

Curriculum Guide ~ The Environment & You

UNIT GOAL: *After completing the Environment & You Unit, students will demonstrate their understanding of the environmental debate and their personal impact on the environment through formal discussion and writing on current environmental concerns and initiatives.*

CONTENT OBJECTIVES

Students will be able to...

- identify environmental concerns (local/national/global).
- describe the impact of human beings on the natural environment.
- discuss ways individuals, groups, and governments can improve our environment.

LANGUAGE OBJECTIVES

Level 500 students will be able to...

- express and defend an opinion orally and in writing.
- use topic-specific vocabulary to discuss environmental concerns.
- distinguish fact from opinion in written texts.
- take notes during a presentation.
- write an opinion essay using reporting verbs and phrases.

Level 550 students will be able to...

- use factual data to support an argument, orally and in writing.
- use topic-specific vocabulary to discuss environmental concerns.
- evaluate written arguments.
- prepare an outline for a written essay or oral presentation.
- write a cause and effect essay using connectors that show cause and effect.

ACADEMIC OBJECTIVES

Level 500 students will be able to...

- interpret data in graph or table format.
- present information in graph or table format.
- participate in a formal debate.

Level 550 students will be able to...

- make inferences and draw conclusions from information in a chart or graph.
- research, prepare, and deliver a formal academic presentation.

TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- search for information and images on the Internet.
- use online calculators to determine their ecological footprint.

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LEARNING COMPONENTS

**Click on each Learning Component to connect to cited and additional resources.*

<p><u>Building Background Activities</u></p>	<p>Class discussion starters:</p> <ul style="list-style-type: none"><input type="checkbox"/> Gerard Counihan's Environment Discussion Starters<input type="checkbox"/> Ranking Global Problems <p>Class survey:</p> <ul style="list-style-type: none"><input type="checkbox"/> Are environmental concerns addressed in your home country? If so, what are the concerns and how are they addressed? <input type="checkbox"/> Do you think the environment should be a policy and spending priority for the US? <p>View DVD:</p> <ul style="list-style-type: none"><input type="checkbox"/> <i>An Inconvenient Truth</i> DVD and/or charts from the book <p>Introductory Readings:</p> <ul style="list-style-type: none"><input type="checkbox"/> Selected passages from <i>An Inconvenient Truth</i><input type="checkbox"/> Selected passages from the EPA website<input type="checkbox"/> Wikipedia definition of ecological footprint <p>Eco Quizzes:</p> <ul style="list-style-type: none"><input type="checkbox"/> Carbon Footprint Quiz (<i>An Inconvenient Truth</i> website)<input type="checkbox"/> Ecological Footprint Quiz<input type="checkbox"/> Global Ecological Footprint Calculator<input type="checkbox"/> Ecological Calculators
<p><u>Reading Activities</u></p>	<p>Selected Texts:</p> <ul style="list-style-type: none"><input type="checkbox"/> <i>North Star High Intermediate Reading and Writing 2nd Ed.</i> Unit 5. <input type="checkbox"/> <i>Garbage and Recycling: Opposing Viewpoints</i> <input type="checkbox"/> <i>An Inconvenient Truth</i>
<p><u>Writing Activities</u></p>	<p>Level 500</p> <ul style="list-style-type: none"><input type="checkbox"/> Opinion essay:

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	<ul style="list-style-type: none">○ Great paragraphs 2nd Ed. Unit 9, Opinion Paragraph○ Students write an opinion essay answering one of the following questions:<ul style="list-style-type: none">▪ <i>In your opinion, should developed countries force developing countries to protect the environment by making it a condition of aid?</i>▪ <i>In your opinion, is the environmental crisis is the most important issue of our lifetime?</i>▪ <i>Do you think recycling should be required of all individuals and organizations in the United States?</i>○ Expansion Activity of “What’s Your Footprint?” lesson<ul style="list-style-type: none">▪ Students write opinion essays using phrases to express opinions, disagree, give reasons and offer explanations. <p>Level 550</p> <ul style="list-style-type: none">□ Cause and effect essay:<ul style="list-style-type: none">○ Great essays 2nd Ed. Unit 4, Cause-Effect Essays○ Possible essay topics include: causes of climate change, effects of your carbon footprint.○ Pre-writing activity – Students brainstorm environmental concern “causes” and “effects” in two separate lists (or divide class and one group brainstorms causes, the other brainstorms effects). Causes might include greenhouse gases, population growth, and energy consumption. Effects might include climate change, extinctions, and rising sea levels. Next, students individually choose a cause and an effect to discuss in an essay.○ Sentence prompts:<ul style="list-style-type: none">▪ On strips of colored paper connector words that show cause (on account of, as a result of, because of, due to, etc). On strips of a different color, write environmental concerns (climate change, deforestation, etc). Students pick a strip from each pile to make a cause and effect sentence.
<p><u>Oral Skills Activities</u></p>	<p>Listening</p> <ul style="list-style-type: none">□ WGBH Free Online Lectures□ National Public Radio: Climate Connections-a series on climate change and environmental issues <p>Level 500</p> <ul style="list-style-type: none">□ Expressing and defending a position□ Identify and practice elements of effective persuasive speech focusing on: knowing your audience, aiming your message, minimizing negative features, stating facts rather than opinion.





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- Debate skills
 - Krieger Teaching Debate to ESL Students
- Level 550**
 - Formal Academic Presentation
 - ***Lend Me Your Ears: All You Need to Know About Making Speeches and Presentations***
 - Body Language for public speaking
 - Small group brainstorm: Do's and Don't list for good public speaking
 - Read article about body language (several appropriate articles can be found via Google search).
 - Watch video about body language (several appropriate videos can be found on YouTube).
 - In small groups, prepare a mini presentation on one of the three major elements of body language (gesture, posture/stance, facial expressions).

Grammar Activities

- Level 500**
 - Review of Past Tenses
 - ***Grammar in context 3 4th Ed.***, Lesson 3
 - Reporting Words
 - ***Writing to communicate: Essays and the short research paper.***
 - Grammar Scavenger Hunt – Students search for supporting grammar in a written text.
 - Grammar Presto Chango Activity – Students rewrite sentences transforming them from present or future to past (past simple, past continuous, and present perfect tenses). Can be done as a team competition activity. Write the sentence on the board. In groups, students race to see who can correctly “transform” the grammar first.
- Level 550**
 - Connectors that show comparison and contrast
 - ***Great essays 2nd Ed.***, Unit 3
 - Grammar Scavenger Hunt – Student search for supporting grammar in a written text.

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<p><u>Civic Engagement Activities</u></p>	<ul style="list-style-type: none"> ❑ Arlington County Department of Environmental Services ❑ Arlington Car Free Diet <ul style="list-style-type: none"> ○ An easy, fun way to see how it can feel to live a car-free or car-lite lifestyle. Includes a Car-Free Diet Calculator
<p><u>Sample Lesson Plans</u></p>	<p>Level 500/550</p> <ul style="list-style-type: none"> ❑  What's Your Footprint?
<p><u>Assessment Activities</u></p>	<p>Level 500/550</p> <ul style="list-style-type: none"> ❑  Reducing Our Impact WebQuest <p>Level 500</p> <ul style="list-style-type: none"> ❑  Environmental Debate Activity <p>Level 550</p> <ul style="list-style-type: none"> ❑ 10 minute academic presentation on an environmental organization or initiative
<p><u>Sample Unit Plans</u></p>	<ul style="list-style-type: none"> ❑  Emily Beckett 500 Unit Plan