

Unit 06: Why do we explore new frontiers?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 6

Unit Title:	Why do we explore new frontiers?
Suggested Duration:	6 weeks

Interdisciplinary Connections

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<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Standard(s) Addressed

WIDA ELD STANDARD 1 Social and Instructional Language

ELD-SI 4-12 Narrate ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move dialogue

forward • Create closure, recap, and offer next steps

ELD-SI 4-12 Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

ELD-SI 4-12 Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI 4-12 Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence

ELD-LA 9-12 Narrate Interpretive Interpret language arts narratives by • Identifying themes or central ideas that develop over the course of a text • Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) • Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA 9-12 Narrate Expressive Construct language arts narratives that • Orient audience to context and one or multiple point(s) of view • Develop and describe characters and their relationships over a progression of experiences or events • Develop story, advancing the plot and themes with complications and resolutions, time and event sequences • Engage and adjust for audience

ELD-LA 9-12 Inform Interpretive Interpret informational texts in language arts by • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA 9-12 Inform Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text

ELD-LA 9-12 Argue Interpretive Interpret language arts arguments by • Identifying and summarizing central ideas of primary or secondary sources • Analyzing use of rhetoric and details to advance point of view or purpose • Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning

to support claims

ELD-LA 9-12 Argue Expressive Construct language arts arguments that • Introduce and develop precise claims and address counterclaims • Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence • Establish and maintain a formal style and objective tone • Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS 9-12 Explain Interpretive Interpret social studies explanations by • Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors, causes, or related concepts • Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain Expressive Construct social studies explanations that • Introduce and contextualize multiple phenomena or events • Establish perspective for communicating intended and unintended outcomes, consequences, or documentation • Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses • Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

ELD-SS 9-12 Argue Interpretive Interpret social studies arguments by • Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective) • Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources • Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS 9-12 Argue Expressive Construct social studies arguments that • Introduce and contextualize topic • Select relevant information to support precise and knowledgeable claims with evidence from multiple sources • Establish perspective • Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<p><i>Students will be able to independently use their learning to... explore new frontiers in the world and in life.</i></p>	
Mastery	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <p>People explore new lands for different reasons. Rivers play an important role in exploring new frontiers.</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What is a frontier? • Why do people explore new lands? • Why are rivers important? • Are there still uncharted territories?
Acquisition	
<p><i>Students will know . . .</i></p> <p>Language Structure:</p> <ul style="list-style-type: none"> • Synonyms, compound words, frequently misspelled words. • The past perfect and the simple past, imperatives, modals: could, might, comparison structures er /est, more / the most + adjectives. <p>Writing Elements/ Structure:</p> <ul style="list-style-type: none"> • Show how cause and effect are related. Make sure the sequence is clear and directions are easy to follow. Show main idea and details. Use classification, showing categories clearly. • Writing modes/assignments: Cause and effect. Write: A cause and effect paragraph, instructions, summary, classifying paragraph. Writing workshop: instructional essay. 	<p><i>Students will be skilled at . . .</i></p> <p>practice reading and comprehension skills, predict and use visuals, study words, apply strategies to learn new vocabulary, use writing and grammar skills to expand their knowledge of the history of the United States and how and why people explore new lands.</p>

Key Words:

Key Words: elevation, geographical, kilometer, relief, scale, sea level, harvested, independence, missionaries, ranching, settlers, sharecroppers.

Academic Words: Accompany, assisted, goal, interpreter, locate, adjacent, chart, erode, found, labels, physical, maintain, survey, tradition, ultimate, widespread, instruct, invisible, partnership, rigid,

substitute, unique.

Literary Words: dialogue, flashback, onomatopoeia, hyperbole.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p>Formative Assessments:</p> <ul style="list-style-type: none">• Checking for Understanding• Interpretive readings• Listening Activities• Listening and Speaking: Retell, reader's theater, personal narrative• Students' conversations / Communicative Activities• Grammar practices - daily worksheets and/or activities	<ul style="list-style-type: none">• "Travel Brochure" project (assessment)• Grammar quiz (assessment)• "The Most Unexplored Places on Earth" project• "Self-Discovery / Career Exploration" Project
Modifications	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)	

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans.

Instructions and performance expectations (rubric) are differentiated base on student's language proficiency levels, align with the "can do" charts, and use their ACCESS testing results as references.

STAGE III Learning Plan

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Organize plan by weeks

Week 1: Introduction to the Unit

- Introducing key vocabulary. Students will use quizlet sets and other resources to practice new key vocabulary.
- Discussion - topic "Explore New Frontiers"
- Quick lesson on American History. Then ask students to research and compare the history of their own countries.
- Weekly grammar focus.

Week 2: World Wonders

- Discussion: Have you been to any interesting places? Do you know what a world wonder is? Have you visited any? Which one do you want to visit the most?
- Slide presentation of the wonders of the world.
- Project and Present.
- Creative writing.
- Weekly grammar focus.

Week 3: The Most Unexplored Places on Earth

- Video - 10 most unexplored places on earth.
- Student project.
- Listening practices.

Week 4: Travel and Life

- Discussions on the topic of travel and life.
- - Analyze text, write a resource report and use reference materials.
 - Use a question and answer format to interview a classmate.
 - “Travel Brochure” project

Week 5: Self - Discovery

- do or make a survey.
- Read and interpret maps, describe and illustrate cycles, use graphic organizers, sequence
- Write about self, autobiography, use diagrams and charts.

Week 6: Career and Future Goals

- Who am I? Explore strength and weakness of self.
- Career exploration project.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

- National Geographic Learning Edge 2014 B: Student Edition.
- Online readings.
- Teacher created worksheets and information.
- Educational digital sites

<https://quizlet.com>

<https://edpuzzle.com>

<https://es.islcollective.com/>

www.njtesol-njbe.org

<https://www.esl-lab.com/>

Diversity, Equity, & Inclusion

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Provide a brief description of how this unit addresses DE&I.

The NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Student's performance expectations will be based on their individual abilities (so the expectations can look different for each student). The lessons will also be differentiated.

The classroom is a welcoming and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical abilities and religious beliefs.

In the ESL classroom, student diversity is always emphasized and integrated into the lessons by implement culture into discussion activities.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
<ul style="list-style-type: none"> • Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. • Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. • Speakers and writers gain confidence and competence as they progress along the proficiency continuum. • Presentational communication involves presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics. • Speakers and writers gain confidence and competence as they progress along the proficiency continuum. 	<ul style="list-style-type: none"> • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IH.IPRET.8: Collect, share and analyze data related to global issues including climate change. • 7.1.AL.IPRET.10: Collect, share and analyze data related to global issues including climate change. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of

climate change.

- 7.1.IH.IPRET.8: Collect, share and analyze data related to global issues including climate change.
- 7.1.AL.IPRET.10: Collect, share and analyze data related to global issues including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
- 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time and compare with changing perspectives in one's own culture.

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the [Core Idea and Performance Expectation](#) from NJDOE link above.