



# The CLAVES Curriculum

## Unit 1: Human-Nature Interaction

### Cycle 0: Introduction to Unit

#### Lesson 1

<b>Unit Questions</b>	How are humans and nature interdependent? How do humans affect nature?	
<b>Cycle Discussion Questions</b>	<p><b><i>Wolves are Back:</i></b> Should wolves be reintroduced into national parks?</p> <p><b><i>Water Protectors:</i></b> Should bodies of water, like rivers and lakes, have the same rights as humans?</p>	
<b>Unit Writing Prompt</b>	Should humans be responsible for solving problems such as animal extinction and environmental issues?	
<b>Cycle Language Targets</b>	<b>Vocabulary:</b> Interdependence, Balance, Ecosystem	<b>Morphology:</b> inter-, eco-
		<b>Syntax:</b> n/a
<b>Lesson 1 Objectives</b>	<ul style="list-style-type: none"> <li>Engage with vocabulary and morphology language targets.</li> <li>Talk and write about the broad focus of the Humans &amp; Nature unit.</li> </ul>	
<b>Materials</b>	Teacher	Students
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intro Powerpoint deck</li> <li><input type="checkbox"/> "Is it Time to Reassess our Relationship with Nature?" <a href="#">video</a></li> <li><input type="checkbox"/> Paper for exit ticket writing (optional)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper for exit ticket writing (optional)</li> </ul>

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Unit and Lesson (5 min)</b>	<p><b>Introduce Unit</b> Open Unit 1 Intro Lesson Powerpoint</p> <ul style="list-style-type: none"> <li><b>SLIDE 1:</b> <i>This unit will be about how humans and the environment are interdependent, and how humans affect nature.</i></li> <li><b>SLIDE 2:</b> <i>We are going to be thinking about two big questions: "How are humans and nature interdependent?" and "How do humans affect nature?"</i></li> <li><b>SLIDE 3:</b> <i>To get started, we'll go over three words that will help us to answer these questions and understand what we will be thinking about.</i></li> </ul>
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<b>Reading and Embedded Language (25 min)</b>	<p><b>Pre-Reading Word Work</b> Continue Unit 1 Intro Lesson powerpoint.</p> <ul style="list-style-type: none"> <li><b>SLIDES 4 - 13: <u>Ecosystem</u></b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> <li><b>SLIDES 14 - 22: <u>Interdependence</u></b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> <li><b>SLIDES 23 - 28: <u>Balance</u></b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> </ul> <p><b>Guided Video-Watching</b></p> <ul style="list-style-type: none"> <li>Let's watch the video: "Is it time to reassess our relationship with nature?", which will be about the <b><u>interdependence</u></b> between humans and nature.</li> </ul>
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## The CLAVES Curriculum

- *While you watch, listen for the words we just reviewed, and listen for the different ways that humans and nature are interdependent.*

On SLIDE 30 and 31 watch “Is it time to reassess our relationship with nature?” video (<https://youtu.be/r6SOxLO-Pzo>, 1:30 minutes)

- **NOTE:** Turn on closed captions for visual support.

### **Post-Video Discussion/Exit-Ticket Writing**

Open Unit 1 Intro Lesson Powerpoint to **SLIDE 29**.

As you pose each question, provide time for students to think and process information:

- *Where have you heard some of these words?*
- *What did you think about the video?*
- *What do you think the video was saying about humans and nature?*
  - *Are they separate things, or one thing? Why do you think that?*

**NOTE:** Ask other questions to facilitate understanding about **ecosystems**, **interdependence**, and **balance**. This can be a discussion, or an **exit-ticket** writing activity with a writing prompt.

- **Example question:** *Should humans be responsible for solving problems such as animal extinction and environmental issues?*

### **Wrap Up (1 min)**

#### **Close Lesson**

*Now that we’ve started talking about **ecosystems**, **interdependence**, and **balance**, we are ready to start our first book, “The Wolves are Back”, the next time we meet.*



## For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
<p><b>Ecosystem</b> (noun)</p> <p><b>Eco:</b> Environment</p>	<p>Different groups of life found in an environment.</p>	<p><i>Ecosistema</i></p>	<p>生态系统 shēng tài xì tǒng</p> <p>生態系統 saang1 taai3 hai6 tung</p>	<p>The rainforest is an <b>ecosystem</b> that can support itself.</p>
<p><b>Interdependence</b> (noun)</p> <p><b>Inter:</b> Among; Together</p>	<p>When things need each other to survive.</p>	<p><i>Interdependencia</i></p>	<p>相互依赖 xiāng hù yī lài</p> <p>相互依賴 soeng1 wu6 ji1 laai6</p>	<p>The blue sea anemone and clownfish are <b>interdependent</b> because the clownfish eat the crabs, insects and other animals that can hurt the sea anemone. At the same time, the sea anemone protects the clownfish from being eaten by bigger fish.</p>
<p><b>Balance</b> (noun/verb)</p>	<p>A steady, stable position or condition. (<i>noun</i>)</p> <p>To stabilize something into a steady position or condition. (<i>verb</i>)</p>	<p><i>Equilibrio (noun)</i></p> <p><i>Equilibrarse (verb)</i></p>	<p>平衡 píng héng</p> <p>平衡 ping4 hang4</p>	<p>Ecosystems need to be in <b>balance</b> for everything to survive.</p>