

**Unit Plan: Grade Seven**

**Unit Title:** Las áreas protegidas bolivianas: Los recursos naturales y los seres humanos (Bolivia’s Protected areas: Natural resources and humans)

**Description:** Based on the themes of natural resources and their use (and misuse) by humans, this unit was originally created to be used in tandem with the seventh graders’ study of water in their social studies classroom. This unit uses several different authentic source materials, including the animated video *Abuela Grillo*, the documentary *Guardianes del bosque*, and PDF *fichas* or report cards of the 22 protected areas in Bolivia created by SERNAP (*Servicio Nacional de Áreas Protegidas*). Through the unit, students will reinforce grammar concepts from earlier in the year, including reviewing the imperfect and preterite tenses and including reviewing the imperfect and preterite tenses and use of the common verbs haber (hay), estar, ser and tener.

**Timeframe:** ~24 classes (~6 weeks based on 4x/week)

<p>ACTFL Standards Addressed</p>	<p>ACTFL:</p> <ol style="list-style-type: none"> <li>1. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>2. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> <li>4. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively</li> </ol>
<p>Unit Objectives:          (The 2nd set of objectives related are taken from Novice High “Can Do” statements of the ACTFL-Linguafolio collaboration:  <a href="http://ncssfl.org/wp-content/uploads/2016/02/Can-Do_Statements_2015.pdf">http://ncssfl.org/wp-content/uploads/2016/02/Can-Do_Statements_2015.pdf</a>)</p>	<p>During the unit, students will:</p> <ul style="list-style-type: none"> <li>● identify and use three tenses: present and preterite and imperfect past tenses</li> <li>● listen for main ideas and key vocabulary in several videos</li> <li>● summarize key findings about a protected area</li> <li>● compare Bolivia’s current issues regarding natural resources with the US</li> <li>● apply their knowledge in writing and speaking</li> </ul> <hr style="border-top: 1px dashed black;"/> <p>Students can:</p> <ul style="list-style-type: none"> <li>● communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. (interpersonal speaking)</li> </ul>

	<ul style="list-style-type: none"> <li>• present basic information on familiar topics using language I have practiced using phrases and simple sentences (presentational speaking).</li> <li>• write short messages and notes on familiar topics related to everyday life. (presentational writing)</li> <li>• often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said (interpretive listening).</li> <li>• understand the main idea of short and simple texts when the topic is familiar. (interpretive reading).</li> </ul>
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**End of Unit Performance Tasks** (How can students demonstrate what they have learned in this unit?)

- Interpretive tasks require students to receive and comprehend oral or written communication, for example, print, audio-visual material, speech etc.
- Interpersonal tasks require direct oral communication between individuals who are in personal contact, or direct written communication between individuals who come into personal contact.
- Presentational tasks require students to produce oral or written communication for people with whom there is no immediate

<p><b>Interpretive tasks:</b> read an article about a current event affecting Bolivia’s protected areas to identify key vocabulary and main ideas</p>
<p><b>Interpersonal tasks:</b> discuss with a partner comparisons between US and Bolivian current events related to natural resource use/misuse or protection</p>
<p><b>Presentational tasks:</b> Give a short oral presentation about a protected area; write a letter or op-ed explaining the importance of protected areas/national parks</p>

**Outline of Unit Lessons & Activities**

(The number of lessons will vary according to the timeframe for the unit subtheme.)

	<b>What is the major focus of each lesson for this unit?</b>	<b>Amount of time for each lesson</b>
<b>Lesson 1</b>	<p>¿Qué es una área protegida? ¿Por qué existen? (What is a protected area? Why do they exist?)</p> <ul style="list-style-type: none"> <li>• Historia de áreas protegidas de Bolivia (history of Bolivia’s protected areas)</li> <li>• Google Form + ThingLink “Webquest:” Parque Nacional de Flora y Fauna Andina Eduardo Avaroa</li> </ul>	180 min
<b>Lesson 2</b>	<p>¿Qué hacen las áreas protegidas? ¿Por qué son importantes? (What do they do? Why are they important?)</p> <ul style="list-style-type: none"> <li>• Estudio de una área; student creation of feedback; presentaciones</li> <li>• Lista de problemas que enfrentan</li> <li>• <i>Guardianes del bosque</i> documental</li> </ul>	450 min

<b>Lesson 3</b>	El agua: Un tema importante <ul style="list-style-type: none"> <li>• Abuela Grillo video y el crisis del agua</li> <li>• Comparaciones con los EEUU y otros países</li> </ul>	360 min
<b>Lesson 4</b>	¿Qué podemos hacer? <ul style="list-style-type: none"> <li>• Final project: writing</li> </ul>	360 min

**Texts/Resources**

- Copies of *fichas* for each protected area of Bolivia (downloaded from the old SERNAP site)
- ThingLink interactive map and Google form -- for Eduardo Avaroa park
- Videos: 22 regions (SERNAP-created), *Los Guardianes del Bosque* documentary, Abuela Grillo animated short
- Chromebooks for creation of Google slides presentation
- paper, pencils

**Lesson Activities for Observation:**

<p>Introduction (5 min)</p> <ul style="list-style-type: none"> <li>• + / delta about Tuesday's presentations (2+ / 2delta) -- keep in mind for today</li> </ul>
<p>Oral Presentations and Peer Feedback (20 min)</p> <ul style="list-style-type: none"> <li>• Half of the class will present their presentations while the other half listens in rotation</li> <li>• Students will debrief / share a list of the natural resources found within the protected areas</li> </ul>
<p>Video Segment (10 min)</p> <ul style="list-style-type: none"> <li>• Vocabulary preview</li> <li>• Video clip from <i>Guardianes del Bosque</i> related to natural resource use and pollution, pause for questions</li> </ul>
<p>Next Steps/Exit Slip (5 min)</p> <ul style="list-style-type: none"> <li>• Students will answer one question to turn in that will ask them to synthesize information from the presentations and the video</li> </ul>