Service provides a collection of resources to support your planning and implementation of the program. This teaching module, Changes in the Natural Environment, is one of two sample lesson guides for AP® Spanish Language and Culture. As you read through this module, refer to the AP® with WE Service Program Guide for additional activities that will support your students' learning throughout the program.

Program Guide

The AP® with WE Service Program Guide contains a robust collection of service oriented activities and resources that support the WE Learning Framework. Use these case studies, news articles, and student activities to supplement and strengthen your students' understanding and application of core service learning skills.
https://apcentral.collegeboard.org/pdf/program-guide.pdf

WE Resources

WE offers a library of resources to support you in delivering content on social topics and issues, as well as the tools and the inspiration for your students to take social action, empower others, and transform lives—including their own. Access our resources at WE.org/weschoolsresources. An AP® with WE Service Program Manager will support you in planning your instruction with access to the resources that are the right fit for you. Digital Social Issues Sessions will connect your students with a motivational speaker or facilitator to deliver an online workshop on global and local issues and topics. Speakers and facilitators can also be booked for school-wide speeches and smaller group or class workshops on site. Full-day Youth Summits provide immersive issues education and action planning opportunities for students. Throughout the module, you will also see tables of optional activities and resources you can pull into your instruction.

Digital Portfolio

Report your students' performance through the AP® with WE Service digital portfolio. Step-by-step directions for using the digital portfolio are available on the program website: collegeboard.org/apwe-resources.

How-To Videos

Also available on the program website are how-to videos that explain what AP® with WE Service is all about, as well as the steps you need to take to get it going in your class: collegeboard.org/apwe-videos.

Module Sections

THE PLAN SECTION contains information to help you decide how and when you will fit this module into your AP® curriculum.

PART 1: INVESTIGATE AND LEARN defines and explores the module topic at local and global levels, and within the context of your AP® course curriculum. This will be the majority of your required in-class instruction hours and it is where your students will start to make connections between your AP® course content and the module topic.

PART 2: ACTION PLAN guides students as they form teams and begin developing their plan for achieving one local and one global action.

PART 3: TAKE ACTION is where students put their plans into action. As they work, they should keep track of what they do and collect artifacts that capture their efforts. During this part, you may need to guide students as they encounter obstacles or help them maintain their motivation.

PART 4: REPORT AND CELEBRATE describes how students can showcase their projects and share their accomplishments. Presentations and celebrations may be in your class or in the community.

PLAN

TEACH: PART 1

TEACH: PART 2

TEACH: PART 3

TEACH: PART 4

Changes in the Natural Environment

"You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of a difference you want to make."

– JANE GOODALL, RESEARCHER AND PRIMATOLOGIST

Getting to Know the Topic

Changes in the Natural Environment: Globally

Research shows that human activity can lead to rising overall global temperatures, causing sea levels to rise, glaciers to melt, and creating frequent and extreme weather events like hurricanes, floods, and tsunamis. Changing climate affects the air we breathe, the safety of drinking water, food production, shelter for the more than half of the world's population that lives within 37 miles of the sea or ocean, and loss of biodiversity. Further human actions such as deforestation, deep-ocean fishing, overharvesting of plant and animal species, as well as war and conflicts also contribute to biodiversity loss.

Fast facts

- Permafrost in the northern Arctic will thaw enough to become a source of carbon in the atmosphere in 40 to 60 years.
- 17 of the 18 warmest years on record have occurred since 2001.
- Sea levels are rising 3.2 millimeters per year.

Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world restore their natural resources or become more resilient to climate change. Some ideas include:

- Volunteer at an organization that works for global issues—many organizations offer ways to get involved on their websites and in their offices
- Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations
- Create a campaign writing letters to the United Nations, government bodies, and other leaders to ask for added resources on the issue

Another option is to support and fundraise for WE Villages and help provide communities with the resources to become sustainable. Students can support this program by visiting **WE.org/we-schools/campaigns** to get ideas and resources for taking action.

Up to 15 billion trees are cut down worldwide each year.

Getting to Know the Topic

Changes in the Natural Environment: Locally

Our everyday choices can have an environmental impact. The average American residence uses over 100,000 gallons of water a year, and in 2017, 267 million tons of trash was discarded in landfills or through other disposal methods. In addition, species are dying off at a rate 1,000 to 10,000 times higher than the natural extinction rate—mostly due to pollution, overexploitation, and deforestation. Reducing our use of natural resources by recycling, conserving water and energy, and reducing fuel consumption can directly impact our future and the future of our planet.

Fast facts

▸ Approximately 30 million U.S. homes are powered by wind energy.

▸ More than 133.9 million people in the U.S. live in counties where there are unhealthy levels of air pollution, including ozone and particle pollution.

▸ Temperatures in the Southwest have increased by almost two degrees Fahrenheit in the last century.

Taking Action Locally

Within their local or national community, students can:

▸ Work with a local organization working on environmental-preservation issues

▸ Organize a cleanup or restoration project at a local environmental site

▸ Create and deliver an educational workshop to raise awareness about the topic and its local impact with a strong call to action that leads to enacting change

With both their global and local actions, encourage students to be creative with the ideas they develop through their action plans.
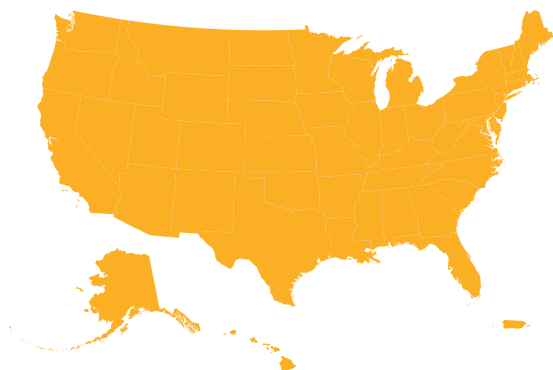
Americans produce 4.4 pounds of trash every day—that's more than 700,000 tons of garbage daily.

Taking Action

Global and Local Service Projects

WE Villages

For more than two decades, WE Villages has been engineering an international development model to end poverty. It works. It's proven. It's scalable.

We partner with developing communities around the world and collaborate on projects and programs that equip families with the tools they need to break the cycle of poverty through our five Pillars of Impact: Education, Water, Health, Food, and Opportunity. These pillars address the five primary causes of poverty with holistic and sustainable solutions that work in tandem to transform communities.

Global and Local Service Projects

As students develop their service projects with one local and one global action in their plan, they will look to local and global organizations and initiatives for their research and even as potential beneficiaries for their service actions. When selecting an organization—whether local or global—it is important for students to consider its credibility. Students may choose to partner with:

▸ Charitable or non-profit organizations

▸ State, national, or governmental departments or organizations (which may not be a traditional charity)

▸ Social enterprises

When students develop service projects to support environmental initiatives, they are not just picking up litter or preserving nature. They are claiming responsibility for the shared impact we have on the environment and setting a precedent for a more sustainable world.

Five Pillars of Impact

| Education | Water | Health | Food Security | Opportunity |

Planning Your Instruction

Changes in the Natural Environment

Purpose

In this module, students will engage with service-oriented learning activities and opportunities as they build interpretive, interpersonal, and presentational communicative competencies around the AP® Spanish Language and Culture theme of Global Challenges; specifically, changes in the environment and what might be done locally and globally to mitigate these changes.

Ensure students are collecting evidence of their work as they go along. The following list includes pieces of work you may want to collect through out the year:

▸ Photos
▸ Interviews
▸ Scripts
▸ Screenshots
▸ Posters
▸ Maps
▸ Reflections
▸ Thank you notes

Overview

As presented in the Introduction, this teaching module contains four parts. These are also the four rubric topics you will assess your students on in the digital portfolio:

Part 1: Investigate and Learn: Addresses the changes in the environment that students see firsthand in their communities and encourages research about other national and global communities. These lessons also relate to a variety of service learning concepts, such as the necessity of research to understanding a topic and its effects and the ways that a topic is connected between local and global levels.

Part 2: Action Plan: Guide students as they form teams, develop their action plans, and reflect on their ideas.

Part 3: Take Action: Provides students with suggestions for how to demonstrate effective teamwork, overcome conflicts, record actions, and reflect on their work.

Part 4: Report and Celebrate: Supports students as they create portfolios, celebrate their actions, and complete a final reflection on their experiences.

Throughout Parts 1–4, activities that are required for the Recognition Rubric are labeled with an icon (see Icon Legend on page 17). Optional activities that will help students design and complete their service projects, but are not required by the program, are listed in tables throughout each part. These optional activities are available in the AP® with WE Service Program Guide or on the WE website, as indicated in the tables.

Goals

Based on the AP® Spanish Language and Culture Course and Exam Description, here are the particular learning concepts addressed in this module:

In this module we touch on the themes of global challenges, science and technology, and families and communities, and on many of their underlying recommended contexts. The themes help to integrate language, content, and culture into activities that promote the use of the language in a variety of contexts.

AP® SPANISH LANGUAGE AND CULTURE CONCEPTS	
SKILLS	• 1.A: Describe the literal meaning of the text. • 1.B: Describe data. • 2.A: Make cultural connections. • 2.B: Make connections in and across disciplines. • 3.A: Interpret the distinguishing features of a text. • 3.B: Interpret the meaning of a text. • 4.A: Determine the meaning of familiar and unfamiliar words. • 4.B: Use words appropriate for a given context. • 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. • 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. • 6.A: Understand and apply appropriate communication strategies in interpersonal writing. • 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. • 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. • 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. • 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. • 8.B: Use appropriate writing strategies to communicate an idea in presentational writing. • 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing. • 8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.
LEARNING OBJECTIVES	• 1.A.1: Identify the main idea. • 1.A.2: Identify supporting/relevant details. • 1.A.3: Retell or summarize information in narrative form. • 1.A.4: Use sources to enhance comprehension. • 1.B.1: Identify and describe patterns and trends in data. • 1.B.2: Describe data from a table, chart, graph, map, or infographic. • 2.A.1: Identify and/or describe content and connections among cultural topics. • 2.A.2: Explain how data from a graph or table illustrate cultural topics or phenomena. • 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena. • 2.A.4: Infer cultural information from a text. • 2.B.1: Identify and/or describe content and connections among interdisciplinary topics. • 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena. • 2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena. • 2.B.4: Infer interdisciplinary information from a text. • 3.A.1: Identify the intended audience. • 3.A.2: Identify the purpose. • 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. • 3.A.4: Identify organizing and/or rhetorical structures and/or strategies. • 3.B.1: Identify and/or describe similarities and/or differences among different types of texts. • 3.B.2: Infer implied meanings through context. • 4.A.1: Determine the meaning of a variety of vocabulary. • 4.A.2: Deduce the meaning of unfamiliar words or expressions. • 4.B.1: Use a variety of vocabulary in written and spoken communication. • 4.B.2: Explain and use idiomatic and culturally authentic expressions. • 5.A.1: Initiate, maintain, and close spoken exchanges. • 5.A.2: Comprehend an interlocutor's message in spoken exchanges. • 5.A.3: Provide and obtain relevant information in spoken exchanges. • 5.A.4: Use appropriate register and greeting for the intendedtarget culture audience in spoken exchanges. • 5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.

AP® SPANISH LANGUAGE AND CULTURE CONCEPTS

LEARNING OBJECTIVES	
	• 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
	• 5.A.7: Use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing
	• to maintain spoken exchanges.
	• 5.B.1: Use a variety of grammar and syntax in spoken exchanges.
	• 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.
	• 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken
	• exchanges.
	• 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
	• 6.A.1: Initiate, maintain, and close written exchanges.
	• 6.A.2: Provide and obtain relevant information in written exchanges.
	• 6.A.3: Use a variety of grammar and syntax in written exchanges.
	• 6.A.4: Use register appropriate for the intended target culture audience in written exchanges.
	• 6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	• 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
	• 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
	• 6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
	• 6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.
	• 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
	• 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
	• 7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
	• 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
	• 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	• 7.C.1: Use a variety of grammar and syntax in spoken presentations.
	• 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
	• 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	• 7.D.1: Explain ideas and opinions with examples in spoken presentations.
	• 7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.
	• 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.
	• 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	• 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
	• 8.C.2: Use a variety of grammar and syntax in written presentations.
	• 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
	• 8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
	• 8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations. (Not assessed on Exam).
	• 8.D.1: Explain ideas and opinions with examples in written presentations.
	• 8.D.2: Integrate information from sources and cite them appropriately in written presentations.

WE Service Concepts

Based on the WE Learning Framework, here are the particular WE Service concepts addressed in this module.

STUDENTS WILL UNDERSTAND THAT...	STUDENTS WILL BE SKILLED AT...	STUDENTS WILL KNOW THAT...
• Social issues are complex and, therefore, research is essential to understanding them • Often times, local and global issues can be interconnected • Understanding the role of cultural, social, and economic factors is vital to the development of solutions • People have a civic identity, which provides opportunities for public action • Serving the greater community can be meaningful for the individual and the community • Creating social change happens through a set of skills, including creating action plans • Carrying out an action plan requires personal and group resilience • Individual behavior and decisions toward a social issue impact the larger global context of that issue	• Working collaboratively in teams • Working collaboratively with community partners (where applicable) • Researching an identified social issue on local and global levels • Creating an action plan • Successfully implementing an action plan • Educating others (classmates, community partners, school, etc.) about a social issue • Presenting actions and results to wider audiences • Applying critical thinking • Thinking entrepreneurially • Demonstrating leadership • Reflecting on learning about the social issue • Reflecting on working to create social change	• AP® course content is relevant to addressing social issues and topics, and provides knowledge toward creating working solutions • There are organizations working for social change on the social issue • They have an important role to play as students, employees, volunteers, and as citizens to have a positive impact on their local and global community

See full WE Learning Framework and details at **WE.org/we-schools/program/learning-framework**.

Connections to AP® Spanish Language and Culture Focus Areas

Some content from the AP® Spanish Language and Culture Course and Exam Description is identified as more challenging for students based on AP® Chief Reader commentary from previous AP® Spanish Language and Culture Exams. This content is referred to as a focus area. Activities that address the following focus areas are highlighted throughout the module:

▸ Develop presentational speaking skills

▸ Develop arguments with details and elaboration

▸ Integrate information from authentic sources into written and oral presentations to support arguments

▸ Create effective comparisons

▸ Enhance students' abilities to view, read, and listen critically so that they can better understand authors' perspectives, viewpoints, and bias

▸ Develop and use academic vocabulary

Icon Legend

As described in the AP® with WE Service Program Guide, the WE Learning Framework identifies the most relevant core skills students will develop as they progress through this module.

ARGUMENT FORMATION	INFORMATION LITERACY	LEADERSHIP SKILLS	ORGANIZATION	ACTION PLANNING	RESEARCH AND WRITING	CRITICAL THINKING	REFLECTION

Throughout each part of this module, look for these additional icons to identify the following opportunities and notes:

Teacher Tip:

Suggestions for ways to implement or modify the activities with students.

Focus Area Alert:

Opportunities for students to practice content and skills that are pivotal for improving student performance in the AP® course and on the AP® Exam (see page 17 for a description of the AP® European History Focus Areas addressed in this module).

Check for Understanding:

Recommendations for ways to formatively assess student progress and mastery of the content and skills practiced in the activities.

Pay particular attention to activities labeled with the red checkmark icon:

Recognition Checkmark:

Identifies activities that are required in the Recognition Rubric. We encourage you to use the most effective instructional approaches to meet your students' needs. You may use alternative activities if they achieve the same outcomes as the required activities and align with the Recognition Rubric. Review the rubric here: **https://apcentral.collegeboard.org/pdf/apwe-recognition-rubric.pdf**

Part 1: Investigate and Learn

Investigate and Learn is divided into the following lessons:

▸ Lesson 1: Local and Global Changes in the Environment

▸ Lesson 2: Global and Local Changes in the Natural Environment

▸ Lesson 3: Causes and Effects of Changes to the Environment

▸ Lesson 4: Future Concerns Regarding Environmental Changes

Every student in every AP with WE Service course will do the following as part of their learning and investigation:

▸ Learn about the issue locally and globally within the context of the course

▸ Explore causes and effects locally and globally

▸ Analyze impacts for the future on their local community and the world

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 1: Investigate and Learn

This module offers a series of lessons that will enable students to prepare for success on the AP® Spanish Language and Culture exam by applying concepts learned in class to service projects that make an impact at the local and global levels. To reach this goal, the module facilitates students' understanding of climate change: what it is, how it affects communities, and possible ways to combat its negative effects. Encourage students to retain all of their AP® with WE Service work.

Ties to Course Themes and Recommended Contexts:

▸ The environmental challenges that societies face throughout the globe

▸ Origins of local and global environmental challenges

▸ Possible solutions to these environmental challenges

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Lesson 1: Local and Global Changes in the Environment

Students will define climate change, what the effects are on the environment, and then identify the reasons why climate change has become an issue. Students will connect the need for change in cultural practices both globally and locally. Additionally, students will investigate AP® Spanish Language and Culture course content and skills as ways to learn about, compare, analyze, and negotiate issues related to changes in the environment.

Activity: Focusing on Changes in the Environment

Guiding Question:

¿Qué es el cambio climático y cómo nos afecta?

Real World Application:

Start with a vocabulary game to activate prior knowledge. First prepare the room for the game. In different spots around the room, have chart paper or a sheet of butcher paper in three locations. Label each one with one of the following titles: 1) Causas del cambio climático, 2) Efectos del cambio climático y 3) Soluciones al cambio climático. Then, split the class up into teams of three or four and give each team a pad of sticky notes (a different color of sticky notes for each team, or give each team a different colored marker to write with if multicolor sticky notes are not available). Different colors of sticky notes or different colored markers will allow you to distinguish which team contributes each answer, so that points can be awarded to determine a winning group at the end of the activity.

To play the game, students write terms, phrases, sentences, or ideas on the sticky notes that correspond to each of the categories on the chart/butcher paper and stick them to the paper. Teams receive points for each sticky note that they attach to the poster (to increase the level of difficulty, you might give points only for the words, phrases, sentences, or ideas that are unique only to that particular team). Give the students 5–10 minutes to brainstorm and get their sticky notes on the chart/butcher paper. After time is up, have students take their seats again, and review each one of the categories in order, reading aloud the sticky notes that receive points (be sure to keep score yourself or having a trustworthy student keep a tally for you). Add up the points at the end and declare the winning team.

Follow up the vocabulary activity with a think, pair, share using the questions: ¿Cuáles son los indicadores del cambio climático? ¿Cómo nos afecta el cambio climático?

Next, show the following video and have students note how the video defines climate change and its effects: **www.youtube.com/watch?v=HZ7wDcT3Ixw**. Afterward, have students work in groups of four to compare notes and fill in the corresponding information on the following worksheet.

Teacher Tip:

While not an intended outcome of the activity, it is possible that this discussion and activity could also lead students to discuss what could be done to reverse the negative effects of climate change. Since the lesson will be headed in that direction, validate and encourage the discussion, acknowledging the students for having thought ahead and recognize that students have background knowledge on this topic.

Have students use the Cambio climático worksheet, found in the Student Workbook, to fill in their answers.

Activity: Developing Vocabulary and Background Knowledge

To begin, start with a vocabulary-building activity. Use the accompanying list from the Actividad para desarrollar el vocabulario del cambio climático worksheet, have students categorize the words into logical categories, and tell them to provide labels for each of their categories; for example: Fenómenos naturales. Then ask students to brainstorm additional words (not from the list) that would fit into their created categories.

Have students report the labels they gave to the categories that they created and a couple of the additional words they listed to the class.

After the vocabulary warm-up, probe students for their opinions with the following question: ¿Cómo es el cambio climático un resultado del comportamiento de los seres humanos, y cómo es un resultado de los fenómenos naturales? Explore different points of view on the contributing factors of climate change, what it is, and how important of an issue it is. To close this part of the lesson, have students write down their opinion of the question discussed on a note card as an exit ticket that they will turn in as they leave class for the day. It is important that students have an opinion and take a stance. Forming opinions, being able to express them effectively, and being able to defend them are crucial skills in building the art of persuasive speaking and writing. Review the notecards, looking for insight on where students stand on the issue. Students who may not have a strong opinion on the exit ticket might have a hard time with persuasive speaking and writing and may need additional support and encouragement to formulate their opinions.

Focus Area Alert:

Using the following activity, you will expose students to content-specific vocabulary that is common when studying climate change. The words are of an academic nature, which, with practice, can be added to expand the students' lexicon for writing and speaking with a more precise, varied vocabulary. As recent Chief Reader reports on the AP exam pointed out, students need to avoid repetitions of vocabulary and need to use fuller, richer vocabulary. To address this challenge, the activity takes an introduction to new words from a different angle. As students figure out what they mean, they categorize them, thus utilizing the words immediately according to their meanings, which in turn facilitates acquisition.

Have students use the Actividad para desarrollar el vocabulario del cambio climático worksheet, found in the Student Workbook, to categorize new words as they figure out what they mean.

In the following class period, present the following Prezi presentation to instruct students about the many aspects of climate change and its effects. Take into account the feedback from the exit tickets you collected and read as you move through the Prezi. This will allow you to guide students who may need additional help to form a firm opinion regarding the causes of climate change.

▸ **https://prezi.com/-cudgnts3u_q/presentacion-cambio-climatico/**

Have the students take notes on the Prezi presentation using the "Presentación Prezi: el cambio climático" worksheet, which is similar to the Cornell note format.

Teacher Tip:

It is recommended to make the Prezi available to the students so that they can refer back to it as needed throughout the unit.

Check for Understanding:

Students should take notes on the accompanying worksheet, summarize the presentation, and respond to the questions at the end of the presentation. Students who have completed the activity will have noted at least 5–10 new vocabulary words, will have somewhat detailed notes on each section of the Prezi, will have a 50-word summary, and will have responded to the questions at the end of the Prezi. If students are able to do this, you will know that they have been able to extract the appropriate information from the presentation to continue. If they are not able to do so, you may want to review concepts that students demonstrated that they did not fully understand. If you noticed that students tended to be superficial in their note taking or in their summaries, review key points to have students reinforce and enhance their work. Recycling the material through additional instruction will allow students to fully understand the concepts of climate change.

Have students use the Presentación Prezi: el cambio climático worksheet to summarize the presentation, and respond to the questions at the end of the presentation.

Lesson 2: Global and Local Changes in the Natural Environment

Activity: Examining Authentic Sources

Explain to students that they will now complete a jigsaw activity as they examine authentic sources that explore different aspects of climate change, to give students a vision of the global scope of the issue. The sources chosen for this activity must present different perspectives, introduce various causes/effects, and come from a variety of media.

Jigsaw activities are very useful when there is a large body of information that the students must learn, and they help students build skills as collaborative learners. Each student becomes responsible for mastering a portion of the information and then teaching what they have learned to a group of students, creating a learning environment of mutual interdependence. Only by working as a group do the students learn the whole body of information.

Summary of the jigsaw reading process:

▸ Students will begin in home groups of four to five students. The group will receive a set of texts (articles, podcasts, websites, etc.).

▸ Each student in the home group will select a text, then break from the home group to convene with the expert group. The expert group will be comprised of members from other home groups who have selected the same text.

▸ The expert groups will read or listen to their text carefully and study the text thoroughly together.

▸ In the expert groups, students will complete the Organizador gráfico del grupo de expertos, which can be turned in after the jigsaw reading is over as a formative assessment to check for understanding.

▸ Students will then report back to their home groups as experts on their chosen texts.

▸ In their home groups, students will complete the Organizador gráfico del grupo de base, which also can be turned in after the jigsaw reading is over as a formative assessment to check for understanding.

To prepare for the activity, identify several written and audio texts for students to explore. (A list of optional sources is provided at the end of the activity.) Each text should present distinctly different information (this is key as we get to the discussion stages of the activity). Have students complete the Organizador gráfico del grupo de base worksheet to guide them in recording their information. Finally, set up the room in a way where students will easily be able to work in groups (for example, form desks into circles or tables).

Next, model for students what they need to do by first explaining the process, then demonstrating. Students will work in two different cooperative groups to learn about issues related to climate change.

▸ The first group will be their home group (grupo de base) where each member of the group will be responsible for learning and then sharing important information. To model, sit with a group of three to four students. Explain what the home group does and what the expectations will be for working in that group. Review the Organizador gráfico del grupo de base worksheet with students to help them understand the expectations for this part of the activity.

▸ The second group that they will work in will be the expert group (grupo de expertos). It will be comprised of individuals from each home group. Together they will study a topic in-depth to become experts on it. After learning about the topic in the expert groups they will report back and teach their home group about their topic. To model, move to a different group of three to four students; review the Organizador gráfico del grupo de expertos worksheet and explain the expectations of the expert group.

Supplemental Resources

Una definición del cambio climático

- ¿Qué es el cambio climático? **www.youtube.com/watch?v=wPxu63WtJI8**
- Se detiene el calentamiento global pero no la amenaza **www.youtube.com/watch?v=5vsUh7ddMvQ**
- Así es el calentamiento global 2012 **www.youtube.com/watch?v=HZ7wDcT3Ixw**

LAS CAUSAS DEL CAMBIO CLIMÁTICO: LA CONTAMINACIÓN DEL MAR

- Los cosméticos que contaminan el mar **www.elespectador.com/noticias/medio-ambiente/cosmeticos-contaminan-el-mar-articulo-557011**

LOS DESAFÍOS DEL CAMBIO CLIMÁTICO

- Día del medio ambiente: el desafío del cambio climático **www.ultimahora.com/dia-del-medio-ambiente-el-desafio-del-cambioclimatico-n800877.html**

LOS EFECTOS DEL CAMBIO CLIMÁTICO: EL CLIMA

- El calentamiento global hace que nieve más en la Antártida **http://elpais.com/elpais/2015/03/16/ciencia/1426518755_778587.html**

LOS EFECTOS DEL CAMBIO CLIMÁTICO: LOS ANIMALES

- ¿Va a desaparecer el glotón americano debido al calentamiento global? **www.nationalgeographic.es/medio-ambiente/efectos-del-calentamiento-global**

LOS EFECTOS DEL CAMBIO CLIMÁTICO EN EL MEDIO AMBIENTE:

- **https://es.greenpeace.org/es/trabajamos-en/cambio-climatico/asi-afecta-el-cambio-climatico/efectos-del-cambio-climatico-en-el-medio-ambiente/**

MÁS INUNDACIONES Y SEQUÍAS EXTREMAS A CAUSA DEL CAMBIO CLIMÁTICO:

- **https://www.nytimes.com/es/2018/12/14/espanol/cambio-climatico-inundaciones-sequias.html**

! **Focus Area Alert:**

This activity addresses a need mentioned in recent Chief Reader's reports regarding free response question two concerning integrating sources. The report identifies the need for students to be able to integrate all three source types: written, visual, and audio. By providing examples from all three source types, students must show they understand the sources and can use the information to support a particular point or argument to persuade the reader toward their point of view. The jigsaw activity presents students with information from a variety of different types of sources. Students will be asked to read each source for comprehension, process the information, and present that information to their peers. The key to success for student presentations will come with the use of concrete examples from each text.

Teacher Tip:

While still in the expert group, use one of the suggested texts for the activity as an example to walk through all the steps necessary to be successful in the expert group. Focus on identifying main ideas, supporting details, and effective summarization of the text.

▸ To assist with reporting back to the home group, model for students what they should say and do to present the information learned in the expert group.

▸ To report back effectively, students need to consider whether or not members in their home group understand what is being presented, whether or not the group is able to make connections between the text being presented and their own texts, so they need to be able to monitor and adjust their presentation as necessary to be able adjust their presentation as necessary to make sure that all members of their home groups understand and make connections.

Focus Area Alert:

For argumentative writing, it is very important that the students be able to choose and defend the way that they view the topic at hand; however, to have an opinion often means that the student has sufficient background knowledge on the topic to be able to comfortably back up that opinion. The Chief Reader report on the 2014 AP® Spanish Language Exam's Free Response Question #2 (the argumentative essay) points out that students need to be able to clearly state their point of view and support it using the three sources given in the exam prompt. This activity will prepare students for this challenge area by presenting students with several sources from differing points of view with regards to climate change, and students will need to be able to comprehend, summarize, and present them to their classmates. The information gathered will allow students to form a point of view as they develop their background knowledge with respect to the issue of climate change.

Have students use the Organizador gráfico del grupo de expertos and Organizador gráfico del grupo de base worksheet, found in the Student Workbook while examining authentic sources.

Activity: Integrating Local Connections Through Community Mapping

Begin a discussion with students about the issues related to global warming or climate change that they observed in their local community. Ask how they know that such issues exist (i.e., What are the indicators or evidence?). Inquire about the sources of their information (i.e., the media, discussions with parents or other family members, personal observations, etc.).

To prepare for direct instruction, take pictures of situations in the community where changes or improvements could be made to reduce the problem of climate change. Also take pictures of places and situations where measures are being taken in your community to reduce or eliminate the negative impacts of climate change. Use those pictures to guide students as to what they should be looking for in their community. In addition to the pictures, collect information about what is/is not being done to address climate change. Examples from the Houston area would be:

▸ www.telemundohouston.com/noticias/salud/10-ideas-eco-friendly-para-decorar-tu-hogar.html

▸ www.houstontx.gov/solidwaste/trashfacts-span.pdf

Use the pictures and the information gathered to create a PowerPoint or Prezi presentation that details the ways in which the community is actively working to reduce or eliminate the negative impacts of climate change and to point out areas of concern where the community might possibly be able to take action to improve. The local perspective of this activity contrasts with the first activity that examined climate change on a global scale. Students should make connections and identify similarities and differences of both perspectives, which will later help them to create an appropriate action plan to make a difference in their community.

Explain to students that the class will go on a community walk to look for and record signs of climate change or indications of situations that are contributing positively or negatively to climate change. While on the walk, students should note how their community's attitudes, behaviors, traditions, habits, or industries may be affecting the environment positively or negatively. Take the students out into the community. Preferably, this would be done on foot. However, every community presents different challenges and it may be necessary to arrange for transportation to get a good view of the whole community or a significant part of it.

Before leaving on the community walk, remind students to bring two pens—one with red ink and another with blue ink—to jot down their observations. Students should use the red pen to jot down evidence of aspects of their community that are impacting the environment negatively, while blue ink should be used to indicate aspects of their community that are having a positive effect on the environment. Distribute a map of the whole community or of the area that students will explore. Then distribute the following worksheet, so that the students will have a place to record their observations. Before leaving on the walk, model how to fill in the rows of the worksheet. Use one of the images from the previous presentation and model what kind of information the students should include to complete the worksheet. Doing so will guide the students so that, while out in the community, they will realize that they are on a mission to observe climate change in their area and collect evidence and data. While out on the walk in the community, allow time to stop for students to record thorough observations. Students should be looking for problems that often go ignored in the community. Ask the students to be as specific as possible when making their notations so that they will make sense to someone who has not seen what they have. Doing so will be important for the Practice phase of this lesson.

Upon returning to the classroom, lead a class discussion to see what the students were able to find. Ask students:

▸ Did you see anything that surprised, shocked, angered, or encouraged you?

▸ What specifically did you see?

▸ What did you not see/what was missing?

▸ What issue(s) do the things you observed seem to indicate?

▸ Did you see local programs and facilities in place to help?

▸ Do you think that these local programs and facilities are enough? If yes, why? If not, what else might be needed?

Ask students to then review their observations using their worksheets. This will help them to be able to process their observations. Their observations will begin to show how life in their community (its attitudes, behaviors, lifestyles, traditions, industries, etc.) may be affecting the environment positively or negatively. Their observations could include: community assets (places that add value to the community, such as libraries, government offices, community centers, etc.) and individual assets (skills and gifts held by the community and the students, such as public speaking, musical talents, drawing skills, or event organization).

Teacher Tips:

Instead of taking pictures yourself, you may be able to find photos online from local newspaper articles or organizations.

Be sure to circulate through the room while the students are making their posters so that: 1) you are sure that they are using the target language while sharing, 2) you can redirect them if they are off task, 3) you can ask for clarification if the students list something on the poster that may not be clear, and 4) you can identify and praise groups that may have insightful points on their posters. Indicating insightful points and praising the groups during the class presentations is also recommended, so that the other groups can see examples of quality observations versus superficial ones.

Check for Understanding:

Call on some students to share some of their observations with the class. Take a moment to highlight and discuss the similarities and differences that various students observed. Then, have students form groups of three to four to create a poster with a T-chart where they will provide a bulleted list of the positives and the negatives based on what they saw in the community. Well-done T-charts will have numerous items listed in both the positives and the negatives. After the posters have been created, have the groups present their posters to the class and lead a discussion of the major similarities and differences in the information.

Have students use the Una caminata comunitaria worksheet, found in the Student Workbook.

Lesson 3: Causes and Effects of Changes to the Environment

In this lesson, students will take what they have learned at the global and local levels to then look at how they and their communities may reduce the effects of changes to the environment.

Activity: Identifying Causes and Effects

Students can use various visual diagrams to explore the causes and effects of changes in the environment. Have students look at the Árbol del problema graphic organizer. This graphic organizer helps guide students beyond problem identification to breaking down the causes and effects of the problem, which is necessary before exploring steps needed to address the problem.

Display a larger version of this graphic organizer, perhaps projected on to a screen, and explain the three sections:

▸ Problem: The issue that is being studied; in this case, changes in the environment.

▸ Causes: Issues, situations, or phenomena that have led to the problem. In this case, you might prompt exploration of causes by asking, "What are some of the factors hindering our ability to stop changes in the environment?" Encourage students to think about the "causes of causes." For example, if students suggest a cause is that people all want to drive their own cars, ask students to then think further about what causes people to not carpool. Then, repeat this exercise and think further about the causes of the next levels of causes.

▸ Effects: Results created by the problem. As with causes, encourage students to explore multi-layered effects, or "effects of effects." For example, if students suggest an effect could be more extreme weather, ask them to identify the result of that effect, one of which could be people need to deal with coastal erosion and flooding. Next, they should ask what are the effects of people having to deal with these weather-related events. The more students drill, the more they will deepen their critical-thinking and analysis skills.

Guide students through the process of cause and effect. Use a simplified non-issue-related example first. For example: If the problem is that I am late to school, what are some potential causes of that problem? Perhaps I didn't hear my alarm or got distracted as I was getting ready. Next, what would be the impacts of my tardiness to school? I would miss instruction, feel behind and frustrated, etc.

Shift the discussion to the issue at hand, changes to the environment, and help the students brainstorm what they already know from previous lessons. Remind students to also think back to causes and effects they observed in their community maps.

Model filling out the Árbol del problema and at least two levels for each root cause and visual effect in the graphic organizer. Then, have students work with a partner to fill out the graphic organizer.

Have students build their own Árbol del problema by using the graphic organizer and adding causes, starting from the base of the tree to the tips of the roots and moving from larger concepts to more specific sub-topics. Make sure the students understand that their Árbol del problema should have a dual focus on both the local and global scope of the issue of environmental damage. Students should then do the same with impacts, starting from the base of branches to the tips of the leaves and moving from large impacts to more specific topics.

Optional sources for students to research the causes and effects of changes to the environment include the following:

▸ UNESCO Climate Change Educational Resources
www.unesco.org/new/es/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education

▸ United Nations Environment Programme www.unenvironment.org

▸ Articles and videos regarding climate change from the Spanish newspaper El País
http://elpais.com/tag/cambio_climatico/a

▸ Articles and videos regarding climate change from the Colombian newspaper El Espectador
www.elespectador.com/noticias/medio-ambiente

▸ National Geographic Resources on the Environment http://nationalgeographic.es/medio-ambiente

▸ Podcast about Climate Change www.ivoox.com/cambio-climatico-audios-mp3_rf_1212556_1.html

▸ ¿Dónde jugarán los niños? by Maná (song about the effects of climate change)
www.youtube.com/watch?v=y3r2KYQ0VJc

▸ List of songs about climate change on space: 20 minutos
http://listas.20minutos.es/lista/canciones-sobre-el-cambio-climatico-para-pensar-y-reflexionar-382084

▸ AITI Seguros: El cambio climático; causas y consecuencias:
https://www.iatiseguros.com/2019/05/cambio-climatico-causas-consecuencias/

▸ Ecologia verde: Causas y consecuencias del cambio climático:
https://www.ecologiaverde.com/causas-y-consecuencias-del-cambio-climatico-1107.html

Reflection

Ask students to answer the following question:

▸ What cause do you believe is most directly related to the core problem of changes to our environment? (In other words, if we just solved x, there would be a significant decrease in environmental changes.) Justify your response.

Teacher Tips:

As part of this activity, you may wish to assign students to read additional articles or search for research on causes and effects of environmental changes.

It is often easier for students to begin by exploring the effects first, and then to consider the causes second.

Check for Understanding:

Help students develop their Árbol del problema by asking questions to prompt the exploration of root causes, such as "What hinders our ability to stop changes in the environment?" Then, ask them what causes those problems they've identified, encouraging them to document the "causes of causes." Likewise, you can help them explore multi-layered effects by asking questions, such as "How do changes in the environment affect communities?" Then probe further. For instance, if a student says, "more extreme weather" encourage them to explore effects that flow from these effects, i.e., people have to deal with issues like coastal erosion and flooding.

Have students use the Árbol del problema worksheet, found in the Student Workbook.

NOMBRE: _____

MIEMBROS DE TU EQUIPO: _____

Árbol del problema

En tu organizador gráfico del árbol del problema, empieza por escribir el problema en el centro del árbol, y luego piensa en las causas y los efectos del problema. Sigue pensando para profundizar más en el problema y encontrar sus causas principales y sus raíces.

HOJAS/RAMAS: Consecuencias

Estos son los resultados creados por el problema. Al principio, esta parte del problema parece fácil de afrontar, pero cuando las hojas y las ramas se recortan, vuelven a crecer rápidamente. Considera las diferentes capas de consecuencias, o las "consecuencias de consecuencias", que pueden surgir cuando un problema no se aborda. Siempre pregunta: "¿Qué pasa después?" .

_____

_____

_____

_____

TRONCO: Problema

Este es el problema clave que se está estudiando. Porque no es tan aparente como las hojas, a veces se tarda un poco más en identificar el problema principal.

Ex. Cambios en el medio ambiente

_____

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_____

_____

RAÍCES: Causas

Estas son las situaciones o los factores que han conducido al problema. Al explorar las causas raíces de un problema, pregúntate a ti mismo "¿Por qué existe este problema?" Profundiza más y considera las "causas de las causas"; las capas múltiples de factores que contribuyen al problema.

_____

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_____

Let's reflect further and issue a call for action:

Consider all you have learned so far about climate change and its effects. Use what you have learned to write a formal email to a government official or business leader to encourage them to take action to resolve issues related to climate change

Un correo electrónico

Instrucciones: Después de haber investigado lo que es el cambio climático y sus efectos vas a escribir un correo electrónico a un oficial de gobierno, un líder de la comunidad o un empresario para motivarlo a resolver el problema del cambio climático. En tu correo electrónico, debes incluir información de los textos estudiados para respaldar tus ideas. **www.readwritethink.org/classroom-resources/printouts/persuasion-a-30310.html**

Usa el organizador gráfico para planear tu correo electrónico. Luego, escribe el correo en que necesitas:

▸ Definir lo que es el cambio climático

▸ Exponer lo que causa el cambio climático

▸ Proponer soluciones o medidas que se pueden tomar para reducir los efectos negativos del cambio climático

▸ Convencerlo de tomar medidas en combatir los efectos negativos del cambio climático

▸ Usar el formato de un correo electrónico formal: incluir un saludo formal y una despedida formal

Teacher Tip:

Consider this a formative assessment. Read each student's email and provide feedback that will improve the student's argument, the way information from texts is integrated to support the argument, their organization, and their use of language.

Lesson 4: Future Concerns Regarding Environmental Changes

This lesson has students move beyond the past and present to the future. Students will begin to examine the magnitude of the issues they are investigating and also look at potential solutions.

Activity: Researching Solutions

Students will now engage in an Internet search to begin developing an understanding of specific solutions related to environmental changes. This is best done by having students search for organizations that are working to combat this issue. These organizations may be governmental or non governmental, and you may wish to guide students to search for organizations that are not-for-profit. Students should use the Needs Assessment Worksheet to carry out an analysis.

You may also wish to have students use the Árbol del solución graphic organizer to keep track of current solutions that are in use to combat the issue of environmental changes. Model how to go from the center of the proposed solution graphic organizer to the more specific details of the key elements to the solution and the possible outcomes of the solution.

Encourage students to revisit and work in parallel with their Árbol del problema cause-and-effect graphic organizer, which can help to ensure that their solutions are addressing actual problems. Students should develop four solutions, and their accompanying key elements and possible outcomes. They should keep track of any sources they used to fill out the graphic organizer.

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Check for Understanding:

As students work, check to be sure that they are accurately analyzing each organization and determining ongoing needs to address the issue.

For homework, you may ask students to write a 1–2-page report that describes their needs assessment findings. The report should include the following:

▸ A description of the topic at local and global levels

▸ An evaluation of two existing programs or organizations that are working to solve the topic

▸ A list of identified opportunities that address the topic in a new way

▸ A list of resources cited correctly

Review the reports to ensure that students have:

▸ Correctly described local and global implications of the topic

▸ Understood how the existing programs are addressing the topic

▸ Identified a new or innovative way to address the topic

▸ Included a list of appropriately cited resources

Have students use the Needs Assessment and Árbol del solución worksheets, found in the Student Workbook.

NOMBRE: _____

MIEMBROS DE TU EQUIPO: _____

Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

_____

_____

_____

2. What does each organization do well in response to the issue and/or related issues?

_____

_____

_____

3. What could each organization do better in its response?

_____

_____

_____

4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

_____

_____

_____

5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

_____

_____

_____

6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?

_____

_____

NOMBRE: _____

MIEMBROS DE TU EQUIPO: _____

Árbol del solución

En tu organizador gráfico del árbol de solución, empieza por reescribir el problema de tu Árbol de Problema, y sitúalo como un objetivo en el centro del árbol. Luego, considera las diferentes soluciones (las raíces) y los posibles resultados de las soluciones (las ramas).

HOJAS/RAMAS: Resultados

Estos son los resultados creados por la solución. Los resultados pueden parecer haber cumplido con los objetivos, pero cuando tienes en cuenta una reacción en cadena y las consecuencias de los resultados sostenibles, el efecto puede llegar muy lejos. Siempre pregunta: "¿Qué pasa después?"

_____

_____

_____

_____

TRONCO: Problema

_____

_____

_____

_____

TRONCO: Objetivo

_____

_____

_____

RAÍCES: Soluciones

Estas son las acciones necesarias para resolver el problema y cumplir con el objetivo enunciado en el árbol de solución. Al explorar soluciones, pregúntate a ti mismo "¿Cómo resolverá esto el problema?" Profundiza para pensar de forma holística, de esa manera mirarás más allá del corto plazo y no solo abordarás los síntomas del problema, sino también las causas

_____

_____

_____

Activity: Reflecting on Investigate and Learn

Provide opportunities for students to think about and record their individual and collective learning as they progress through the activities. Students should answer the following reflection questions on the next page to prepare for Part 2: Action Plan: How can what you are learning in your AP® Spanish Language and Culture class support solutions that reduce changes in the environment, locally and globally?

As they write, the following questions can help students shape their reflections:

▸ ¿Qué es el cambio climático?

▸ ¿Qué causa el cambio climático?

▸ ¿Cómo nos afecta el cambio climático a nivel global y a nivel local?

▸ ¿Hay algo que puedas hacer para reducir el impacto del cambio climático?

▸ ¿Qué opinas acerca del cambio climático?

▸ ¿Es el cambio climático algo importante que debemos abordar?

▸ ¿Cómo sería el mundo en 100 años si el cambio climático siguiera la trayectoria actual?

▸ ¿Podemos educar a la gente del mundo a reducir, reciclar y re-usar? Explica.

▸ ¿Reduces, reciclas y re-usas tú mismo/a? Explica.

▸ ¿Es posible persuadir a otros hacer un cambio que tendría un impacto positivo en cuanto al cambio climático?

▸ ¿Cómo es diferente la percepción del cambio climático en tu comunidad comparada con la percepción de lo mismo en una comunidad hispanohablante?

Have students use the Reflexiona: investiga y aprende worksheet, found in the Student Workbook.

Activity: Summarizing the Investigation

As part of their service project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to changes in the environment. Select an appropriate format for students to complete their summary. For example, students may make class presentations, design posters to hang in the classroom, write blog posts to share with the class, etc. Summaries may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

Have teams hold a working session to get their ideas in order and to develop their message. When summarizing their investigation, students should keep in mind the following:

▸ What are the key takeaways from your investigation?

▸ How are the problems you investigated similar at local and global levels? How are they different?

▸ How are the solutions you investigated similar at local and global levels? How are they different?

▸ Why may your investigation be important to other AP® Spanish Language and Culture students?

Have students use the Resumen de su investigación worksheet, found in the Student Workbook.

Activity: Working Independently

Now have students independently complete a simulation of Free-Response Question 2 from the AP® Spanish Language and Culture exam. In this argumentative essay question, students will respond to a prompt that calls for them to give their own opinions on a topic and to clearly support their opinions by integrating information from three provided sources. This activity will give students a chance to work on all of the challenge areas mentioned in the recent Chief Reader reports: develop effective skills in argumentation, include more expansive vocabulary, develop a point of view, and integrate information from all three sources in support of their argument. In addition, it pulls together the skills that have been developed and practiced throughout this module.

To begin, have students complete the following pre-writing exercise by carefully considering the prompt for this essay (¿Debe preocuparnos el cambio climático?), and then completing the graphic organizer:

▸ **www.readwritethink.org/classroom-resources/printouts/persuasion-a-30310.html**

Using the graphic organizer will enable students to focus their attention on the presentation of their argument, starting with the development of a clear thesis statement, selecting three main points to develop their point of view, supporting their point of view with relevant evidence from the three provided sources, and wrapping up with a conclusion. With this information already in hand, students will find that when they write their essays they will already have much of the needed organization, structure, and language to craft a high-quality response.

Next, as described in the directions on the worksheet, students will have six minutes to read source one and source two. Then they will listen to source three twice. Students should be encouraged to take notes on all three sources. After reading and listening, students will have 40 minutes to craft their essay. It should be noted that the audio source provided here is much longer than any audio source that would be provided on a real AP® Spanish Language and Culture exam, as audio sources for the exam last less than three minutes.

Upon completion of the essay, have students exchange their essays with a peer for evaluation. Guide students on what to look for in their peers' essays and have students use the accompanying peer evaluation report to direct them in giving feedback. After getting feedback from a peer, students should make corrections, as necessary, to address their partners' observations.

After making corrections, ask students to submit the essays to you for feedback. As you read the essays, make comments or suggestions for the students to address the development of their argument, point of view, vocabulary, and integration of the three sources. Students should then have the opportunity to make corrections and submit a final draft. The final draft should be then graded using the AP® Spanish Language and Culture Scoring Guidelines for free response question two found at **https://apcentral.collegeboard.org/**.

> Have students use the Free-Response Question worksheet found in the student workbook

AP® Spanish Language and Culture Free-Response Question

Task 2: Argumentative Essay

Directions: You will write an argumentative essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have six minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Tema curricular: Los desafíos globales

Primero tienes seis minutos para leer el tema del ensayo, la fuente uno y la fuente dos.

Tema del ensayo:

¿Debe preocuparnos el cambio climático?

Fuente número 1: Introducción

Este texto trata del desplazamiento humano por causa del cambio climático. El artículo original fue escrito por Tania L. Montalvo y fue publicado el 26 de noviembre del 2010 en CNN México. (**http://expansion.mx/planetacnn/2010/11/26/ migrantes-ambientales-huir-de-los-danos-del-cambio-climatico**)

Migrantes ambientales: huir de los daños del cambio climático

Una investigación de la Comisión Europea concluye que el aumento de la degradación ambiental genera más presión para migrar.

CIUDAD DE MÉXICO (CNN México) — La migración se ha convertido en una estrategia de adaptación ante los efectos del cambio climático. Hombres y mujeres de comunidades rurales se establecen en otras áreas para huir de los daños del calentamiento de la tierra, según denuncia las Naciones Unidas.

Organizaciones civiles como Oxfam consideran que la migración ambiental crea un nuevo concepto de refugiado: los que son forzados a huir de su país de origen porque las condiciones climáticas ponen en peligro su existencia o afecta su calidad de vida.

Environmental Change and Forced Migration Scenarios (EACH-FOR), una investigación auspiciada por la Comisión Europea para estudiar cómo los cambios climáticos agravan el problema de la migración en el mundo, concluye que los procesos de degradación ambiental influyen notablemente en los cambios de residencia.

Stefan Alscher, gerente de proyecto de EACH-FOR, asegura que existen tres tipos de refugiados ambientales a consecuencia del cambio climático:

▸ Aquellos que sufren desplazamientos temporales por terremotos, ciclones o posibles inundaciones.

▸ Los que migran porque los procesos de degradación ambiental ponen en riesgo su salud y destruyen las bases de su sustento económico.

▸ Los que se desplazan porque hay cambios permanentes en su hábitat tradicional.

Dentro de estas categorías, EACH-FOR también considera a las personas que son desalojadas de sus comunidades por cuestiones de desarrollo, es decir, por la construcción de presas o de plantas de energía renovable.

¿Migración ambiental?

El Programa de Naciones Unidas para el Desarrollo (PNUD) y la Fundación Heinrich Böll reconocen que "no se conoce con exactitud la magnitud de la migración climática, en parte debido a la dificultad de aislar el cambio climático y el deterioro ambiental de otras variables que influyen en la migración, como las económicas", dijo Ingrid Spiller, representante de México, Centroamérica y el Caribe de esa fundación.

La comunidad internacional todavía no reconoce que existan los desplazados por causas climáticas y la disparidad en las cifras sobre los posibles migrantes ambientales es un claro ejemplo.

El año pasado, la Organización Internacional para las Migraciones (OIM) dijo que en las próximas cuatro décadas el número de desplazados ambientales llegaría a los mil millones. En 2002, el Alto Comisionado de Naciones Unidas para los Refugiados (ACNUR) dijo que podría haber 24 millones.

Las conclusiones de EACH-FOR, cuyo proyecto de investigación de migración terminó en mayo de 2009, fueron que el cambio climático no es el único detonador de la migración, aunque el aumento de la degradación ambiental sí genera más presión para migrar.

Un informe del grupo de ayuda internacional Christian Aid también calcula que por lo menos 1,000 millones de personas se verán obligadas a abandonar sus hogares para el 2050 ante la escasez de recursos naturales provocada por el cambio climático.

La agencia de consultoría británica Maplecroft concluyó que los países en desarrollo de Asia y África serán los que enfrentarán los mayores riesgos por el calentamiento global en los próximos 30 años.

Fuente número 2: Introducción

Esta imagen muestra los impactos que tendrá el cambio climático para el año 2050 en Latinoamérica. La imagen fue originalmente publicada en un informe de la Comisión Económica para América Latina y el Caribe (CEPAL) en el 2010.
http://repositorio.cepal.org/bitstream/handle/11362/39890/graficos_vitales_cambio_climatico.pdf?sequence=1

Impactos del cambio climático esperados para 2050

Fuentes: R. Landa et al., Cambio climático y desarrollo sustentable, 2010; CEPAL, Climate Change. A regional perspective, 2010.

Fuente número 3: Introducción

La siguiente grabación proviene de www.notesinspanish.com. El segmento discute un artículo del periódico español El País cuyo artículo pronostica los impactos económicos en el turismo por cau sa del cambio climático.
www.notesinspanish.com/2007/01/16/intermediate-spanish-podcast-15-cambio-climatico

Have students use the Observaciones de compañeros para el ensayo argumentativo worksheet, found in the Student Workbook.

Part 2: Action Plan

The Action Plan section is divided into four parts:

▸ Connect Learning

▸ Form Teams

▸ Develop Action Plan

- Goal Setting
- Understanding Approaches to Taking Action
- Determining Clarity and Relevance of Goals
- Measuring Success
- Setting S.M.A.R.T. Goals
- Identifying Resources and Creating a Network
- Developing a Timeline

▸ Reflect

WE Service Framework

INVESTIGATE AND LEARN ▶ **ACTION PLAN** ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 2: Action Plan

Students apply the knowledge they acquired through the Investigate and Learn lessons to develop a plan through which they will address one local and one global service action.

Key Takeaways

▸ Completing a service action requires a set of skills, including working as a team and creating action plans.

▸ Action plans involve setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities to each team member, and preparing to network with others to complete tasks.

▸ Three approaches to completing a service action are direct service, indirect service, and advocacy.

This Section Contains:

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of action planning.

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

Connect Learning

Activity: Determining Interests

As a class, discuss the following:

▸ What issues related to your topic do you hear about on the news or read in newspapers and online articles?
  Why do you think these stories are covered by the media?

▸ What issues related to your topic do you think the general public is not aware of?
  Why do you think they are unaware?

▸ What issues related to your topic really bother you, even if you do not know a lot about them?
  Why are you bothered by these issues?

▸ If you were a world leader, what kinds of problems related to your topic would you tackle?

Teacher Tip:

Support students in determining their personal interests by incorporating an activity in which they think back to the problems and solutions they identified in Part 1: Investigate and Learn. Have students brainstorm the global and local issues they feel are most important and personally interesting to them.

Form Teams

It is recommended that students work in teams of four to six to plan and carry out their AP with WE Service projects. However, students may work individually or in any size group as approved by their teacher. Each team will decide on one local and one global action, and then create a plan that details how the actions will be achieved. Since each team will focus on a particular action, encourage students to form teams based on their interest in working on similar local and global issues. The more inspired and passionate students are about the issue they identify around the topic of access to clean water, the more creative they will be with the actions they develop. In order for students to pick teams, have students present the local and global issues they are interested in, then join forces with other students who are addressing similar issues.

Teacher Tips:

‣ When students first meet with their team, encourage them to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team. This will help to identify and establish group norms, including a plan and process for conflict resolution.

‣ Create a spreadsheet that the teacher can fill in with group members, including module (of choice), columns for check-ins, numbers, and agencies worked with. Teacher can also add a column to grade as each piece is completed.

‣ Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.

‣ If a big group forms around one issue, have students break into two groups and ensure they design different action plans on the same topic.

Resources to Support Forming and Working in Teams

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Gift + Issue = Change This activity helps students discover how they can use their talents and interests to carry out a service action.	Use this activity to help students think about how they might individually contribute to an action that they feel passionate about.
Finding Passion with the Issue Compass This activity helps students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about the topics. Students then choose one issue about which they are most excited to learn more and take action.	This interactive activity can be used to align students into action teams according to their interests and talents.
Exploring the Four Leadership Styles Every student can be a leader within their action team. This activity helps students to understand and value different kinds of leadership styles, and to discover their own strengths and challenges as a leader.	Use this activity to help students better understand their individual strengths and the strengths of their teammates. By giving each person the power to be a leader, no one person will feel the burden of being responsible for the entire project.

Resources to Support Collaborating as a Team

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Safe Space It is important for each team to create a space in which everyone feels comfortable voicing their opinions. This activity asks team members to think individually and then as a group about what they will need in order to thrive within their team.	Use this activity to help teams create guidelines around the way they interact and make decisions as a team.
Drafting a Team Contract This activity walks students through how to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team.	Use the contract to help students identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn and a proactive approach to problem-solving within a team environment. Use the results from the Exploring the Four Leadership Styles activity to help determine roles and responsibilities of each student in the group.
Establishing Roles and Responsibilities Teamwork is a success when project tasks are divided equally and based on individual strengths.	Use this activity to share with students how they can divide and conquer major areas of responsibility, and the roles they can each assume to make their service project both personally fulfilling and an overall success.

Develop Action Plan

After students have formed their teams, the next step is for teams to build out an action plan that:

▸ Identifies team goal(s)

▸ Establishes their metrics of success

▸ Identifies their network and required resources

▸ Creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities

Teacher Tip:

Be sure teams create goals that are specific and measurable. In addition to meeting the Recognition Rubric requirements, this will allow students to report on the impact of their project in Part 4: Report and Celebrate.

Activity: Goal Setting

Each team must create a goal for the team's action. This goal will need to:

▸ Be clear, measurable, and informed by the team member's needs assessment

▸ Incorporate one global and one local action

▸ Achieve direct service, indirect service, or advocacy.

Help students generate and decide on a team action goal using the following activities

Activity: Understanding Approaches to Taking Action

Every great plan begins with establishing clear goals. But first, help students understand the types of actions their team might take through their action project. There are three approaches, generally speaking, to taking action:

▸ **Direct service:** Personally engaging with and providing hands-on services to those in need (usually in conjunction with an organization).

▸ **Indirect service:** Channeling resources to the needs of a community—locally, nationally, or internationally.

▸ **Advocacy:** Educating others about an issue to increase visibility and follow up with an action that focuses on enacting change.

Resources and Ideas to Support Selecting a Type of Service

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Tips on Developing Direct Service Action Ideas Get ideas and resources on how to personally engage with and provide hands-on services to those in need (usually in conjunction with an organization).	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Direct Service Action Ideas • WE Volunteer Now Campaign
Tips on Developing Indirect Service Action Ideas Get ideas and support on how to channel resources to the needs of a community—locally, nationally, or internationally.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Indirect Service Action Ideas • WE Go Green campaign • WE Scare Hunger campaign • WE Are Rafikis campaign • WE Create Change campaign
Tips on Developing Advocacy Action Ideas Get ideas and resources on how to educate others about an issue to increase visibility and how to follow up with an action that focuses on enacting change.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Advocacy Action Ideas • Developing a Deep Understanding of Your Issue, and Messaging Your Message • Ensuring Message Credibility • Spreading the Word (Communications Strategies and Communications Plan Worksheets and Templates) • Practice, Practice, Practice • WE Are Silent campaign

Approaches to Taking Action Information Sheet

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.
ACTIONS	• Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support • Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours)	• Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity • Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.
ACTIONS	• Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) • Reach out to local businesses to try to get a storage space donated • Connect with school social workers/administration to gain their support • Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate	• Develop an online database for tracking donations and pick-ups, and maintaining inventory • Share pick-up information with local shelters, churches, community centers, etc. • Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.
ACTIONS	• Research the impact of single-use plastic water bottles around the school and in the local community • Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics • Seek permission from school administration to display the piece in a common area of the school	• Design and order water bottles to sell at school • Research and select an international organization that focuses on clean water projects • Organize a selling schedule for the water bottles, donate profits

Activity: Determining Clarity and Relevance of Goals

In their teams, students should now begin to develop their goal(s) for their action plan. Setting effective goals is a more difficult skill than most people imagine, but once students learn to employ one or more techniques for developing clear goals, it will serve them in all endeavors. Have students split up into their action teams and instruct them to brainstorm actions they would like to take, sharing from their personal reflections from the previous section, and drawing from their previous investigation and research, along with the needs assessment and reflections. Encourage students to use the 5Ws (what, where, when, why, who, and how) to express their overarching goal(s) and to be as clear and specific as they can.

As they write drafts of their goal(s), they should ask themselves the following questions to assess the clarity and effectiveness of their goal:

▸ Is this goal specific enough so that we know exactly what our team will accomplish?

▸ Can we measure whether or not this goal was fully accomplished?

▸ Is it achievable within our project period?

▸ Is it relevant to the social issue we are aiming to address?

▸ Do we know the deadline by which it will be accomplished?

Activity: Measuring Success

As part of goal setting, establishing Measurements for Success is an important way of knowing if the goal has been achieved. Take time to discuss measurement in a bit more detail. Measurement is an aspect of the goal-setting exercise that students should understand before they begin executing an action plan. Students will need to understand how they will measure positive outcomes so that they understand what success looks like and how they will know they have achieved their goal. Is it based on the number of people they have reached through their actions? This will require teams to keep track of numbers. Or are they also looking at how the individuals reached have been affected? A survey with written answers (or multiple choice options) could do the trick. Share with students that measuring success can take two forms:

▸ Qualitative data is usually descriptive data that provides insights into what/how people think or feel. Qualitative data is harder to analyze than quantitative data.

▸ Quantitative data usually provides a numbers-based measurement (with associated units) such as quantity, amount, or range.

Teacher Tip:

Have teams define quantitative and qualitative data sets for their action plan; then brainstorm a list of each that applies to their action project. Remind students that establishing their criteria for success and the corresponding metrics is an ongoing process. As they dive deeper into their action planning and execution, it will become clearer for students what kind of data they will need and how they will obtain it. The information may be collected by multiple team members. However, it is good to designate at least one person to any (and each) of the methods on their list.

Activity: Setting S.M.A.R.T. Goals

A S.M.A.R.T. goal is Specific, Measurable, Attainable, Relevant, and Time-bound.

Before your group starts their campaigns or actions, you're going to need a good plan. By having a plan, you will have the means to establish a defined goal and a reliable way to reach that goal. Brainstorming ideas will allow you to determine clarity and relevance for your service project. Your criteria will serve as a guideline to ensure that you have a way to evaluate your outcome and see whether or not you've achieved what you set out to do. So whether your group is trying to hit a particular fundraising total, organize a huge event with a certain number of attendees, or reach a target audience with awareness-raising speeches, you'll want to start with a goal and a plan. The surest way to do this? Build a S.M.A.R.T. goal.

Resources on Goal Setting

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Determining Clarity and Relevance of Goals This is a brainstorming activity that guides students through big picture ideas and critical thinking as they begin to plan their service project goal.	Use this activity to help students sort through all the ideas they will come up with before they decide on the goal around which they will develop their action plan.
Establishing S.M.A.R.T. Goals This activity guides students through key steps of S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals.	S.M.A.R.T. goals help students ensure that their team sets a "right-sized" and relevant goal to guide their action planning throughout this experience. This skill set, once learned, is one that students can apply to a myriad of other challenges and settings.

Resources and Ideas to Support Measurements of Success

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating Measurements of Success Reporting success comes down to students' ability to collect the right data and information. This activity helps students think about the outcomes of their project as part of their goal-setting and action-planning work.	Help students understand the difference between qualitative and quantitative data, and how to go about creating and establishing the right measures of success for each team's project.
Collecting Evidence and Artifacts This activity supports students with gathering the information they will need to help report on the outcomes of their service projects.	Use this resource to help students determine the type of data they need to collect, and then how they can go about gathering the info they need. The data and information students gather will feed into their team executive summary at the end of the overall module.
Creating Surveys and Feedback Forms Creating a survey and/or a feedback form means identifying the criteria on which you want to collect data and report the outcomes.	Use this resource to show students how they can create their own surveys and feedback forms by considering all the relevant data and information they will need. Sample surveys and forms will provide further guidance.

Activity: Identifying Resources and Creating a Network

As students develop their goals and measures of success, they will start to identify what they need to execute their action plans. This will include creating connections with people, such as within (but not limited to) the school, your community, different organizations and businesses, topic experts and speakers, media outlets, the blogging/social media community, etc. These people will serve as supporters and amplifiers, as well as providers of information and resources.

For this latter part, students will need to identify the resources they need to accomplish their goals. This can include (but is not limited to):

▸ Facts and statistics (found through research or materials from other organizations)

▸ Tools and supplies (this list can be endless, but may include things like card stock, paint, tables, chairs, microphones, water buckets and sponges, labeled boxes to collect items, collection jars, etc.)

▸ Stories of individuals who benefit from the services of the organization

▸ Access to space and/or venues

▸ Methods and resources for producing necessary materials or media

Activity: Developing a Timeline

A key to success in action planning is developing a careful timeline. Not only will it help students allot the appropriate time to each task and keep them on track, but breaking up a large task or action into smaller, more manageable tasks will help them address all the necessary details in a timely fashion.

Resources to Support Identifying Resources and Creating a Timeline

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

Teacher Tip:

Emphasize to students that timelines are meant for them to have a date to work toward. When they begin working with organizations the timelines will need to be flexible.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Timeline Creating careful timelines is a key to success in action planning.	This activity will help students allot the appropriate time to each task and keep them on track. It will also help them break up a large task or action into smaller, more manageable tasks to effectively help them address all the necessary details in a timely fashion.
Identifying and Sequencing Tasks Creating timelines means thinking through the details and plotting the relevant tasks that get students from point A to B and onward on a project.	This activity will help students think about each step of their action project and how to plot each step as an actionable task in a timeline.
Identifying Task Owners This activity shows the difference between roles and responsibilities set out at the beginning of a project with that of an owner of an individual task.	Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual's overall role and responsibilities, and some will be based on personal interests, skills, and strengths.
Identifying Resources and Creating a Network This activity highlights that through the process of planning and taking action, students will meet and be in touch with many people. This network of people will grow quickly and may be valuable beyond their projects.	Use this activity to help students create a networking map to help them keep track of the people they will be working with through their action plan. They can also document the resources they will need to access, either through their network or as an item they will need to source separately.

Activity: Creating the Action Plan

After working as a team to identify team goals, establish metrics of success, determine their network and required resources, create a timeline for completing their actions, and identify individual roles and responsibilities, students are ready to put all their ideas in writing. By creating an action plan, all team members are committing to support their team in carrying out the proposed project(s).

Teacher Tip:

Have students create the local action plan first, complete the hours, and then have them complete a separate plan for their global hours.

Please keep in mind that there are no hours requirement that you need to meet, but this step will help students understand the time they invested in their projects.

▸ Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet, found in the Student Workbook, to review common mistakes made during action planning and to ensure these have been avoided.

▸ Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.

Reflect

After completing their action plan, students should individually reflect on their teamwork and action planning thus far. Teams should then share their plan, describe how the project addresses the issue at local and global levels, and make connections to the AP® course.

Activity: Reflecting on Action Plan

Provide students with questions to help them reflect on their experiences working as a member of a team and creating an action plan.

▸ What is the issue that your team is taking action on? Why is this issue important to you? Why is this issue important to your team?

▸ What action is your team planning to take? How does this action fulfill an opportunity identified in your needs assessment?

▸ What are you most passionate and excited about in your action plan?

▸ Why is goal setting so important, and how can you imagine using goal-setting techniques in your life, future action plans, or other activities? How does your action goal relate to your AP® course?

▸ What kinds of leadership qualities do you hope to develop as you continue to take action?

▸ Why is teamwork so essential to carrying out effective service projects to address local and global issues?

▸ Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?

Check for Understanding:

Through this reflection, students should highlight why the issue is important to them, how they can make a contribution, why certain aspects of action planning (such as goal setting) are important life and academic skills, what connections they have made to their AP® course, and what they have learned so far.

Teacher Tips:

▸ As part of their AP® with WE Service project, students will need to track their work. Look ahead to Part 4 to review and share expectations with students so that they are keeping records, taking photos, collecting documents, and tracking data.

▸ Educating others about their local and global issue is a great way for students to share their learning. Invite teams to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc. It is also a great way to share the ideas they have developed in their action plan and how they will take action on the issue. This is not the action in itself but rather the education on the issue and the action plan.

Resources to Support Deeper Reflection and Educating Others

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Perfecting the Elevator Pitch This activity helps students understand that what they say about their actions has the potential to do several things, including inform, appeal to emotions, persuade, and compel others to take action themselves.	Use this activity to help students create the proper "elevator pitch" for their project as they think about how to create a compelling message about what they have learned about their issue and what they will do about it.
Developing a Deep Understanding of Your Issue and Massaging Your Message This activity highlights how educating others about an issue means students must be knowledgeable about it.	Use this activity and case study to show students how to think critically about their issue as they learn to ask informed and thoughtful questions, and assess the gaps in their knowledge and the information they need to know.
Ensuring Message Credibility In order to gain support, every team's message should be able to stand up to the critics they may face. This activity will help students ensure the credibility of their message.	Use this activity to have students run three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period.
Spreading the Word A message is only powerful if it reaches the right people. This activity, along with accompanying worksheets and templates, guides in developing effective communications strategies and a communications plan.	Use this activity to have students brainstorm various communications methods and assess each one's effectiveness. Then, they will develop a communications plan around their selected method to detail who their message is intended for, how the message will be communicated, and when it will be delivered.
Practice, Practice, Practice This activity highlights how public speaking is a powerful force that can break the silence and raise awareness of difficult issues.	Use this activity and case study to have students read, listen to, or watch some examples of famous speeches to identify how the speaker uses the three I's—Influence, Involve, and Inspire—with their audience.

Use the Reflect: Action Plan worksheet in the Student Workbook to reflect on what you have learned.

Part 3: Take Action

The Take Action section is divided into two parts:

▸ Connect Learning

▸ Re-Inspire and Reflect

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 3: Take Action

As students take action, they will be equipped with tools to navigate obstacles, mitigate conflicts, collect evidence, and record their actions, while also learning how to maintain their drive and inspiration.

Key Takeaways

▸ Effective teamwork is strengthened through abilities to navigate obstacles and overcome conflicts.

▸ The impact of an action can be measured by the collection of evidence and recording actions.

▸ Re-inspiration is important when caught up in the details.

This Section Contains:

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of taking action, effective teamwork, and recording actions.

Resources on Determining Effective Teamwork, Navigating Obstacles, and Overcoming Conflicts

In Part 3: Take Action, you will use these resources to help students with practicing positive teamwork, navigating obstacles, and planning for contingencies as they begin to take action.

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Ezra Frech's Story Ezra Frech loves to play guitar and a ton of sports. Born with one finger on his left hand and a lower leg that was curved, he had surgery at age two to remove the lower part of his leg and transplant the big toe onto his left hand.	Ezra's story (available at **https://www.youtube.com/watch?v=KUqmJzoQQYQ**) highlights perseverance and tenacity. On losing his leg and gaining a transplanted thumb, he says, "And this hasn't slowed me down at all!" He is his school's starting quarterback and can shoot hoops for days.
Practicing Positive Teamwork and Conflict Mediation Maintaining a positive and enthusiastic team can be difficult in the midst of long sessions of work and preparation. Conflicts are likely to arise, and understanding techniques for conflict resolution is an important lifelong skill to have.	Use this tip sheet and worksheet to help students understand conflict-mediation techniques and the power of constructive feedback to keep team dynamics positive and ensure their teammates feel supported and appreciated.
Navigating Obstacles No matter how much work and preparation goes into an event, obstacles may arise at any point, acting as a roadblock to success.	Help students gain a better understanding of how others have successfully navigated and overcome obstacles using this case study on Spencer West, a motivational speaker and author of *Standing Tall: My Journey*, which underscores teamwork and focus on goals.
Planning for Contingencies This means students are thinking ahead by looking at possible issues that might come up, and planning for possible solutions accordingly.	This activity helps students work through the process of proactively identifying potential issues and considering practical solutions so that they can plan ahead.

Connect Learning

Activity: Student Log Sheet

In addition to the information, artifacts, analyses, and reflection pieces that you collect and complete, you will need to keep track of time spent on your action projects, reflect on your experiences, and collect the appropriate verification where needed. As you reflect, some of the things you may think about include:

▸ What did you accomplish today?

▸ What (if any) were the major successes or big wins?

▸ How can you build on these successes?

▸ What (if any) were the setbacks, minor or major?

▸ What is your plan to mitigate or resolve these issues?

▸ What do you plan to accomplish tomorrow/next class/next meeting?

▸ How are you feeling about the progress of the action so far?

▸ Did you collect the qualitative data you set out in your action plan? What are the testimonials telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ Did you collect the quantitative data you set out in your action plan? What are the numbers telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ What is still missing and how will you get the information you need?

▸ How did your team pull together? What were your teamwork successes? What conflicts or obstacles did you resolve or overcome? How can you be stronger as a team?

Have students use the Student Log Sheet, found in the Student Workbook, to help record and keep track of their activities and reflections.

Re-Inspire and Reflect

In the process of carrying out an action, team members will often lose inspiration or momentum. Help students reconnect with their original motivation for taking action to empower them as change-makers.

Individually, ask students to reflect on their own story as someone who is interested in changing the world through action. Provide them with the following questions to reflect on their story as an agent of change.

Activity: Reflecting on Take Action

Provide students with questions to help them reflect on their experiences of taking action as a team.

▸ How will you continue the work that you and your team started with this project?

▸ Changing the world is hard work, and a lot of fun too! What are the top three lessons you have learned during your service project?

▸ What is your story as an agent of change?

Resources on Re-Inspiration

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Craig Kielburger's Story When Craig first learned about child labor at the age of 12, there was no way for him to get involved and make real change as a kid. So he set out on his own to free children from poverty and exploitation, but freed his peers at home from the idea that they had to wait to change the world.	Use the various resources—including videos, articles, and books Craig has written—to inspire students with the knowledge that passion and determination can truly change the world. Access the resources here: **https://www.we.org/en-CA/about-we/about-us**.
Ally Del Monte's Story Every year, 3.2 million kids are bullied. Sixteen year-old Ally Del Monte was one of them, but she decided to fight back by motivating others to be proud, be strong, and, most of all, be brave.	Use Ally's story (available at **https://www.youtube.com/watch?v=QhHLekYrrp8**) to inspire students and spark a conversation. Ally talks about bullying and its terrifying impact, but she also talks about overcoming the bullying and leading by example.
Razia Hutchins and Maurice Young's Story The I Am For Peace movement started as a neighborhood march against violence in the south side of Chicago. Now an annual event, it has gone global, thanks to champion youth Razia Hutchins and her partner in peace, Maurice Young.	Use Razia and Maurice's story (available at **https://www.therenewalproject.com/fighting-against-chicagos-gun-violence-with-peace/**) to inspire students about how a passion-driven initiative can make a life-altering impact—on those who lead the initiative as well as those who will be inspired to join.

Part 4: Report & Celebrate

The Report and Celebrate section is divided into three parts:

▸ Connect Learning

▸ Celebrate

▸ Complete Final Summary and Reflection

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 4: Report and Celebrate

Students will compile and showcase their work. They will then celebrate their accomplishments and look ahead at ways to continue to sustain their actions.

Key Takeaways

▸ Devoting time to serving the greater community can positively affect the individual and the community.

▸ Service learning enables students to make local and global connections to AP® course content.

This Section Contains:

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

▸ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of Report and Celebrate.

Connect Learning

Activity: Understanding the Purpose of Showcasing Work

Discuss the following:

▸ Why is it important to put together evidence of your service project?

▸ What is the value of showcasing your work?

▸ What are the different ways in which portfolios can be presented?
  Are some ways more effective than others? How and why?

▸ How can a portfolio be used to educate, inform, and guide other students in creating their portfolios?

Activity: Collect Artifacts

To showcase their work, instruct students to consider including elements they would find interesting and helpful to have if they were just beginning their action. What would they include to help students who are only beginning their action planning?

Putting Together a Portfolio of Artifacts

A portfolio is a collection of work, material, and achievements that you believe best explain and represent your AP® with WE Service work. It can take one or more forms:

▸ An online presentation through Prezi or PowerPoint

▸ A blog or a website, or any other online tool that you may choose

▸ Video presentation

▸ Physical portfolio displayed on a presentation board, in a binder or scrapbook, etc.

! **Focus Area Alert:**

Have students describe the steps and actions they took to effect change. They should describe any policies, regulations, or laws that could be implemented and enforced to facilitate continued change in this area.

Celebrate

Optional Activity

Amazing actions, incredible impacts, and outstanding student leadership deserve to be celebrated. It is important to honor the work students have done and recognize the impact they have had on their communities, the nation, and the world. As a class (or perhaps a school, if other AP® with WE Service courses exist in the school), organize a celebration that fits the actions that the students have taken. A few celebration ideas include:

▸ WE Day

▸ A school-wide assembly

▸ A project fair for the whole school to visit

▸ An outdoor cinema-style documentary screening

▸ Poster exhibition

▸ School newsletter, newspaper, or special-edition magazine

Do not forget to share and celebrate over social media:
Post on facebook.com/WEmovement • Tweet @WEmovement, #WEday, #APWEServe

Teacher Tip:

Students have seen what they can accomplish as small groups, so put together all of their numbers so they can see the change they affected as a whole group.

Resources on Celebrating...

Resources are available in the AP with WE Service Program Guide: **https://apcentral.collegeboard.org/pdf/program-guide.pdf**.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
... At WE Day	WE Day is a powerful, life-changing event that combines the energy of a live concert with the inspiration of extraordinary stories of leadership and change. Visit the WE Day website (**WE.org/en-CA/our-work/we-day/**) to find an event in your city or nearby, and apply for tickets.
... At a School-Wide Assembly	School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample road map in this tip sheet to organize a memorable school assembly.
... Through Social Media	Social media is a great way to celebrate all of the amazing work your class is doing. Join the conversation online and create fun, engaging content to share your big ideas.
... Through a Project Fair	A project fair allows for intimate and meaningful interaction between teams and the rest of the student body, allowing other students to explore and understand the different service actions at their own pace. This tip sheet will provide thoughts and ideas on organizing a project fair.
... With a Documentary Screening	Why not make a final documentary of the different action projects and hold a school-wide screening? This tip sheet will help you get started.
... With a Poster Exhibition	Posters can convey a lot of information and emotion through art and concise copy. It is a great team exercise as part of their portfolios and a terrific way to share and celebrate their successes within the school and even the community.
... With a Special Publication	Put together a class publication that shares the highlights, learning, and successes of the teams through individual and/or team articles, photo essays, and editorials. This tip sheet will get you started.

Celebrate with WE Day

Imagine a stadium-sized celebration of thousands of students who share a passion for making the world a better place. Imagine a global roster of speakers and performers including Nobel Prize-winner Malala Yousafzai, Martin Luther King III, Demi Lovato, and Selena Gomez. Imagine an event where young service leaders are the VIPs! That's WE Day.

WE Day Connect

WE Day Connect is an interactive, online event, hosted by WE Day talent, for students and educators across North America. In this 90-minute program, students celebrate selfless acts of volunteerism and learn how their peers are working to make a difference in their local and global communities. During our first WE Day Connect event, 30,000 people tuned in, making this our largest youth attendance for a WE Day to date! Learn more at **WE.org/en-CA/our-work/we-day/we-day-connect**

WE Day Special

We've teamed up with some amazing partners to bring the power of WE to you—wherever you live. The WE Day broadcast will bring families together for an evening of inspiration and empowerment through incredible speeches and performances by people who are making a difference in their communities. Watch the WE Day special online at **WE.org/broadcast**.

WE DayX

Bring the power of WE Day to your school. Kick off your year of action or celebrate the end of one with your own WE Day-style assembly, and unite your school for a better world. With WE DayX, any group can host their own event in the true spirit of celebrating and inspiring local change-makers. Learn more at **WE.org/wedayx**.

WE Day Webcast

Can't make it to WE Day? Watch the live webcasts of each WE Day event online at **WE.org/watchweday**. For a list of event days, check out **WE.org/we-day-events**.

Earn Your Way

You can't buy a ticket to WE Day. As an AP® with WE Service class, you earn your way there through your service-projects and are invited to the WE Day closest to you! Visit **WE.org/weday** to learn more.

Celebrate with Social Media

Social media is a great tool to show all the amazing work your students are doing! Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group's accounts or teaching your students how to run social media in a fun, safe, responsible, and effective way, these tips will provide creative ways to amplify your projects in the digital space!

Getting connected. This is the best place to get started. Make it a team effort and tell your school that you'll be posting all about the amazing work they'll be doing. Grow your network by adding group members and students on all of your social media accounts. Stay digitally active and keep up the conversation online! Engage with posts using likes and motivate each other with comments.

Take great photos. Eye-catching visuals are an absolute necessity when it comes to social media! Bright backgrounds, daylight, and big smiles are the best combination for an awesome picture. Mix it up by changing up settings. (One photo can be in a classroom; another can be outside!) This will add variety to your feed and make it much more interesting.

Share in a timely fashion. Want to know a fact about social media? It only thrives if people see it. Post at times that will guarantee views. Sharing during lunch break and right after school will ensure your content gets the most visibility.

Updates! Does your latest project include a goal you're trying to reach? Keep your school updated on how close you are! Provide updates as soon as you get them, to keep your students and teachers in the know. That post might be the extra push you need to achieve your goal.

Use hashtags. Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.

Gifs! Take your feed to the next level with these short animations. Download a GIF maker from your preferred app store and fuse your photos together to liven up your newsfeed.

Tag—you're it! Here's a fun way to get your school involved: play a game of digital tag. Once you've posted, have students tag five friends and challenge those friends to tag and share with five others. You'd be surprised how fast word gets around! (PS: This works even better if you all use the same hashtags in your captions.)

Create a challenge on the WE Day app! Amplify your latest project with a challenge on the WE Day app! Not only will your friends be psyched to take it, it'll also be available for all app users so they can contribute to your project! Make it quick and related to your project, and amplify it further by sharing it on your social channels!

Share with us. We love seeing how your projects are going! Tag your posts with **#WEday, #WEschools** and **#APWEServe**. They might just get featured!

Complete Final Summary and Reflection

Activity: Complete Final Executive Summary

Once students have completed their action, submitted their evidence, and celebrated their work, students may complete an executive summary as a team. The executive summaries offer a snapshot of the team's outcomes based on:

▸ Summary of the team's work and individual contributions

▸ Analysis and highlights of evidence collected

▸ Explanation of the project impact and its significance within a larger context

▸ Summary of what they learned about their AP® course through the service project

Activity: Reflect on the Overall Service Experience

Individually, students complete a final reflection that describes their overall service experience. Students reflect on their thoughts at the start of the project and how they feel they have grown over the course of their service work. What do they now understand about the role of service and active citizenship, especially as an application of their learning?

Activity: Record and Reflect

Using the following questions to guide your writing, reflect on the overall action project, which will inform the development and assembly of your portfolio.

Overall, in this action project:

▸ What were your most important successes as a team, and what were the important factors that helped you accomplish those successes?

▸ What obstacles did your team overcome and what strategies were important in navigating those challenges?

▸ What was your favorite moment in carrying out your action?

▸ What are you most proud of?

▸ If you could go back to the start, what advice would you give yourself or your team? Is there anything you would do differently?

▸ How is your community/the nation/the world a better place because of your action?

▸ How have you developed as a global citizen in taking action? What plans do you have to continue your work as a change-maker?

Completed the module?
Register to become a WE School!

Congratulations on implementing and completing your service projects. Did you know that if students at your school complete at least one local and one global action, your school is eligible to become a WE School? Spread pride throughout your school and unlock unique opportunities by starting a WE Schools group! Check out **WE.org** and look for the WE Schools application.

Resources

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Acknowledgements

Notes

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