ESL III, Unit 3: Research: Refuse, Reduce, Reuse, Recycle	Year of Implementation: 2019-2020

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:
WIDA: English Language Development Standards
www.wida.wisc.edu
2016 New Jersey Student Learning Standards for English Language Arts
www.state.nj.us/education/cccs/

Unit Standards:

ELD Standard 2: The Language of Language Arts
ELD Standard 4: The Language of Science

Unit Standards:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

.NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

NJSLSA.L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the united States and abroad that require knowledge of world languages and diverse cultures.

9.3.12.AG.3 Demonstrate stewardship of natural resources in AFNR activities. 9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations. 9.3.12.AG-NR.3 Analyze the interrelationships between natural resources and humans.	

Transfer Goal(s): Students will be able to independently use their learning to explore, process, and communicate effectively in the language of science

| *Enduring Understandings*
 Students will understand that. . .

 EU 1 <br> reading requires a mastery of certain skill sets

 EU 2
 communicating requires the ability to deliberately listen and participate orally in a variety of discussions.

 EU 3
 writing requires a complexity of knowledge and skills | *Essential Questions*

 EU 1
 ● Why read non-fiction?
 ● How is non-fiction different than fiction?
 ● How do you become a better reader?
 ● Why isn't a dictionary enough to make meaning of word?

 EU 2
 ● How do good speakers sound?
 ● How can I actively listen?
 ● How can I respectively agree or disagree with another speaker's point of view?
 ● How is spoken language different than written language?

 EU 3
 ● How can writers express their thoughts and feelings?
 ● How can I convey my purpose for my writing?
 ● How can I create a strong argument?
 ● How does punctuation create clarity?
 ● What do I do when my ideas are more complex than my ability to communicate them?
 ● How can one express complex ideas using simple terms?

 EU 4 |

EU 4 participation in society and academia necessitates ethical use of technology and social media technology is necessary in order to research and integrate information.	● Why is technology a necessary part of my life? ● In what ways does technology help me to be intrinsically motivated to become a lifelong learner? ● How might technology enhance expression and communication? ● How might technology hinder expression and communication?
Knowledge Students will know that. . . *EU1* ● vocabulary: reduce, reuse, recycle, upcycle, convert, garbage, trashy, waste, waste reduction, compost, environment, dispose, disposal, ● criteria of MLA format EU 2 ● rhetorical appeals: ethos, pathos, logos ● characteristics of effective public speaking EU3 ● the format of an informative essay the conventions of Standard English	*Skills* Students will be able to. . . EU1 ● compare and contrast different types of recycling: reusable goods: any object or natural material that can be used again, paper, metals, glass, textiles, plastics, plant debris, putrescible, wood, ceramics, soils, and chemicals. ● apply new vocabulary ● summarize main ideas of non-fiction articles ● use context to determine vocabulary ● determine central ideas ● research and cite non-fiction text EU2 ● identify and analyze rhetorical strategies: ethos, pathos, logos ● present information, findings, and supporting evidence that conveys clear and distinct perspectives such that listeners can follow a line of reasoning. ● demonstrate correct use of Standard English when speaking EU3 ● demonstrate correct use of Standard English when writing ● write an essay creating an organization that logically

● specific vocabulary ● a process approach to writing ● proper usage of grammar, punctuation, and spelling EU4 ● useful Media Center Databases	sequences claims, reasons, and evidence EU4 ● how to access Media Center databases and choose appropriate sources ● how to create an effective slide presentation

Stage Two - Assessment

Other Evidence:

● Summary paragraphs, vocabulary quizzes, write sentences using vocabulary words, research note cards, thesis statements, outlines, peer review, compare/contrast Venn diagram, T Chart, first draft, final draft, oral presentation, upcycle art work, poetry,

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**
● Define the words: reduce, reuse, recycle, upcycle, convert, garbage, trash, waste, waste reduction, compost, environment, dispose, disposal (A) EU 1,3
● Grammar exercises practicing Standard English (A) EU 1,3
● View TED talks about current environmental concerns; (A) EU 2,4
● View NOVA video about the 3 Rs (A) EU 2,4
● Note-taking (A) EU 1,3
● Utilize a notecard system to organize research articles from Media Center databases (M) EU 1,2,4

- Write a persuasive paragraph incorporating unit vocabulary (A,M) EU 1,3
- Earth Day Quizzes and Surveys (A,M) EU 1,3,4
- Local: Research and identify recycling requirements of your township (A,M) EU 1,3,4
- Listen to Jack Johnson's song "Renew, Reuse, Recycle" and summarize the lyrics (A,M) EU 4
- Read and summarize Achieve3000 articles relating to the environment (A,M) EU 1,3
- Choose one type of recycling and conduct research on this method (A,M) EU 1,3,4
- Create a T chart about the pros and cons of this type of research (A,M) EU 3
- Write an informative essay about the topic: thesis statement, outline, first draft, final draft (M,T) EU 3
- Complete a Venn diagram comparing and contrasting your town's recycling requirements to your native country's (M,T) EU 3
- Properly integrate and cite research (T) EU 1, 3,4
- Create a slide presentation about topic (T) EU 3,4
- Present topic to the class using a presentation tool such as Power Point, Prezi, or Google Slides (T) EU 2
- Respond to audience questions about your research topic (T) EU 2
- Create a work of art using recycled material (T) EU 1,4
- Write a compare contrast essay based on the Venn Diagram (T) EU 3
- Create a slogan and poster for your school's Environmental Club (T) EU 3
- Create an advertisement persuading your audience to Refuse, Reduce, Reuse, Recycle (T)
- Create a 3 dimensional model using little Bits relating to the 3Rs (T) EU 4
- Write an ACROSTIC or FOUND poem about the topic: Refuse, Reduce, Reuse, Recycle (T) EU 3
- Troubleshoot solutions propose solutions to current environmental concerns (T) EU
- Create a Works Cited and in-text citations using NoodleTools (T) EU 3,4