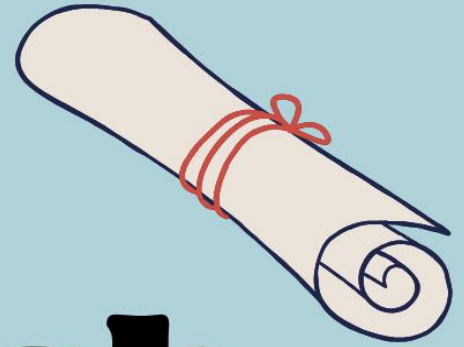
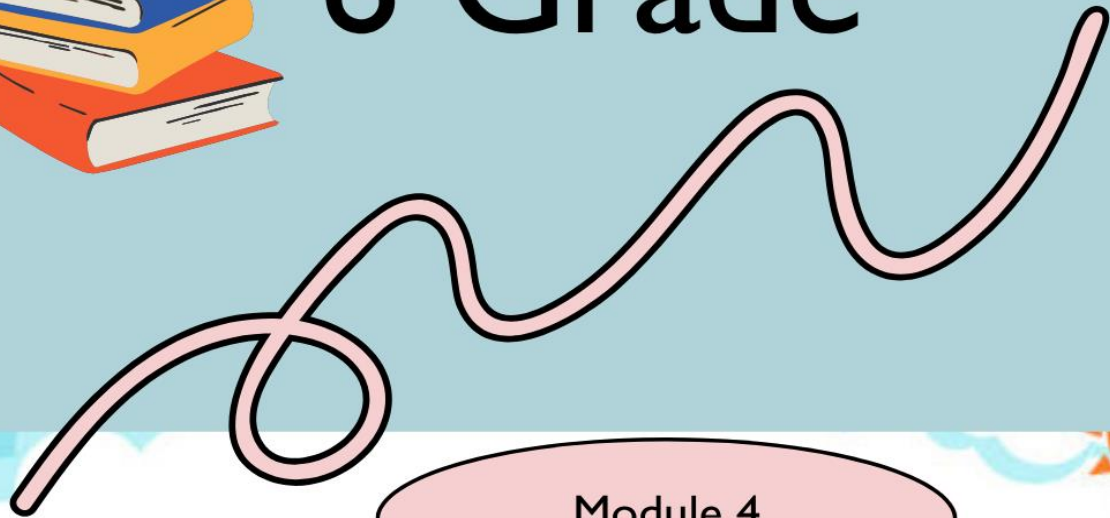


class of

English



6 Grade



Module 4



ENGLISH MODULE 4: ECOLOGY – PLANTS AND ANIMALS

I. GENERAL OBJECTIVE

Foster students' ability to interpret and produce oral and written language about environmental protection—covering pollution, health impacts, deforestation, natural disasters, and conservation—using appropriate vocabulary and structures.

II. SPECIFIC LEARNING OBJECTIVES

- Interpret oral and written texts on environmental issues (water/air/soil pollution, waste, deforestation, disasters) and demonstrate comprehension through discussion and written responses.
- Produce accurate spoken and written discourse on causes and effects of contamination, prevention strategies, and conservation of plants and animals.

III. CONTENT STRUCTURE

A. Concepts

1. Ecological Vocabulary

- Pollution types: water, air, soil, waste/garbage
- Effects: acid rain, habitat loss, health risks, biodiversity decline
- Prevention & conservation: recycling, reforestation, clean-up, protected areas
- Plants & animals: native species, endangered species, food chains/webs

2. Grammar & Structures

- **Adverbs** of frequency and manner (often, rarely, carefully, dangerously)
- **Wh-questions** (What causes soil erosion? How can we reduce waste?)
- **Demonstratives** (this, that, these, those) for referring to items/phenomena
- **Yes/No questions & short answers** (“Do you recycle?” “Yes, I do.”)

3. Cross-Disciplinary Links

- Basic biology: parts of a plant, animal habitats
- Geography: locations of forests, rivers, urban areas in Panama
- Science: cause-effect relationships in ecosystems



B. Procedures / Skills

- **Listening:** Identify causes and effects from interviews, documentaries, or podcasts on pollution and conservation.
- **Speaking:** Explain local environmental issues and propose prevention actions in pairs/groups.
- **Reading:** Skim articles or infographics on deforestation, natural disasters, endangered species.
- **Writing:** Compose short reports, posters, pamphlets recommending protective measures.
- **Project work:** Create conservation campaigns, informational booklets, or mini-documentaries.

C. Attitudes

- Show interest in safeguarding the environment.
- Demonstrate responsibility by proposing realistic prevention strategies.
- Value biodiversity and cultural connections to local flora and fauna.
- Work collaboratively and respect diverse viewpoints.

IV. CONTENT PROGRESS & ACHIEVEMENT INDICATORS

Content	Achievement Indicators
Pollution Vocabulary	Correctly lists and classifies water, air, soil, and waste-related terms from oral and written input.
Grammar: Adverbs, Demonstratives, Wh-questions	Formulates descriptive sentences ("The river is highly polluted.") and asks/answers questions accurately.
Cause & Effect of Contamination	Explains how factory runoff causes soil contamination and impacts plant growth.

Content	Achievement Indicators
Prevention & Conservation Strategies	Proposes actions (“We can plant trees to prevent erosion.”) with correct structures.
Plants & Animals Focus	Identifies native/endangered species and describes their habitats using vocabulary and demonstratives.

V. SUGGESTED ASSESSMENT ACTIVITIES

Activity Type	Description
Vocabulary Mapping	Create a mind-map linking types of pollution with their effects and prevention measures.
Wh-Question Interview	In pairs, interview classmates about recycling habits using prepared Wh-questions, record and report.
Cause-Effect Chain Poster	Design a poster that shows “Factory → Runoff → River Pollution → Fish Die-off” with arrows and captions.
Pamphlet/Brochure Creation	Write and illustrate a pamphlet on how to protect a local plant or animal species.
Role-Play Debate	Small groups debate: “Should plastic bags be banned?” using yes/no questions and short answers.
Field Observation Report	Visit school garden or nearby park, note plant/animal species, pollution signs; write a short report.

VI. SAMPLE WEEKLY LESSON FLOW

- **Week 1: Introduction to Pollution & Vocabulary**
 - Warm-up: Brainstorm “What pollutes our water?”
 - Flashcards & matching: pollution types ↔ images
 - Listening: short podcast “Air pollution in cities”
 - Pair discussion: describe one local pollution issue

- **: Grammar Focus & Cause-Effect**

- Presentation: “How soil contamination happens”
- Grammar drill: adverbs of manner (“dangerously pollute”) and demonstratives (“this contaminated soil”)
- Writing: two-sentence cause-effect statements
- Game: Cause-effect dominoes

- **: Plants & Animals, Biodiversity**

- Reading: article on an endangered Panamanian species
- Jigsaw: each group studies a different species and habitat
- Speaking: “This frog lives in... It is endangered because...”
- Creative: draw habitat and label with demonstratives

- **: Prevention & Conservation Projects**

- Brainstorming: local actions to reduce waste and plant trees
- Writing: draft a pamphlet or brochure recommending three actions
- Role-play: “You are the mayor—how will you improve recycling?”
- Group work: assemble final pamphlet pages

- **: Presentation & Reflection**

- Poster exhibition: each group displays cause-effect and prevention posters
- Oral presentations: explain pamphlet/brochure to class
- Quiz: vocabulary, grammar, and key concepts
- Reflection journal: “What can I do this week to help the environment?”



VII. MATERIALS & RESOURCES

- Flashcards (pollution types, plant/animal names)
- Audio/podcast clips on environmental issues
- Infographics and fact sheets on Panamanian ecosystems
- Craft supplies: poster paper, markers, magazines for collage

