

ENDANGERED SPECIES: MODULE OUTLINE

Field: The Natural World **Band:** Lower Secondary



Purpose

Students read about or listen to descriptions of endangered species and present, orally or in writing, suggestions for ways to help protect animals.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage.

Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1, 5.2, 5.3, 6.1, 6.2, 6.3](#)

Composing [5.4, 5.5, 5.6, 6.4, 6.5, 6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1, 3.2, 3.3, 4.1, 4.2, 4.3](#)

Composing [3.4, 3.5, 3.6, 4.4, 4.5, 4.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

Students recognise endangered animals in different countries and focus on those that are classed as threatened or endangered in **target country**.

Functions and language elements

- [describing people, places and things](#): animals, their habitats, their features
- [describing situations and activities](#): extinct, endangered, at risk, threatened, vulnerable, rare
- [identifying and asking about situations and activities](#)
- [giving reasons](#): because of ...
- [giving locations](#): countries
- [identifying and asking about people, places and things](#): endangered animals, countries, conservation groups
- [identifying and asking when](#): before, in the past, now, in the future, recently
- [expressing possibility](#)
- [comparing](#)

Assessment strategy

In [Task 6](#) and [Task 7](#) the teacher could gather information about the students' abilities to present information in the written or spoken form. At what [level](#) can students use language to write or talk about endangered animals?

In [Task 4](#) and [Task 5](#) the teacher could gather information about students' abilities to understand a spoken or a written text. At what [level](#) can students understand language describing aspects of endangerment to animals?

A report on an endangered animal that has not been studied could be used as a listening or reading assessment item.



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: No dodos](#)

NO DODOS: UNIT OVERVIEW



Orientating tasks

- 1** Listen to names of different animals and locate them on a world map. Identify other animals that are endangered or threatened.
- 2** Listen to or read brief case studies of animals that exemplify the concepts of rare, vulnerable, endangered and extinct. Interpret a status dial to show some animals' status.



Enhancing tasks

- 3** Listen to or read an illustrated case study about features and habitats of some endangered species, and record the information on a class sheet.
- 4** Read a table and match information to pictures. Extract and list information and develop symbols to represent the information. Make a map legend and enter symbols on a world map. Explain the map.
- 5** Listen to an account of endangered species' attributes that make humans want them, and what we do with them, and then complete a retrieval chart.

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Describe why different animals are endangered and identify groups that help endangered species. Suggest other actions that would help protect endangered or threatened animals.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

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Present a promotional poster, story or report on an endangered or threatened species which suggests ways to help the species.