

Level 2: Unit 2: POR

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **32 days**
Status: **Published**

Unit Overview

There are many reasons why people choose to do something, buy something, or think a certain way. In this unit, you will analyze print, visual and film texts that are common in the media and advertising. You will investigate how advertising influences the lives of youth by critically reading and viewing informational text and film. You will analyze the components of argumentation by reading argumentative essays, news articles, and speeches. By the end of the unit, you will become a skilled reader and writer of a variety of nonfiction texts. an engaged collaborator in discussion groups, and an effective argumentative writer.

Transfer

- Analyzing the connection between content, purpose, and audience
- Analyzing and interpreting samples of good writing
- Identifying and explaining an author's use of rhetorical strategies and techniques
- Creating and sustaining an argument based on readings, research, and/or personal experience
- Producing effective expository compositions

Meaning

Understandings

- To understand how our lives are affective by media and advertising
- To engage in collaborative discussions
- To write an expository essay
- To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts
- To write an argumentative essay

Essential Questions

- What role does advertising play in the lives of youth?

- What makes an effective argument?

Application of Knowledge and Skill

Students will know...

Academic Vocabulary

text features

hypothesize

credibility

inference

primary source

secondary source

search item

valid

norm

consensus

claim

counterclaim

Literary Terms

expository writing

documentary film

rhetoric

Language and Writer's Craft

Revising for Cohesion and Clarity

Revising for Precise Language and Formal Style

Sentence Variety

Sentence Structure and Transitions

Using Rhetorical Devices

Phrases and Clauses

Students will be skilled at...

Part One

Gather and synthesize relevant information from credible print and non-print sources

Establish a controlling idea and support it with facts, details, and examples from experience and research

Sequence ideas and use transitions to create coherence

Provide a clear and focused introduction and conclusion

Use precise diction and a variety of sentence structures

Demonstrate command of conventions

Part Two

Gather and synthesize relevant information from credible print and non-print sources

Establish a clear claim and support it with valid reasoning, relevant and sufficient evidence, and counterclaims

Sequence ideas logically and use transitions to create coherence

Provide a clear and focused introduction and conclusion

Use a formal style and tone

Use a variety of rhetorical devices, appeals, and sentence structures for effect

Demonstrate command of conventions (e.g.; when citing textual evidence)

Academic Vocabulary

text features

hypothesize

credibility

inference

primary source

secondary source

search item

valid

norm

consensus

claim

counterclaim

Literary Terms

expository writing

documentary film

rhetoric

Learning Goals

By the end of Unit 2, students will:

- understand how our lives are affected by media and advertising (level 4)
- identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts (level 4)
- create expository and argumentative essays (level 4)

2.1 Previewing the Unit– 1 period

SWBAT:

- Preview the big ideas and vocabulary for the unit
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully

*Utilize QHT chart and review unpacking the unit

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| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.L.7.6 | 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. |

2.2 What Is the Issue? - 2 periods

- **Informational Text:** "\$211 Billion and So Much to Buy-American Youths, the New Big Spenders"

SWBAT:

- Identify text features in informational texts as a strategy to better comprehend ideas and information
- Closely read an information text to identify issues and questions

*Focus on quickwrite, skim and scan article, and collaborative discussion points.

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.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. |
| LA.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.7.1.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. |
| LA.SL.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| LA.SL.7.1.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. |
| LA.SL.7.1.D | Acknowledge new information expressed by others and, when warranted, modify their own views. |
| LA.SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.7.6 | 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. |

2.3 Analyzing Informational Text – 2 periods

Informational Text: "Facts About Marketing to Children," The Center for a New American Dream

SWBAT:

- Identify factors that affect consumer choices and discuss relevant facts with a partner
- Draft and evaluate an original research question

*Give students a list of topics to choose for research. Assist with research questions on p.98.

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.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. |
| LA.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| LA.RI.7.7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.SL.7.1.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. |
| LA.L.7.4.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. |
| LA.L.7.6 | 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. |

2.4 How Do They Do It? Analyzing Ads – 1 period

SWBAT:

- Identify advertising techniques used in advertisements
- Write an expository response describing the effectiveness of advertising techniques in an advertisement

*Make sure you utilize visuals to aid students in the understanding of persuasive techniques & target audience.

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |

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| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.5 | 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. |
| LA.L.7.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). |
| LA.L.7.6 | 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. |

2.5 Advertising for All - 2 periods

SWBAT:

- Analyze advertising for commonly used products and identify their target buyers
- Evaluate the impact of brands and celebrity endorsements on product purchases

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.7.1.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. |
| LA.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

2.6 Evaluating Sources: How Credible Are They? - 1.5 periods

Online Text: "Responsible Marketing," Coca Cola

SWBAT:

- Evaluate research sources for authority, accuracy, credibility, timeliness, and purpose/audience
- Distinguish between primary and secondary sources
- Evaluate an Internet website's content and identity to determine appropriate Internet sources for

research

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| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | 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. |
| LA.SL.7.1.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. |
| LA.SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| LA.SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

2.7 Gathering Evidence from a Film: Part One - 1 period

***Documentary Film:** *Consuming Kids: The Commercialization of Childhood* (available online)

SWBAT:

- Identify and record relevant research information from a documentary film
- Participate in a collaborative discussion about research findings

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| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | 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. |
| LA.SL.7.1.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. |
| LA.SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| LA.SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

2.8 Gathering Evidence from a News Article - 2 periods

News Article: "Marketing to kids gets more savvy with new technologies"

SWBAT:

- Compare and contrast how similar information is presented in different texts

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.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. |
| LA.RI.7.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LA.W.7.5 | 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. |
| LA.SL.7.1.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. |
| LA.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.L.7.4.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. |
| LA.L.7.5.A | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. |

2.9 Gathering Evidence from a Film: Part Two - 1 period

***Documentary Film:** *Consuming Kids: The Commericalization of Childhood*

SWBAT:

- Identify and record information relevant to a research question from a documentary film
- Participate in a collaborative discussion about research findings

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| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.7.2.E | Establish and maintain a formal style academic style, approach, and form. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and |

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| | generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | 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. |
| LA.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

2.10 Gathering Evidence: Bringing It All Together – 2 periods

SWBAT:

- Organize research, notes, and ideas to prepare for writing
- Write a conclusion for the expository essay

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| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LA.W.7.5 | 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. |
| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Summative Assessment - Writing an Expository Essay and Participating in a Collaborative Discussion

SWBAT:

- Write an expository essay that explains the role of advertising in the lives of youth
- Utilize unit articles and one additional researched informational text in aforementioned essay
- Exchange ideas in a collaborative discussion

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| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

2.11 Unpacking Embedded Assessment 2: Preparing for Argumentative Writing - 1 period

SWBAT:

- Identify the knowledge and skills needed to complete Embedded Assessment 2 successfully and reflect on prior learning that supports the knowledge and skills needed.
- Examine the essential components and organizational structure of a successful essay of argumentation.

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| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.7.1.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. |
| LA.SL.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |

2.12 Which Claims to Believe – 2 periods

- **Essay:** "America the Not-So-Beautiful" by Andrew A. Rooney

SWBAT:

- Identify elements of argument in a sample text
- Analyze the thesis (claim), audience, purpose, and occasion in a sample text

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.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). |
| LA.RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| LA.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. |
| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.7.5 | 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. |
| LA.SL.7.1.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. |
| LA.L.7.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). |
| LA.L.7.6 | 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. |

2.13 Exploring and Evaluating Reasons and Evidence - 2 periods

- **Informational Text:** “Another study highlights the insanity of selling junk food in school vending machines,” by Karen Kaplan

SWBAT:

- Analyze claim, reasoning, and evidence in an argument.
- Identify and evaluate an author's claims and use of reasons and evidence to support a position.
- Identify reasons and evidence to develop a topic and support a claim.

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| LA.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. |
| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.W.7.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| LA.W.7.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | 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. |
| LA.SL.7.1.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. |
| LA.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |

2.14 Just the Right Rhetoric: Logical Appeals - 2 periods

- **Speech:** "Ain't I a Woman?" by Sojourner Truth
- **Speech:** "Remarks to the U.N. 4th World Conference on Women Plenary Session" (excerpt) by Hillary Clinton

SWBAT:

- Identify a writer's use of rhetorical appeals and analyze their effectiveness.

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| LA.RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| LA.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. |
| LA.RI.7.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.7.5 | 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. |
| LA.SL.7.1.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. |
| LA.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| LA.L.7.6 | 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. |

2.15 Differing Opinions: Acknowledging Opposing Claims - 2 periods

- **Online Article:** "Failure to Ban Violent Video Games Makes Job Harder for Parents," by Tamika Mallory
- **News Article:** "It's Perverse, but It's Also Pretend," by Cheryl K. Olson

SWBAT:

- Analyze the logic in the development of different points of view on the same subject.
- Create a claim and argue a position incorporating counterclaims in a class debate.

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| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.7.7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| LA.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. |
| LA.RI.7.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.7.5 | 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. |

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| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.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. |
| LA.SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| LA.L.7.6 | 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. |
| CCSS.ELA-Literacy.W.7.9.b | Apply grade 7 Reading standards to literary nonfiction (e.g., “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”). |

2.16 To Introduce and Conclude - 1 period

- **Student Essay:** “Screen Time?”

SWBAT:

- Analyze and identify the components of an introductory and a concluding paragraph in an argumentative essay.

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| LA.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |

Part Two - Summative Assessment - Writing an Argumentative Essay - 4 periods

SWBAT:

- Write an argumentative essay that states and supports a claim about an issue of importance to you.

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| LA.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.W.7.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| LA.W.7.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| LA.W.7.1.D | Establish and maintain a formal style/academic style, approach, and form. |
| LA.W.7.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |

21st Century Life and Careers

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| WORK.5-8.9.1.8 | All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. |
| WORK.5-8.9.1.8.B | Creativity and Innovation |
| WORK.5-8.9.1.8.C | Collaboration, Teamwork and Leadership |
| WORK.5-8.9.1.8.D | Cross-Cultural Understanding and Interpersonal Communication |
| WORK.5-8.9.1.8.E | Communication and Media Fluency |

Formative Assessment and Performance Opportunities

- SpringBoard Online Unit 2 Assessment
- SpringBoard Portfolio: Unit Reflection
- SpringBoard Writing Workshop 2: Argumentative Writing
- SpringBoard Writing Workshop 3: Expository Writing

Accommodations and Modifications

- Differentiation Options in Unit
- Grammar & Usage
- Grammar Handbook
- Signal Boxes: Vocabulary & Literary Terms
- Sustained Silent Reading

Interdisciplinary Connections

Unit Resources

- SpringBoard Grammar and Usage Handbook
- SpringBoard Literature Circles: Independent Reading