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| **Unit Theme: What is your personal responsibility as someone who lives on Earth, and what can you do to ensure the next generation also gets a chance to live on it?** | | | | | | | |
| **Grade: 11th Grade English, History, and Biology** | | | | | | | |
| **Timeline: 3 Weeks** | | | | | | | |
| **Team Members** | | Beatriz | Jenna | | Kristin | | Mercedes |
| **Subjects** | | English | English | | Biology | | History |
| **Rationale:** Our unit is designed to answer the question “What is your personal responsibility as someone who lives on Earth and what can you do to ensure the next generation also gets a chance to live on it?” This question is used to encourage discussion and critical thinking amongst the students in all content areas. It’s crucial to analyze the history of climate change and compare it to data that’s still relevant today. Using history, literature, and biology, students will become more aware of the issues facing our planet today and how they can make a difference for the future generations to come.  Students will read both fiction and non-fiction texts discussing the history and impact of climate change on Earth over the past hundred years. They will discuss topics such as water and air pollution, extreme weather, temperature increases and decreases, quality of the environment, and conservation practices, including effects our population that has occurred as a result of people questioning the validity of climate change.  By the end of the unit, students will be able to understand and analyze the history of climate change and how it affects our world today. As a formative, interdisciplinary assessment, students will conduct an experiment in their biology class and write the lab report in their biology and English classes. In the students’ research in their history class, they will discover the history of climate change and how it affects the current social and political climate. They will use that information, as well as the data from the experiment they conducted in the biology class, to create their lab report in their English class. This unit develops students’ literacies in academic writing with the lab report, as well as collaboration online as they must work in groups to complete the lab. The students will read articles in their history course as well as watch video to develop other literacies. | | | | | | | |
| **Student Learning Outcomes** | | | | | | | |
| **Focus Standards** | English | | **11-12.RI.1 -** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **11-12.RI.7 -** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.  **11-12.RI.9 -** Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features. | | | | |
| History | | **S1C10P01** - Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  **S1C10P02** - Identify the connection between current  and historical events and issues using information from class discussions and various resources  **S1C10P02** - Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century.  **S4C5P04** - Analyze the environmental effects of  human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy pro  Duction costs and benefits, water management) on the environment. | | | | |
| Biology | | Strand 2: Concept 1: PO1 - Describe how human curiosity and needs have influenced science, affecting life worldwide.  Strand 3: Concept 1: PO1 - Explain how the processes of natural ecosystems affect, and are affected by, humans.  PO 2 - Describe the environmental effects of pollution  PO 3 - Assess how human activities can affect the potential for hazards  PO 4 - Evaluate the following factors that affect the quality of the environment (urban development, smoke)  PO 5 - Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity | | | | |
| **Enduring Understanding: Important Concepts** | Climate change has been researched and proven for many years, and will continue to impact our planet in big ways. The changes in temperature will impact the physical and biological systems, wiping out species and forcing others to change their environment. There are many ways we can prevent climate change on an individual and global basis, using environmental, economic, political and ethical factors. Students should be informed about the reality of climate change and what they can do to help. | | | **Theme-Related Essential Questions** | | * What is responsible for climate change and how do we know? * Why does climate change matter? * What can we do? * How would climate change affect Arizona and our lives? * What are the different effects that climate change has on different environments around the globe? | |
| **Interdisciplinary Project** |  | | | | | | |
| **Essay Prompt** | Students will keep a journal while they read *Water Knife* by Paolo Bacigalupi. At the end of the unit, the students will use what they learned from the book as well as their history texts to write a letter to a politician in Arizona, warning them about the dangers of water shortage in the American Southwest. | | | | | | |
| **Common Instructional Strategies** | | | | | | | |
| **All Learners**  ·  · | | | | | | | |
| **ELLs**  ·  · | | | | | | | |
| **Special Education**  ·  · | | | | | | | |
| **GATE**  ·  · | | | | | | | |