

Unit Goals-Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding

Unit Description: People and the Planet: In this unit, students will examine various literary and informational texts on how people wonder about the beauty of nature, but do they wonder about the future of the planet. . They will also examine the elements of argumentative text in order to craft a written argument and present an argument in the form of a multi-media presentation during different performance tasks. Ultimately during all of the reading, writing, speaking, and listening tasks, students will consider if the needs of people are more important than the needs of animals and the planet.

Transfer Goals: SBAC Claims

Students will be able to independently use their learning to...

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)
2. Students can produce effective writing for a range of purposes and audiences. (Claim 2)
3. Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)
4. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)

Making Meaning

UNDERSTANDINGS

Students will understand that...

Thematic Understanding:

1. People have an effect on the planet.

Reading Understanding:

1. Genre characteristics influence texts purposes and structures.

Writing Understanding:

1. Writer’s think logically when composing an argument.

Language Understanding:

1. Conventions of language help readers understand what is being communicated clearly.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

What effects do people have on the environment?

Whole Class Learning: (Performance Writing Task)

What is the most significant effect that people have on the environment?

Small Group learning: (Performance Task: Speaking and Listening Focus)

Why do people impact the environment in a harmful way?

Performance-Based Assessment Part 1: (On- Demand)

Is it too late to fix the damage that has been done to our environment?

0Acquisition

KNOWLEDGE

Students will know...

Whole Class Learning Section

1. Author’s Word Choice: Imagery RI 7.4 (pp. 367)
2. Word Study- Anglo-Saxon Suffix: -ness L 7.4b (pp. 368)
3. Verb Mood- The Subjunctive L7.1 (pp. 369)
4. Writing to Sources: Argument W 7.1 (pp. 370)
5. Argument: Persuasive Speech RI 7.8 (pp. 383)
6. Word Study: Latin Prefix: uni L 7.4b (pp. 384)
7. Infinitive Phrases and Gerund Phrases L 7.1 a (pp. 385)
8. Writing to Compare RI 7.7 W 7.1 (pp. 390-391)
9. Writing an Argument W 7.1 (pp. 392-397)

Small Group Learning Section

10. Word Study: Etymology L 7.4 (pp. 408)
11. The Speaker in Lyric Poetry RL 7.5 (pp.409)
12. Word Study: Latin Root: -sequ- L 7.4b (pp. 426)
13. Literary Elements: Irony RL 7.3 (pp. 426)
14. Punctuation Marks: L 7.2 (pp. 428)
15. Writing to Sources: Alternate Endings W 6.3 (page 429)
16. Present an Argument SL 7.1, SL 7.2, SL 7.3, SL 7.4, SL 7.5, SL 7.6 (pp. 430-431)

SKILLS

Students will be skilled at (Do)...

Whole Class Learning Section (green)

1. Analyzing imagery
2. Determining the meaning of words with the suffix –ness
3. Identifying the verb mood of sentences.
4. Writing an argument
5. Analyzing an author’s persuasive technique
6. Determining the meaning of words with the prefix: uni
7. Identifying infinitive and gerund phrases
8. Writing an argument to compare a text to a video
9. Writing an argument

Small Group Learning Section (teal)

10. Understanding the meaning of etymology
11. Analyzing poetry
12. Determining the meaning of words with the Latin root words: sequ
13. Analyzing the different types of irony
14. Identifying different types of punctuation marks
15. Write an alternate ending to a narrative
16. Delivering a multi-media presentation

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p style="text-align: center;">Literature</p> <p>RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.</p> <p>RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plot).</p> <p>RL 7.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL 7.6 Analyze how an author develops and contrasts the points of views of different characters or narrators in text.</p> <p>RL 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Informational</p> <p>RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p style="text-align: center;">Text Types and Purposes</p> <p>7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce the claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claims with logical reasoning and relevant evidence, using accurate credible resources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</p> <p>d. Maintain a formal style.</p> <p>e. Provide a conclusion statement or section that follows from and supports the argument presented.</p> <p>W7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>7.10: 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 discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;">Comprehension & Collaboration</p> <p>SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL 7.2 Analyze the main idea and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue of study.</p> <p>SL 7.3 Delineate a speaker's argument and specific claim, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>b. Spell correctly.</p> <p>L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the</p>

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Reading	Writing	Speaking & Listening	Language
<p>RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI 7.4 Determine the meaning of words, and phrases, as they are used in text, including figurative language, connotative, and technical meanings; analyze the impact of a specific word choice on a meaning and tone.</p> <p>RI 7.7 Compare and Contrast a text to an audio, video or multi-media version of the text, analyzing each medium’s portrayal of the subject.</p> <p>RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI7.10 By the end of the year read and comprehends literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p>meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p> <p>L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

CCSS Standards Link:

<http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i> <i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. 	<p><u>Performance Task – Writing Focus</u> Explanatory Essay (pp. 392-397) What is the most significant effect that people have on the environment? Teacher Guided Process Paper</p>	<ul style="list-style-type: none"> • W 7.1 a-e • W 7.4, W 7.5, W 7.6, W 7.8 and W 7.10
<ul style="list-style-type: none"> • Engage effectively in a range of collaborative conversations • Present claims and findings • Include multimedia components and visual displays 	<p><u>Performance Task - Speaking and Listening Task 1:</u> Explanatory Essay in the form of a multimedia presentation (pp. 430-431) Do people always have a negative impact on the environment? Teacher Facilitated Small-Group Presentation</p>	<ul style="list-style-type: none"> • SL 7.1 • SL 7.3 • SL 7.4 • SL 7.5 • SL 7.6
<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. 	<p><u>Performance-Based Assessment, Part 1:</u> Writing to Sources: explanatory essay (pp.437-439) Are the needs of people ever more important than the needs of animals and the planet? On- Demand/ Unassisted Assessment</p>	<ul style="list-style-type: none"> • W 7.1 a-e • W 7.4 • W 7.5
<ul style="list-style-type: none"> • Cite strong textual evidence to support analysis, reflections, and research. 	<p><u>Interim Unit Assessment:</u> Unit 4 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL7.2, 7.3, 7.4, 7.5,7.6 • RI7.4, 7.8 • W7.1,

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<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence 		<ul style="list-style-type: none"> • L7.1 ac • L7.2, • L7.3,a • L7. 4abc • L7.5
Evaluative Criteria	Other Evidence – may also be used formatively	
<ul style="list-style-type: none"> • Analyzing Imagery • Analyzing a persuasive speech • Analyzing Lyric Poetry • Elements of a Story: Irony 	<p>Analyze Craft and Structure (pp 367, 383, 409, 427)</p>	
<ul style="list-style-type: none"> • 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 discipline-specific tasks, purposes, and audiences. 	<p>Constructed Responses: Students will 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 discipline-specific tasks, purposes and audiences i.e. Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>	
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>	
<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	<p>Concept Vocabulary</p>	
<ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>	
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>	
<ul style="list-style-type: none"> • Engage effectively in a range of collaborative conversations • Present claims and findings • Include multimedia components and visual displays 	<p><u>Speaking and Listening Task 2:</u> Performance-Based Assessment, Part 2</p>	
<ul style="list-style-type: none"> • Come to discussions prepared, referring to evidence on the topic and building on others’ ideas; poses and responds to specific questions with elaboration and detail. 	<p>Speaking and Listening – Collaborative Discussions</p>	

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Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students' understanding of what is being discussed.