



Unit 1: Aqua Bodies

Unit summary:

In this unit students will learn about the water content of their body and calculate the water content of common foods. They will also learn to appreciate the importance of hydration as it relates to diet through the performance of an experiment.

- **In terms of language:**
 - Students will learn how to integrate scientific information into their written work, identify a main idea and supporting details, use imperatives, modals, and articles, and how to support a statement.
- **In terms of content (science):**
 - Students will learn specialized vocabulary and how to integrate new science terms into writing assignments and projects; they will also learn how to make and test a hypothesis through scientific experimentation.
- **In terms of culture:**
 - Students will develop and exchange ideas with international counterparts via a video project.

Assessment:

____% How much water do we eat? (Experiment)

____% Education in Action (Digital Presentation)

____% Integrated Performance Assessment

How Much Water Do We Eat?

Students will compare and contrast as well as practice using imperative and modal verbs by reading and writing science experiment directions. They will also perform an experiment where they calculate the water content of different foods.

Education in Action

This video project is intended to give students the opportunity to synthesize the knowledge from previous lessons through the production of a Youtube Public Service Announcement. Through this video students demonstrate to their international counterparts their understanding of the importance of water in the human body. This then transitions to a discussion of water issues in the wider world.

Integrated Performance Assessment (IPA)

The Integrated Performance Assessment (IPA) is a set of tasks that take place at various times during the unit to gauge students comprehension of the course material. It includes three tasks focused on interpretive reading, interpersonal speaking, and presentational

writing. The interpretive task assesses students' vocabulary knowledge and skills, ability to identify main ideas and supporting details directly stated in text and through inferencing, and understanding of rhetorical structure as it relates to science texts. The interpersonal task tests students' ability to incorporate their knowledge from this course to discuss healthy drinking habits and to brainstorm solutions to water access problems with their classmates. The presentational task assesses students' skill in crafting a stance and creating a written argument in letter form to convince the school board to implement changes in water use and access in school. Students apply their knowledge of how water impacts body systems and the importance of water to our health to underscore the need to conserve our water resources.

Unit Goals:

	Language	Content (science)	Culture
Cognitive	Ss will be familiar with different levels of scientific register/genre. (CL)	Ss will be familiar with water related aspects of different sciences, such as biology and physiology. (CS)	Ss will gain perspective and knowledge about other cultures by learning about global water habits. (CC)
Performance	Ss will identify and correct common errors in writing; paraphrase and summarize science concepts. Ss will also learn the appropriate use and meaning of modals and imperatives (PL)	Ss will be write and test a hypothesis, perform experiments and use accompanying lab equipment. (PS)	Ss will be able to use technology to effectively communicate and collaborate with international counterparts. (PC)
Affective	Ss will appreciate water and water-related issues as it relates to their lives. (AL)	Ss will be excited and curious about water as it relates to their health and diet. (AS)	Ss will feel empowered to improve access to water in their communities. (AC)
Metacognitive	Ss will be in a position to use their knowledge of writing and editing to improve their written mistakes. (ML)	Ss will learn to understand various aspects of scientific thinking and scientific inquiry. (MC)	Ss will be in a position to make more informed decisions about the ways in which they interact with people from other cultures. (MC)

Unit Outline (Subject to Change):

Lesson	Topic
.5	Mini Lesson - Learning Styles <ul style="list-style-type: none"><li data-bbox="431 352 1370 422">● Ss identify their learning style and use their new knowledge to set goals
1	How Well do You Follow Directions? <ul style="list-style-type: none"><li data-bbox="431 493 1421 562">● Ss consider the importance of following directions in the laboratory; Grammar awareness: introduction and usage of imperatives vs modals
2	How Much Water Do We Eat? <ul style="list-style-type: none"><li data-bbox="431 634 1377 703">● Ss do experiment to find out what foods would be best on a desert island; Ss examine modal and imperative verb forms in directions
3	Water and Fiber for a Healthy Body <ul style="list-style-type: none"><li data-bbox="431 774 1308 844">● Ss learn about other relationships between diet and water; Ss identify main idea and supporting details
4	Why Care About Water? <ul style="list-style-type: none"><li data-bbox="431 915 1346 984">● Ss read about water's functions in the body, identify and discuss meaning and use of articles
5	Education in Action <ul style="list-style-type: none"><li data-bbox="431 1056 1377 1152">● Ss share new knowledge about water in their bodies with international counterparts; Transition to discussion of water in the wider world