

# Unit 03: How does the natural world affect us?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>How does the natural world affect us?</b>
<b>Suggested Duration:</b>	<b>6 weeks</b>

## Interdisciplinary Connections

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

## Technology Integration

<b>Technology Integration</b>
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: 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

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-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-LA 9-12 Narrate Expressive

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view

ELD-LA 9-12 Inform Interpretive

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas

ELD-LA 9-12 Argue Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims

ELD-SS 9-12 Argue Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present balanced interpretation, challenge perspective)

ELD-SS 9-12 Argue Expressive

Construct social studies arguments that

- Establish perspective

ELD-SC 9-12 Explain Interpretive

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or

why a phenomenon occurs

ELD-SC 9-12 Explain Expressive

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon

## STAGE I Desired Results

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STAGE I Desired Results	
<b>Objective (Transfer)</b>	
<i>Students will be able to independently use their learning to...</i>	
recognize and help overcome obstacles that come their way - to continue work on their reading, listening, speaking, and writing skills in English.	
<b>Mastery</b>	
<u>Enduring Understanding</u>	<u>Essential Questions</u>
<i>Students will understand that...</i>	<ul style="list-style-type: none"><li>• In what ways can mankind relate to the natural world?</li><li>• What ways does water support life? Why is water essential for living things?</li><li>• How can understanding ecosystems make the world a better place?</li><li>• Why is it valuable to learn about life in different kinds of environments?</li></ul>
the natural world is essential for our survival and enjoyment.	
<b>Acquisition</b>	
<i>Students will know . . .</i>	<i>Students will be skilled at . . .</i>
<b>Language Structure:</b>	
<ul style="list-style-type: none"><li>• compound nouns</li></ul>	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 natural world

<ul style="list-style-type: none"> <li>• Prepositions of Time</li> <li>• Prepositions of Place</li> <li>• Count Vs. Non-Count Nouns</li> </ul> <p>Reading Strategy: Predict, preview, visualize, identify main idea and details.</p> <p><i>Writing Elements/ Structure:</i> Use sensory details, use spatial.</p>	<p>and how it affects us.</p> <p>Description: describe an object, a place, a person, an event. Write a descriptive essay.</p>
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**STAGE II Assessment Evidence**

STAGE II Assessment Evidence	
<p>Practice</p> <p><i>Formative Assessments:</i></p> <p>Checking for Understanding</p> <p>Interpretive readings</p> <p>Listening Activities</p> <p>Listening and Speaking: Retell, reader’s theater, personal narrative</p> <p>Students’ conversations / Communicative Activities</p>	<p>Assessments</p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Descriptive essay writing “My Favorite Place” personal narrative</li> <li>• Grammar quiz</li> <li>• “Natural Disaster” project presentation</li> <li>• “Animal Extinction” project presentation</li> <li>• What will the world look like in 100 years? Poster project and presentation</li> </ul>
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)</p> <p>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.</p> <p>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.</p>	

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

##### Week 1: The Natural World

- Introduction to the unit - the world we live in.
- Discuss common problems in the world today.
- Writing: (descriptive) Write an essay entitled, "My Favorite Place" to describe a place that is special to you.
- Grammar practice: compound nouns.

##### Week 2: Natural Disasters

- Discuss natural disasters. Share what common natural disasters occur in your home country vs here in New Jersey. Let students share their experiences of natural disasters.
- Introducing related vocabulary. Use quizlet.com and other worksheets to get familiar with new vocabulary.
- Daily grammar practice: compound nouns.

##### Week 3: Reading - Fleeing Katrina

- National Geographic Learning Edge 2014 B: Reading. "Fleeing Katrina"
- Interact with texts: Make predictions in the reading.
- Identify the author's "Views vs Facts" in the reading.
- Daily grammar practice - Prepositions of Time
- Daily grammar practice - Prepositions of Place

##### Week 4: Reading - Earthquake and Volcano

- National Geographic Learning Edge 2014 B: Reading. (Earthquake/ Volcano)
- Students will create a project on a chosen natural disaster. Do research. And present their projects.

- Daily grammar practice - Prepositions of Time
- Daily grammar practice - Prepositions of Place

#### Week 5: How Can We Make Earth a Better Place?

- National Geographic Learning Edge 2014 B: Reading. (Water in Our Lives)
- Students use graphic organizers and sequence. Make a survey, read and interpret maps, describe and illustrate cycles.
- Discussion / Writing: What can we do in our daily lives to help the Earth?
- Creating and using graphic organizers, summarize, classify, predict and draw conclusions, analyze text, write a resource report and use reference materials.
- Grammar focus: Count Vs. Non-Count Nouns

#### Week 6: Wrap-up the Unit.

- Discussion of what we have learned in the readings.
- Review of key vocabulary.
- 'What will our world look like in 100 years?' Poster presentation and discussions.
- Revisit the essential questions of the unit, discussions.

#### Modifications

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

**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**

#### Specific Resources for Unit

##### Specific Resources for Unit

- National Geographic Learning Edge 2014 B: Student Edition.
- Readings from National Geographic website about animal migrations.

- Online readings.
- Teacher created worksheets and information.
- Educational digital sites

<https://quizlet.com>

<https://edpuzzle.com>

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

[www.njtesol-njbe.org](http://www.njtesol-njbe.org)

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

## Diversity, Equity, & Inclusion

### Diversity, Equity & Inclusion

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

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.

## Climate Change Education

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

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.