

# LANGUAGE ARTS

SEPT 2013



Time: 30-60 min



**CCSS.**

**ELA-LITERACY.CCRA.W.1**

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.



**EXTENSION:**

For more info, see pp 7-8:  
[http://pacificaqua.org/Aqua\\_Curriculum.pdf](http://pacificaqua.org/Aqua_Curriculum.pdf)

**Farm Bill:**

<http://www.govtrack.us/congress/bills/110/hr2419>

## Anchor Standard: Writing

**Practical application of classroom knowledge.**

**Scenario:** Students research and read sections of the Farm Bill (Food, Conservation and Energy Act of 2008 – available through a link in the Extension resource).

Students write and have a classroom discussion on how the Farm Bill would impact aquaponics.

(How are aquaculture, aquaponics and hydroponics treated differently?)

The class identifies one to three issues they would like to see changed in the Farm Bill to better suit Hawaii, aquaponics and sustainability.

Students write a letter to their legislator to argue why their one – three issues should be heard and changed. For more depth, students compare and contrast the NOAA aquaculture policy. See Extension resources pages 7-8.