

Unit 09: Exploring the Senses

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 9

Unit Title:	Exploring the Senses
Suggested Duration:	3 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion6-8.pdf</p>
<p>Math Practices: https://www.nj.gov/education/standards/math/Docs/2016NJSLS-M_K-12.pdf</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf</p>
<p>Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.</p>

Technology Integration

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<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

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives by ● Identifying a theme or central idea that develops over the course of a text ● Analyzing how character attributes and actions develop in relation to events or dialogue ● Evaluating impact of specific word choices about meaning and tone

ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing main ideas and their relationship to supporting ideas ● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors ● Evaluating the impact of author's key word choices over the course of a text

ELD-LA 6-8 Inform Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Establish objective or neutral stance ● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors ● Develop coherence and cohesion throughout text

ELD-LA 6-8 Argue Interpretive Interpret language arts arguments by ● Identifying and summarizing central idea distinct from prior knowledge or opinions ● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints ● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA 6-8 Argue Expressive Construct language arts arguments that ● Introduce and develop claim(s) and acknowledge counterclaim(s) ● Support claims with reasons and evidence that are clear, relevant, and credible

- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-LA 6-8 Narrate Expressive Construct language arts narratives that ● Orient audience to context and point of view ● Develop and describe characters and their relationships ● Develop story, including themes with complication and resolution, time, and event sequences ● Engage and adjust for audience

WIDA ELD STANDARD 4 Language for Science

ELD-SC 6-8 Explain Interpretive Interpret scientific explanations by ● Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon ● Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs ● Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC 6-8 Explain Expressive Construct scientific explanations that ● Describe valid and reliable evidence from sources about a phenomenon ● Establish neutral or objective stance in how results are communicated ● Develop reasoning to show relationships among independent and dependent variables in models and simple systems ● Summarize patterns in evidence, making trade-offs, revising, and retesting

ELD-SC 6-8 Argue Interpretive Interpret scientific arguments by ● Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions ● Comparing reasoning and claims based on evidence from two arguments on the same topic ● Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC 6-8 Argue Expressive Construct scientific arguments that ● Introduce and contextualize topic/ phenomenon in issues related to the natural and designed world(s) ● Support or refute a claim based on data and evidence ● Establish and maintain a neutral or objective stance ● Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

STAGE I Desired Results

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<i>Objective (Transfer)</i>
<i>Students will be able to independently use their learning to...</i>

understand the evolution of the written word and how we use words to communicate in writing today.

Mastery

Enduring Understanding

Students will understand that...

All living beings use their senses to learn about the world around them.

Essential Questions

- How do we perceive senses?
- How do we use our senses to explore, investigate and understand the world around us?
- How do animals and people use their senses to survive?
- How do animals use their senses in different environments?
- What are some ways animals use their senses to communicate?

Acquisition

Students will know . . .

There are five senses. They are smell, taste, touch, sight and hearing. We use our senses to understand our bodies, learn what they need, and keep us safe. We use our senses to learn about the people, places, objects, and environment around us. We experience and interact with the world differently when our senses, such as vision or hearing, are impaired.

Word Study: gerunds 'ing'

Reading Strategy: Make inferences, find main ideas

Grammar: Prepositional phrases. Combining simple sentences using "but", and adjectives.

Writing Elements: Writing a descriptive paragraph and a sensory details chart.

Vocabulary: Preview, review, and define highlighted words.

Key Words: Argue elephant, gentle, trunk, tusks,

Students will be skilled at . . .

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 how people and animals use their senses to learn and get information.

hive, predators, and prey, survive and vision.

Vocabulary Mini Lessons: ordinal numbers

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<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	<ul style="list-style-type: none">• Writing (Descriptive): Use adjectives and sensory images to write a description.• Sensory walk report.• Research Project (Animal and their Senses).• Grammar quiz.
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

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<p>Organize plan by weeks</p> <p>Week 1:</p> <ul style="list-style-type: none">• Introducing the unit.• Discussions on the topic of "Exploring the Senses"• Five Senses: make a chart as a class. Make explanations and examples as a class. Followed by an individual writing assignment.

Week 2:

- Sensory walk report. Ask students to take a sensory walk together (either on campus or after school). Take notes. Pay attention to what they hear, see, feel and smell. Additionally, encourage them to discuss how they can

use their senses to stay safe when walking outside.

- Narrative writing: a personal experience based on one of the senses. (ex: the smell of thanksgiving, the feel of grandma's couch)

Week 3:

- Research Project (Animal and their Senses).
- Students will each pick an animal and do the research, then present to the class.
- Reading: [Amazing animals, super senses.](#)
- Wrap up the unit.
- End of school year review, feedback, discussion, and expectation for summer and next school year.

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

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

<https://quizlet.com>

<https://edpuzzle.com>

<https://l-www.voki.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.

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. • Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	<ul style="list-style-type: none"> • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
<p>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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.</p>	