

Green Warriors

Ficha técnica general

Disciplina: Inglés

Nivel: 7° básico (Unidad 4)

Duración del curso: 28 horas pedagógicas

Este curso aborda la Unidad 4 de Idioma Extranjero: Inglés



Course summary

In this course, students will learn about and develop a sense of empowerment regarding environmental issues facing their communities. They will research an environmental topic of their choice and work in teams to produce a persuasive video that convinces others to join the fight for environmental justice. Along the way, they will learn new vocabulary related to environmental issues and practice English reading, writing and speaking skills.

Specific objectives of the course¹

1. Listen to persuasive videos in English, comparing one to another and identifying key concepts and ideas, as well as the typical elements found in effective persuasive videos, including the sequence of events and explanations of cause-effect. (OA 3, OA4, OA7)
2. Choose and research environmental issues in English, using online databases and search engines to analyze important information. (OA 9, 12, 14)
3. Synthesize original research, identifying relevant information and summarizing key concepts in order to establish connections between their research findings and their own lives in the context of environmental issues. (OA 9, OA 10)
4. Think critically about solutions to a chosen problem, creating a script that convincingly communicates these ideas. (OA 14, OA 15)
5. Express thoughts, ideas, and conceptual understanding of green issues accurately and in an attractive manner by creating and presenting a written script and persuasive video. (OA1, OA5, OA6, OA13)

¹ The development of this course is based on the Bases Curriculares para 7 básico for Idioma Extranjero: Inglés. It incorporates the objectives OA1, OA3, OA4, OA5, OA6, OA7, OA9, OA10, OA12, OA13, OA14, OA15)



Problem and driving question

The world is facing an unprecedented environmental crisis. We are all witnesses and accomplices to a great tragedy; the tragedy of polluted oceans, vanishing forests and the extinction of entire species. But we can make a difference. Just as we are part of the problem, we can be part of the solution. The time for action is now.

How can we convince our friends and family to join the fight for environmental justice?

Audience and public presentation

The school community, other students, teachers, local officials, parents.

Final product

A persuasive video (Public Service Announcement) about an environmental issue of the students' choice, that aims to encourage community members to take action.

21st century skills



Cognitive
- Creativity
- Critical thinking



Investigation
- Self-directed learning



Socioemotional skills
- Growth mindset
- Social intelligence



Communication
- Writing
- Speaking

Assessment tools

There are numerous instances of formative assessment throughout the course that allow the teacher to obtain evidence of student learning and identify difficulties that students face in achieving project goals so as to support each student in their efforts to achieve their project goals.

Both students and the teacher participate in formative evaluations throughout the course, which focus on highlighting positive aspects of student work and proposing areas in which students can improve. Throughout the class, students will give and receive feedback on their work, creating opportunities to build on strengths and weaknesses. This process also provides a space to build communication skills and a growth mindset. The teacher should evaluate student work during each class against proposed goals and indicators, noting progress and areas for improvement.

At the end of the course, the teacher may use the final project rubric, which considers the quality of the final product as well as the Skills Rubric, which considers skills development over the course of the project.

Evaluación Formativa (Proceso)		Evaluación Sumativa (Final)
Tipo de instrumento	Instrumento	
Situación de desempeño	Mental Map (Clase 03)	Rúbrica final (Proyecto y presentación)
	Research interview notes (Clase 05)	
	Mental Map with research (Clase 05)	
	The Message Worksheet (Clase 06)	
	Draft of the script (Clase 07)	
Registro de tareas	Script checklist (Clase 10)	
	Project Presentation Debrief Form (Clase 13)	
	Rating scale (Clase 14)	

Materials

- One binder or folder per student team (optional but recommended to help organize)
- A sheet of blank paper per student.
- One green coloring pencil for every student.
- Post-its (at least 20 per student). Alternative: small pieces of paper and tape.
- Large sheet of paper (cartulina) (1 for every team)
- One pair of scissors for every team.
- One glue stick for every team.
- Dictionaries (optional)
- Access to a computer lab 2-4 times.
- 1 laptop or audiovisual viewing tool (e.g. a cell phone) per group of students.
- 1 set of headphones per group of students.