ESL II- Unit 4

Content Area: **ESL**
Course(s):
Time Period: **MP4**
Length: **45**
Status: **Published**

Unit Focus

This unit focuses on the environment, global warming and farm life which introduces students to vocabulary related to cities, the environment, global warming and farming and agriculture. The unit comprises two chapters, "Environment" and "Farm Life". In this unit, students will be able to use vocabulary of science, math, language arts and social studies, use single words and phrases and use the conventions and mechanics in English reading and writing . The sub-emphasis that must be established in reading and writing is the listening and communication skills required of an L2 learner. This 9-week plan is to introduce and review target vocabulary in nouns, verbs, adjectives and prepositions and academic vocabulary. Students will practice these skills in writing and orally. Students will also be introduced to some figurative and idiomatic language while reading graphic stories, informational texts, descriptive fiction and biography. In this unit students will write a variety of texts including post cards, autobiographies, step-by-step instructions and a comparative essay. Students will also learn about Asian Pacific Heritage Month and Pride Month through reading and vocabulary lessons.

NJSLS ELA

LA.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.9-10.2.C Spell correctly.

LA.L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LA.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LA.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.9-10.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LA.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

LA.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

LA.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LA.RL.9-10 Reading Literature LA.RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

LA.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LA.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	• there can be uncertainty in texts • cited evidence must be strong, thorough and relevant • cite strong and thorough textual evidence • make relevant connections to support analysis
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	• every text has a central idea and related theme • to determine a theme or central idea of a text • to provide an objective summary of the text
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	• the figurative and connotative meanings of words and phrases are determined by how they are used in the text • determine the figurative and connotative meaning of words and phrases as they are used in the text
RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matter uncertain.	• accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially • identify and cite areas where the text leaves matters uncertain • support analysis of what the text says explicitly as well as inferentially • analyze a text, particularly in areas where matters are left uncertain
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	• determine a central idea of a text • provide an objective summary of the text
RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	• words and phrases can have figurative, connotative, and technical meanings
RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	• different mediums can present different perspectives on a given topic (e.g., a person's life story)

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	• informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• clear and coherent writing is appropriate to task, purpose, and audience • producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	• planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing • addressing what is most significant for a specific purpose and audience strengthens writing
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	• technology can be used to produce, share, and update individual or shared writing projects • use technology to produce, share, and update individual or shared writing products. use technology to link to other information
W 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• the research process is used to answer a question or solve a problem • research process applies to our own questions and/or problems • narrow or broaden the inquiry when appropriate • synthesize multiple sources on the subject to demonstrate understanding of the subject • conduct short and sustained research projects to answer a question or solve a problem • narrow or broaden the inquiry when appropriate

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	• writing occurs over various time frames for a variety of tasks, purposes and audiences • write routinely over extended and shorter time frames • write routinely for a range of tasks, purposes, and audiences
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	• initiate and participate effectively in a range of collaborative discussions with peers • build on others' ideas and express our ideas clearly and persuasively
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	• diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources • evaluate the credibility and accuracy of each source
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• content, organization, development, and style are appropriate to task, purpose, and audience • present information, findings, and supporting evidence clearly, concisely, and logically
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations • strategically use digital media to add interest to presentations
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly.	• spell correctly
L.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• determine or clarify the meanings of unknown or multiple-meaning words and phrases • determine or clarify the meaning of unknown and multiple-meaning words and phrases,

	choosing flexibly from a range of strategies • use context clues to determine or clarify meaning • identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases • consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used • verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

WIDA Standards

1:	Social and Instructions Language
ELD-SI.4-12. Narrate	Share Ideas about one's own and other's lived experiences and previous learning
ELD-SI.4-12. Narrate	Recount and restate ideas to sustain and move dialogue forward
ELD-SI.4-12. Inform	Define and classify facts and interpretations
ELD-SI.4-12. Inform	Summarize most important aspects of information
ELD-SI.4-12. Explain	Follow and describe cycles and sequences of steps or procedures and their causes and effects
ELD-SI.4-12. Argue	Generate questions about different perspectives
2:	Language for Language Arts
ELD-LA.4-12. Narrate.Interpretive	Identify themes or central ideas that develop over the course of a text
ELD-LA.4-12. Narrate.Interpretive	Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequence, and context)

ELD-LA.4-12. Inform.Interpretive	Identifying and summarizing central ideas
ELD-LA.4-12. Inform.Expressive	Develop coherence and cohesion throughout text
ELD-LA.4-12. Argue.Expressive	Establish and maintain a formal style and objective tone
5:	Language for Social Studies
ELD-SS.4-12. Explain. Interpretive	Determine multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
ELD-SS.4-12. Argue. Interpretive	Identifying topic and purpose
ELD-SS.4-12. Argue. Interpretive	Evaluating credibility, accuracy, and relevancy of source based on expert perspectives Select relevant information to support precise and knowledgeable claims with evidence from multiple sources.

Rationale, Transfer Goals, and Enduring Understandings

In this unit students are learning about the environment, farming, agriculture and the Aztecs. In this unit students will learn ways to help the environment and the importance of farming and agriculture. Students will also be introduced to a variety of texts in order to identify their reading preference and promote future independent reading. Students will also discuss the topics of Asian Pacific Heritage Month and Pride Month by reading about the history, traditions and celebrations for these important topics. All of these will allow students to gain both academic and social vocabulary necessary for their success in American schools.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
- How do you talk about the environment in English - How can you help reduce global warming and pollution? - Why is farming important to the world? - In what ways can I celebrate	- What ELA tier 2 and 3 vocabulary words will the student need to acquire to do well in school? - Readers determine the main idea, author's purpose and details to support their understanding of fiction and nonfiction texts.	- Listening for understanding - Speaking for communication and presentation - Writing for communication and explanation (following conventions and mechanics)

Pride Month? - In what ways can I celebrate Asian Pacific Heritage Month?	- Readers use context clues to determine the meaning of unknown words. - Students use academic language in speaking and writing. - Writers convey their ideas clearly and in an organized way with the help of sentence models.	- Writing for academic purposes - Reading for comprehension - Understanding ways in which the we can slow global warming

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- School and family in America - Respond to oral directions - Common greetings - Identify main idea and sequence - Grammar Verbs - Imperative Nouns - School and family vocabulary Adjectives - Opposites Prepositions - Prepositions of place - Writing (writing single words and sentences using sentence models) - Conducting research online - Oral presentation	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
28-29	L.1, 2.C, 3, 4.D, 6	- Reader: "From Small	- Vocabulary: vocabulary related	- Listen for a specific	- Ask questions	- "From Small Town Japan to

SKILLS	RI.1, 2, 3, 4 RL.1, 2, 4, 10 SL.1, 2, 3, 6 W.4, 5, 6, 10	Town Japan to Big City America Part 1" - Reader: "From Small Town Japan to Big City America Part 2" - Identifying characteristics of an autobiography - Identify the multiple meanings of environment - Connect information from text to self -Asian Pacific Heritage Month Reading Lesson	to cities, environment vocabulary - Grammar: Nouns: Review plural nouns Verbs: Future tense Adjectives: describe people, places and things (central, environmental, mountainous) Adverbs: describing how using "very" - Sentence structure: compare and contrast with comparatives and conjunctions - Sentence structure: making predictions and checking if they are correct - Sentence structure: Use sequence words and prepositions - Write a postcard to a friend - Write an outline for an autobiography - Write an autobiography	purpose - Listen for key word, phrases and simple sentences - Follow a conversation and identify cultural differences - Using context clues to determine word meaning	to clarify meaning - Ask and answer questions about preferences - Paraphrase written text - Prereading activities and prediction - Read text aloud	Big City America Part 1" comprehension questions - "From Small Town Japan to Big City America Part 2" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples
		- Champion		- EdPuzzle		

28-29 RESOURCES		of Ideas (Red Level Ch. 15) - Champion of Ideas Writer (Activity 129-132) - Champion of Ideas Dictionary 2 (Vocabulary) - Champion of Ideas digital resources - Champion of Ideas Dictionary Workbook - Champion Audio - Smartboard, document camera, paper, folders, pens. - A collection of postcards, world map	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 129-132) - Vocabulary (Champion dictionary 2)	Videos - YouTube Videos (audio)		
30-31 SKILLS	L.1, 2.C, 3, 4.D, 6 RI.1, 2, 3, 4 RL.1, 2, 4, 10 SL.1, 2, 6 W.3, 4, 6,	- Reader: "Eight Ways You Can Protect The Environment" - "Cloud Brothers" (People and Stories in	-Vocabulary: terms related to the environment and global warming, terms related to graphs and data - Grammar:	- Listen for a specific purpose - Listen for key word, phrases and simple sentences - Identify a	- Restate information - Read own poem aloud - Prereading activities	- "Eight Ways You Can Protect The Environment" comprehension questions - "Cloud Brothers" comprehensio

	10	American History: A Historical Anthology - pg. 18) - Identify characteristics of a nonfiction text - Identify features of poetry - Review the concept of metaphor - Identify main idea and author's purpose - Connect information from text to self - Describe differences over time based on information from graphs - Make generalizations related to data	Verbs: Ask and answer questions using present progressive tense - Plot and describe results of a survey and produce graphs from authentic data - Sentence structure: connect ideas using conjunctions - Write a poem using a model	location on a map based on oral descriptions - Using context clues to determine word meaning	and prediction - Read text aloud	n questions - Chapter 15 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples
30-31		- Champion of Ideas (Red Level Ch. 15)	- IXL (Grammar) - Blooket/Kahoot/Gimkit	- Climate Change EdPuzzle - EdPuzzle		

RESOURCES		- Champion of Ideas Writer (Activity 133-135) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Old magazines, newspapers, catalogs	(vocabulary/grammar game) - Champion of Ideas Writer (Activity 133-135) - Graphic organizer	Videos - YouTube Videos		
32-33 SKILLS	L.2 L.2.C L.4.C-D RI.1, 2, 4, 6 SL.4, 6 W.4, 5, 6, 10	- Reader: "My Day on a Family Farm" - Reader: "Aztec Agriculture" - Identify characteristics of descriptive fiction - Identify characteristics of a	- Vocabulary: vocabulary related to farming and agriculture - Grammar: Nouns: Review plurals Verbs: Present and present progressive tense, future tense, regular and irregular	- Use responsive listening skills - Identify a location on a map with oral instructions - Differentiate between opinion and facts related to	- Brainstorm ideas related to everyday life - Ask questions to clarify meaning - Read own essay aloud - Prereading	- "My Day on a Family Farm" comprehension questions - "Aztec Agriculture" comprehension questions - Grammar check - Participation - Teacher

		nonfiction article - Identify main idea and writer's purpose - Connect information from text to self - Sort items based on visual support - Observe steps to achieve a goal (making butter) - Identify characteristics of Aztec agriculture	past tense verbs Adverbs: Describing frequency Adjectives: Comparative structures Idioms: Rise and shine, work like a dog - Sentence structure: make connections using conjunctions - Sentence structure: Ask and answer questions using does - Sentence structure: making predictions and checking if they are correct - Write multiple steps to achieve a specific goal (recipe) - Label a map - Write an essay using a model	information presented orally - Listen for a specific purpose	activities and prediction - Read text aloud	observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples
32-33 RESOURCES		- Champion of Ideas (Red Level Ch. 16) - Champion of Ideas Digital Library - Champion of Ideas Writer (Activity	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 136-141) - Vocabulary (Champion dictionary 2)	-How to Make Butter Video - Aztec Agriculture EdPuzzle		

		136-141) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - World map				
34-35 SKILLS	L.2 L.2.C L.4 RI.1, 2, 4, 6 RL.1, 2, 4, 10 SL.2, 4, 5 W.4, 5, 6, 9, 10	- Reader: "All Pigs Aren't Fat" - "Elizabeth Pinckney: Plantation Manager" (People and Stories in American History: A Historical Anthology - pg.19-20) - Identify features of a play - Identify features of a biography - Describe personal literature preferences - Identify thoughts and actions of	- Vocabulary: Animals, habitat vocabulary - Grammar: Identifying opposites: adjectives, verbs, prepositions Idioms: Pig out, straight from the horse's mouth - Write an essay comparing and contrasting a historical figure and a modern-day figure	- Listen for a key words, phrases, and simple sentences. - Listen to gain specific information about a topic	- Perform a class play - Prereading activities and prediction - Read text aloud	- "All Pigs Aren't Fat" comprehension questions - "Elizabeth Pinckney: Plantation Manager" comprehension questions - Chapter 16 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic

		characters - Perform a class play - Pride Month Reading Lesson				organizer - Writing samples
34-35 RESOURCES		- Champion of Ideas (Red Level Ch. 16) - Champion of Ideas Digital Library - Champion of Ideas Writer (Activity 142) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - A variety of written texts (newspaper, letter, magazine,	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 142) - Vocabulary (Champion dictionary 2)	- YouTube Videos (audio) - EdPuzzle		

		etc.) - Graphic organizer				
36 SKILLS	L.2 L.2.C L.4 SL.2, 4-5 W.10	- Graphic organizer for students listening to presentations - Evaluation Week for Unit 4 - Teacher-student meeting and portfolio evaluation		- Listening to teacher evaluation	- Discuss evaluation with the teacher	- Champion tester
36 RESOURCES		- Champion tester	Teacher created evaluation materials			

Career Readiness, Life Literacies, and Key Skills

Students will be conducting research projects online where they will have to evaluate the validity of the information and use online tools to create presentations. Students will research global warming and what actions they can take to slow climate change. In addition to this, students will learn about Asian Pacific Heritage Month and Pride Month where they will learn how to navigate cultures and different wats of life with sensitivity and respect.

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.12.GCA.1:	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.7:	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.IML.5:	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

21st Century Skills

Unit 1 begins the year so time will be spent on student preparation and practice for communicating in L2, organization strategies, and problem-solving for school and life skills. Resources and tech resources will be introduced and practiced for student independent growth.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

In this unit students will discuss the environment, global warming, farming and agriculture, Asian Pacific History Month and Pride Month. Students will discuss the impact climate change has on the planet, ways to improve it, the advances made in agriculture and how that changed food supplies today. Students will analyze data and conduct research and gather data which will then be turned into graphs using technology.

6.1.12.EconNE.11.a:	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS4-1), (HS-PS4-4)
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS4-5)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS1-3), (HS-PS1-6)
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)
Interpreting Categorical and Quantitative Data S-ID A.	Summarize, represent, and interpret data on a single count or measurement variable 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
1.4.12prof.Pr6a:	Perform devised or scripted theatre work for a specific audience.