



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	English Language Arts		Grade:	7 th
Unit Number:	4	Unit Name:	Power and Influence	
Unit Length	Days: 5 weeks/ 1 buffer		Mins / Day: 50-55	
Unit Synopsis	Students are broadcasters who will research a topic that impact a current or historic society. Through a series of mini lessons, students will learn to conduct and present research to the class. The presentation of this research will be a research report and a video or live broadcast (i.e. talk show, radio news program, etc.).			

ELA CCSS	
Priority Standards	<p>RI7 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>W7. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</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>SL7 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>L7. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
Supporting Standards	<p>W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</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>SL7. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>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>

Target ELD Standards	Collaborative
	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4)
	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)
	Interpretative
	5. Listening actively to spoken English in a range and social and academic contexts (RL.1, RI.1, L.1)
	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1)
Productive	
9. Expressing information and ideas in formal oral presentations on academic topics (SL.4, L.1)	
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2, L.1)	
11. Justifying own arguments and evaluating others' arguments in writing (L.1)	
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.1)	

Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
W7.7 Conduct	short research projects to answer a question, draw from several sources and generate additional related, focused question for further research and investigation	4 (Reasoning)	3 (Formulate)
W. 2 Write	informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	4 (Analyze)	3 (Identify and Distinguish)
RI. 1 Cite	several pieces of textual evidence to *support analysis of what the text says explicitly as well as inferences drawn from the text.	2 (Understand)	3 (Explain)
SL. 4 Present	claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation	6 (Create)	2 (Generate)
L. 1 Demonstrate	command of the conventions of standard English grammar and usage when writing or speaking.	3 (Apply)	2 (Identify)

Learning Progressions of Skills and Concepts

Anchor Standard	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Previous Grade	Current Grade	Next Grade	
RL6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL7. 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	
Anchor Standard	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Previous Grade	Current Grade	Next Grade	
RI6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RI7. 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
Anchor Standard	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content		
Previous Grade	Current Grade	Next Grade	
W6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W8.2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA	
Anchor Standard	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience		
Previous Grade	Current Grade	Next Grade	
SL6.4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	SL7. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	SL8.4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA	
Anchor Standard	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		

Previous Grade	Current Grade	Next Grade
L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do we analyze texts? 2. Why do we use informative writing? 3. How is a strong presentation delivered? 4. How do we demonstrate command of standard English? 5. How do we generate research reports? 	<ol style="list-style-type: none"> 1. To analyze text, we must cite explicit and inferential evidence. 2. Informative writing examines and analyzes topics, ideas, and concepts. 3. When orally presenting claims and findings, use appropriate eye contact, volume, and pronunciation. 4. Effective speaking and writing are demonstrated by the use of standard English conventions. 5. By creating focused questions and using a variety of credible sources.

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<p>RI 7.1 – cite, analyze, explicit, inferences, textual, evidence</p> <p>W 7.2- convey, relevant</p> <p>W 7.7 – conduct, research, sources, generating, investigation</p> <p>SL 7.4- claims, findings, emphasizing, coherent</p> <p>L 7.1- conventions</p> <p>Paraphrase, plagiarize</p>	<p>L 7.1 – coordinating adjectives</p> <p>Bibliography, work cited, database, key word,</p>
Resources for Vocabulary Development (Strategies, Routines and Activities)	
Budget matrix/ Talk show/ mindmaps	

Unit Assessments	
Pre-Assessment	Post-Assessment
Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.	Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.
Scoring Guides and Answer Keys	

Assessment Differentiation

Students with Disabilities

Reference IEP

Accommodations

Modifications

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Situation: You are broadcaster. You want listeners to consider ideas/topics that impact our daily lives. Write a research report on a topic that impacts a society. It can be either a current or historical issue or topic.</p> <p>Product/Performance: Students will create a broadcast to present in groups or individually. Create an interview, news or talk show to present portions of the research report. Record or perform it live. Include interviews, questions, thoughtful commentaries, and evidence to support that the topic is significant to the society.</p> <p>EXAMPLE TOPICS/SOURCES: ERWC module on “The Impact of Celebrities” or “Tap Water Vs. Bottled Water” (i.e. the power of celebrity in our culture; the power of science/technology; the power in feudal Europe – possible historical tie-ins: Vikings, Barbarians, Charlemagne, William the Conqueror, Castles, Sieges, Manor life, the Role of the Church, the power of the Pope, etc.)</p>	<p>Days: 5</p> <p>Mins/Day: 45-50</p>	
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
<p>Task 1: Define/narrow down topic for research</p>	<p>This is for whole group. Use a teacher or student created-group topic. Teachers will guide students on how to choose and research a topic.</p> <p>Mini Lesson/Questions to Guide:</p> <ul style="list-style-type: none"> • What key words will help me to find information on a topic? • How do I search the library database? • How do I conduct research using the Internet? • How do I narrow or broaden my keyword if I can’t find anything on my topic? <p><i>Don’t forget to review/teach simple, compound, complex, compound-complex sentences, and misplaced/dangling modifiers. Teach commas separating coordinate adjectives.</i></p> <p style="text-align: center;">See page 9</p>	<p>Days: 4</p> <p>Mins/Day: 50</p>
<p>Task 2: Create Works Cited page with credible sources</p>	<p>This could be for whole group. Use the previously chosen topic(s).</p> <p>Teachers will lead students in determining credible sources and how to write them on a Bibliography /Works Cited Page.</p> <p>Mini Lesson/Questions to Guide Instruction:</p> <p>How can I tell if my source is credible and reliable?</p> <ul style="list-style-type: none"> • How do I create a bibliography/works cited page of my sources? <p><i>Don’t forget to review/teach simple, compound, complex, compound-complex sentences, and misplaced/dangling modifiers. Teach commas separating coordinate adjectives.</i></p> <p style="text-align: center;">See page 12</p>	<p>Days: 4</p> <p>Mins/Day: 50 minutes</p>

<p>Task 3:</p> <p>Mini Research report (using credible articles/sources)</p> <p>This is supposed to be the model/exemplar</p>	<p>This is for whole group. Use the previously chosen topic(s).</p> <p>Mini Lesson/Questions to Guide Instruction:</p> <ul style="list-style-type: none"> • How do I summarize or paraphrase information accurately? • How do I embed a direct quote so I do not plagiarize? (Students find a second source to support teacher-selected article) <p><i>Don't forget to review/teach simple, compound, complex, compound-complex sentences, and misplaced/dangling modifiers. Teach commas separating coordinate adjectives.</i></p> <p>See page 16</p>	<p>Days: 4</p> <p>Mins/Day:</p>
<p>Task 4:</p> <p>Research</p>	<p>Have the students choose their own topic and follow the steps in the model from tasks 1-3 to write a research report. (scaffold as needed)</p> <p><i>Don't forget to review/teach simple, compound, complex, compound-complex sentences, and misplaced/dangling modifiers. Teach commas separating coordinate adjectives.</i></p> <p>See page 19</p>	<p>Days: 4</p> <p>Mins/Day:</p>
<p>Interdisciplinary Connections</p>	<p>History, Science, Current Events</p>	
<p>Scoring Rubric</p>	<p>http://www.livebinders.com/play/play?id=774846</p>	
<p>21st Century Skills</p>		
<p><input type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Globally and Financially Literate</p> <p><input checked="" type="checkbox"/> Information and Media Literacy</p>	<p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
<p>Connections between 21st Century Skills, CCCSS, and Unit Overview:</p> <p>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</p>		

Authentic Performance Task 1

Task Description	Define/narrow down topic for research	Suggested Length	Days: 4 Mins/Day: 50
Standards Addressed	Priority Standard(s)		
	W7. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	Supporting Standard(s)		
	W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	W7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	Target ELD Standard(s)		
	<p>Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4) 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)</p> <p>Interpretative 5. Listening actively to spoken English in a range and social and academic contexts (RL.1, RI.1, L.1) 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1)</p> <p>Productive 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4, L.1) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2, L.1) 11. Justifying own arguments and evaluating others' arguments in writing (L.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.1)</p>		
Essential Question(s)	How do we generate research reports?		
Big Idea(s)	By creating focused questions and using a variety of credible sources.		
Bloom's		DOK	
4		3	
		Scoring Rubric	
		See end of Task 1	

(Suggested Instructional Strategies and Tasks - for Task 1)

Teaching and Learning Sequence

- How do I search the library database?
 - How do I conduct research using the Internet?
- What key words will help me find information on a topic?**
1. Brainstorm ideas to create a class list of ideas to research from articles, news stories, textbooks, class discussions, your interests and life experiences.
 2. Create questions that can be researched making sure they are not too narrow or too broad.
 - ✓ Examples---If interest lies in researching Vikings, your topic might be:
 - How/Why did Vikings conquer other cultures?
 - OR**
 - Vikings were skilled conquerors.
 3. Identify the main topics within the questions/statements
 - Viking, conquerors, cultures, Europe
- How do I narrow or broaden my keyword if I can't find anything on my topic?**
4. Come up with alternative terms or synonyms for main ideas
 - Vikings or Barbarians
 - Conquerors or Norse settlers

At the end: Students should have generated a list of sources to use in Task 2 in order to determine their credibility.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)



Dark Ages
Performance Task 1



Research Report
Plan sheets.pdf

Library.umkc.edu/research
See Resources Folder

**THIS LIST in DARK
AGES PERFORMANCE TASK
goes with History**

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Brainstorm possible topics for research project	Reference IEP <i>Accommodations</i> See student's IEP	Emerging Provide possible topics (1-3 words)	Convert possible topics into complete sentences
	<i>Modifications</i> See student's IEP	Expanding Sentence frames that include a possible topic	

		Bridging Provide alternative terms or synonyms for the given topics	
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Scoring Rubric	2- Students have generated a list consisting of 3 or more sources 1- Students have generated a list consisting of 1-2 sources 0- Students have not generated a list or the information is incomplete
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Authentic Performance Task 2

Task Description	This is for whole group. Use the previously chosen topic(s). Teachers will lead students in determining credible sources and how to write them on a Bibliography /Works Cited Page.	Suggested Length	Days: 4 Mins/Day: 50
Standards Addressed	Priority Standard(s)		
	RI7 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.		
	Supporting Standard(s)		
	W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	Target ELD Standard(s)		
	<p><u>Collaborative</u> 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4) 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)</p> <p><u>Interpretative</u> 5. Listening actively to spoken English in a range and social and academic contexts (RL.1, RI.1, L.1) 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1)</p> <p><u>Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4, L.1) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2, L.1) 11. Justifying own arguments and evaluating others' arguments in writing (L.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.1)</p>		

Essential Question(s)	How do we generate research reports?	
Big Idea(s)	By creating focused questions and using a variety of credible sources.	
Bloom's	DOK	Scoring Rubric
2	3	See end of Task 2

(Suggested Instructional Strategies and Tasks – for Task 2)**Determine CREDIBLE/RELIABLE SOURCES (Taken from Library.umkc.edu/research)****1. Evaluate information**

After finding potential sources of information, you need to evaluate them to see if they are worthwhile for your research assignment. Consider the following:

Accuracy: *Is the information correct? Can you verify the facts somewhere else? Does the source cite other sources that you can check? Is the information supported by enough evidence?*

Authority: *What are the credentials of the author, the publication? Are they an expert? Are they trustworthy?*

Audience: *For what audience is the source intended? Is it at the appropriate level? Is it an academic or popular source? Can you understand it?*

Objectivity: *Is the author impartial or is there evidence of bias? Does the author have a personal interest in the subject? Is the piece based on opinion or fact?*

Currency: *When was the source published? Is it up-to-date? Is it too old?*

****It's especially important to evaluate websites since anyone can publish information on the Web.***

When evaluating web pages look for the following:

Does the web page indicate when it was last updated?

Do you know who wrote the page? Can you find any information out about this author?

Does the page come from a reliable source (i.e. a major news site, the government, etc.)?

Do the links on the page work or are they broken?

Is there an "about" page that gives information about the organization providing the information?

What is the domain of the URL? (.gov, .edu, .org, .com, etc.)

2. Cite your sources using the MLA format to create a bibliography/works cited page with at least 2 different type of sources (i.e. articles, books, websites, etc.)

➤ Easybib.com is a helpful resource to help students cite sources.

➤ MLA ppt also has examples of how to create a bibliography

MLA Style (7th edition)

Koslow, J. Anthony. *The silent deep : the discovery, ecology and conservation of the deep sea.*

Chicago: University of

Chicago Press, 2007. Print.

Munday, Philip L., et al. "Climate change and the future for coral reef fishes." *Fish & Fisheries* 9.3 (2008): 261-285.

Academic Search Premier. Web. 14 Apr 2009.

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts – for Task 2)

Resources and Materials

www.easybib.com

<http://school.eb.com> (username and password: alvord/alvord)



Writing a Bibliography .pdf



MLA pwrpoint.ppt



How to Cite or Quote info.doc



Dark Ages Performance Task 1

The topics in this LIST in DARK AGES PERFORMANCE TASK goes with History

(See RESOURCES folder for TASK 2)

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Determine if a source is credible by following the provided guidelines</p> <p>Create and include all components of a bibliography</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>See student’s IEP</p>	<p>Emerging</p> <p>Work with a partner to make an executive decision whether a source is credible or not.</p>	<p>Have students create 3X5 bibliography cards to cite each source without using easybib.com</p>
	<p><i>Modifications</i></p> <p>See student’s IEP</p>	<p>Expanding</p> <p>Highlight information to look at that will help determine whether a source is credible or not.</p>	
		<p>Bridging</p> <p>Teacher provides sentence frames that guide students to determine whether a source is credible or not.</p>	

Scoring Rubric




THIS IS FOR EVALUATING THE CREDIBILITY OF A WEBSITE:



scoring rubric for credibility of sources.

Authentic Performance Task 3

Task Description	Create a mini research report using and citing credible resources.	Suggested Length	Days: 4 Mins/Day:50
Standards Addressed	Priority Standard(s)		
	RI7 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W7. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	Supporting Standard(s)		
	W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	Target ELD Standard(s)		
<p><u>Collaborative</u> 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4) 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)</p> <p><u>Interpretative</u> 5. Listening actively to spoken English in a range and social and academic contexts (RL.1, RI.1, L.1) 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1)</p> <p><u>Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4, L.1) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2, L.1) 11. Justifying own arguments and evaluating others' arguments in writing (L.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.1)</p>			




Essential Question(s)	How do we analyze texts?		
Big Idea(s)	To analyze texts, we must cite explicit and inferential evidence.		
Bloom's	DOK	Scoring Rubric	
2	3	See end of Task 3	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks – for Task 3)		
	<p>This is for whole group. Use the previously chosen topic(s).</p> <p>Mini Lesson/Questions to Guide Instruction:</p> <ul style="list-style-type: none"> • How do I summarize or paraphrase information accurately? • How do I embed a direct quote so I do not plagiarize? <p style="text-align: center;">Use the Plagiarism Power Point Presentation</p> <ul style="list-style-type: none"> - Teacher models practice on paraphrasing worksheet. (I do) - Students practice on a second paragraph from the worksheet. (We do) - Students find a second source to <i>support teacher-selected article</i>. - Students choose a paragraph to paraphrase (You do) <p style="text-align: center;">Use the MLA Power Point Presentation, starting on slide 8 Introduce parenthetical citations and show examples</p>		
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  MLA pwrpoint.ppt </div> <div style="text-align: center;">  Paraphrasing Activity and Practice.pdf </div> <div style="text-align: center;">  Dark Ages Performance Task 1 </div> </div> <p style="text-align: center;"><i>The topics in this LIST in DARK AGES PERFORMANCE TASK goes with History</i></p> <p style="text-align: center;">See RESOURCES folder for TASK 3</p>		

Strategies for Differentiation


All Students	SWD	ELs	Enrichment
<p>Paraphrase a paragraph</p> <p>Add parenthetical citations</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>See student's IEP</p> <p><i>Modifications</i></p> <p>See student's IEP</p>	<p>Emerging</p> <p>Students choose from a list of pre-selected words. Students write the correct citation to a quote chosen by the teacher.</p> <hr/> <p>Expanding</p> <p>Students work in pairs to choose synonyms and create a sentence. Students write the correct citation to a quote chosen by the teacher.</p> <hr/> <p>Bridging</p> <p>Individually choose synonyms and create a sentence. Choose 1 quote and add the proper citation</p>	<p>Students individually paraphrase and/or add a quote with the correct citations</p>
<p>Scoring Rubric</p>	<p>THIS IS FOR ANALYZING AND INTEGRATING INFORMATION: (Feel free to use half points for partial credit)</p> <p>2- The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. Uses proper in-text citations.</p> <p>1- The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. Uses some correct in-text citation.</p> <p>0- A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. Does not use correct in-text citation.</p>		

Authentic Performance Task 4

Task Description	Have the students choose their own topic and follow the steps in the model from tasks 1-3 to write a research report. (scaffold as needed)	Suggested Length	Days: 4 Mins/Day: 50		
Standards Addressed	Priority Standard(s)				
	<p>RI7.1. 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>W7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</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>				
	Supporting Standard(s)				
	<p>W7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>				
	Target ELD Standard(s)				
	<p>Collaborative</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.4)</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) (L.1)</p> <p>Interpretative</p> <p>5. Listening actively to spoken English in a range and social and academic contexts (RL.1, RI.1, L.1)</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1)</p> <p>Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics (SL.4, L.1)</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.2, L.1)</p> <p>11. Justifying own arguments and evaluating others’ arguments in writing (L.1)</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.1)</p>				
Essential Question(s)	<ol style="list-style-type: none"> 1. How can text be analyzed? 2. Why do we use informative writing? 3. How do we demonstrate command of standard English? 4. How do we generate research reports? 				
Big Idea(s)	<ol style="list-style-type: none"> 1. To analyze text, cite explicit and inferential evidence 2. Informative writing examines and analyzes topics, ideas, and concepts. 3. Effective speaking and writing are demonstrated by the use of standard English conventions. 4. By creating focused questions and using a variety of credible sources. 				
Bloom’s		DOK		Scoring Rubric	
4		3		See end of Task 4	

Teaching and Learning Sequence	<p style="text-align: center;">(Suggested Instructional Strategies and Tasks – for Task 4)</p> <p>A. Students will use a graphic organizer or take notes to:</p> <ol style="list-style-type: none"> 1. Choose a precise topic to research 2. Write a list of possible keywords 3. Evaluate sources into credible/non-credible 4. Create a bibliography/works cited page 5. Close read article/show proof of annotation, paraphrasing, analyzing 6. Take note with in-text citations 		
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Library.umkc.edu/research</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  MLA pwrpoint.ppt </div> <div style="text-align: center;">  Research Report Resources.pdf </div> <div style="text-align: center;">  Dark Ages Performance Task 1 </div> </div> <p style="text-align: center;"><i>The topics in this LIST in DARK AGES PERFORMANCE TASK goes with History</i></p>		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
Use questions as guide	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Accommodations</i> See student's IEP</p> <p style="text-align: center;"><i>Modifications</i> See student's IEP</p>	<p>Emerging</p> <p>-Provide scaffolded graphic organizers</p> <p>-Offer limited topics</p> <p>-Provide an introductory and/or concluding paragraph</p>	<p>Create a video or live broadcast with vignettes where students act out the scenes, add music, or use Windows Movie Maker (or some other technology) to present portions of the research to their class.</p>

		<p style="text-align: center;">Expanding</p> <ul style="list-style-type: none"> -Provide scaffolded graphic organizers -Sentence frames -Provide an introductory or concluding paragraph 	
		<p style="text-align: center;">Bridging</p> <ul style="list-style-type: none"> -Partner work -Sentence frames as needed 	

<p>Scoring Rubric</p>	<div style="text-align: center;">  <p>Informationa-Explanatory Rubric.pdf</p> </div> <p>Additional sample criteria for scoring rubric: MLA format, Minimum of 5 paragraphs, Works' Cited Page, Uses in-text citation, 6-10 sentences/paragraph</p> <p style="text-align: center;">Use questions above to see if student correctly/adequately completed each step.</p>
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Situation:

You are broadcaster. You want listeners to consider ideas/topics that impact our daily lives. Write a research report on a topic that impacts a society. It can be either a current or historical issue or topic.

Challenge:

Students will research a topic that interests them. It can be a current event, historical event, topic, person, or an issue that impacts today's world.

Role:

Students will be a news broadcaster, talk show host/interviewee, radio show host

Audience:

Students in class

Product/Performance:

Students will write a research report and can create a broadcast to present in groups or individually. Create an interview, news, talk show, to present portions of the research report. Record or perform it live. Include interviews, questions, thoughtful commentaries, and evidence to support that the topic is significant to the society.

EXAMPLE TOPICS/SOURCES:

OPTION: ERWC module on "The Impact of Celebrities" or "Tap Water Vs. Bottled Water"
(i.e. the power of celebrity in our culture; the power of science/technology)

OR the power in feudal Europe – possible historical tie-ins: Vikings, Barbarians, Charlemagne, William the Conqueror, Castles, Sieges, Manor life, the Role of the Church, the power of the Pope, etc.)

See each TASK LIST FOR FOR IDEAS under:

DARK AGES PERFORMANCE TASK

Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>See student's IEP</p>	<p>Emerging</p> <p>-Provide one level reading article partially annotated</p> <p>-Provide limited topics</p> <p>-Provide interview format frames</p>	<p>Create a video or live broadcast modeled off of CNN Student News where kids can act out scenes, add music, or use Windows movie maker to present portions of research to audience.</p>
	<p><i>Modifications</i></p> <p>See student's IEP</p>	<p>Expanding</p> <p>-Provide choices for topics</p> <p>-Provide interview format frames</p>	
		<p>Bridging</p> <p>Provide interview format frames</p>	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		