



## Unit-at-a-Glance

This unit is approximately 2.5 weeks or 14 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RI.7.1, RI.7.7, SL.7.1, SL.7.4	<p><b>Create a Documentary Clip: Analyze a Model Documentary</b></p> <p><b>Opening</b>            A. Engage the Learner – RI.7.1 (5 minutes)</p> <p><b>Work Time</b>            A. Review Documentary Techniques – RI.7.7 (10 minutes)            A. Analyze a Model Documentary Script – SL.7.4 (20 minutes)</p> <p><b>Closing and Assessment</b>            A. Form Documentary Triads – SL.7.1 (10 minutes)</p> <p><b>Homework</b>            A. Begin Action Plan: Students consider and solidify their personal action plans. They research a solution to plastic pollution, write letters to a government official or agency, or carry out a personal action. Students record their plans, research, and the actions they've taken on Homework: Action Plan Journal. Students complete all sections of the Action Plan Journal, including one note in the final research or results section, which will be added to throughout the unit as their action plans progress.</p> <p>Students watch a film clip of <i>A Plastic Ocean</i> to review documentary film techniques and their effect on developing meaning. Then students analyze the Model Documentary Script for purpose, writing elements, and the information included in each section. Students form triads and determine their personal action plans in response to plastic pollution.</p>	<ul style="list-style-type: none"> <li>I can explore a model documentary and generate ideas for my own documentary clip. (RI.7.7)</li> <li>I can determine the purpose and analyze the content of an effective documentary script about plastic pollution. (SL.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 1 (RI.7.1)</li> <li>Work Time A: Analyze a Model Documentary note-catcher (RI.7.7, SL.7.2, SL.7.4)</li> <li>Work Time B: Model Documentary Script annotations (SL.7.2)</li> <li>Closing and Assessment A: Exit Ticket: Unit 3, Lesson 1 (SL.7.1)</li> </ul>

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<b>Lesson 2</b> W.7.3, W.7.4	<b>Create a Documentary Clip: Draft a Narrative Lead</b>  <b>Opening</b> A. Engage the Learner – W.7.3 (5 minutes) <b>Work Time</b> A. Analyze a Model Narrative Lead in a Documentary Script – W.7.3 (10 minutes) A. Draft a Narrative Lead for a Documentary Script – W.7.3 (20 minutes) <b>Closing and Assessment</b> A. Triad Share – W.7.4 (10 minutes) <b>Homework</b> A. Continue Action Plan: Students continue to work on their personal action plans. Students record their plans, research, and actions they've taken in their Action Plan Journal, including at least one new note in the final research or results section.  Students analyze the narrative lead in the Model Documentary Script, determining the writing elements (hook, point of view, description, etc.) and their effects on engaging the audience and giving context. Then each member of the triad independently drafts a narrative lead for their documentary script. Students share their leads in preparation for creating one lead for their documentary.	<ul style="list-style-type: none"> <li>I can determine criteria for an effective narrative lead in a documentary. (W.7.3)</li> <li>I can write the narrative lead for a documentary script using effective techniques and relevant descriptive details. (W.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 2 (W.7.3)</li> <li>Work Time A: Model Documentary Script annotations (W.7.3)</li> <li>Work Time B: Narrative lead draft (W.7.3)</li> </ul>
<b>Lesson 3</b> W.7.5, W.7.7, W.7.8, L.7.3a	<b>Create a Documentary Clip: Combine Leads</b>  <b>Opening</b> A. Engage the Learner – L.7.3a (5 minutes) <b>Work Time</b> A. Combine Narrative Leads – W.7.5 (20 minutes) <b>Closing and Assessment</b> A. Work on Action Plan – W.7.7, W.7.8 (20 minutes) <b>Homework</b> A. Continue Action Plan: Students continue to work on their personal action plans. Students record their plans, research, and actions they've taken in their Action Plan Journal, including at least one new note in the final research or results section.  Students work in their triads to create a narrative lead to their documentary script from the ideas generated in their individual lead drafts from the previous lesson. Then students work with their triad on their action plan, which may involve research, writing, or other tasks aligned to enacting their solution for plastic pollution.	<ul style="list-style-type: none"> <li>I can work with my peers to strengthen the narrative lead of our documentary script. (W.7.5)</li> <li>I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 3 (L.7.3a)</li> <li>Work Time A: Documentary Script lead (W.7.3, W.7.5)</li> <li>Closing and Assessment A: Documentary Script planner (W.7.7, W.7.8, SL.7.4)</li> </ul>

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<b>Lesson 4</b> W.7.4, W.7.5, SL.7.1, SL.7.4	<p><b>Create a Documentary Clip: Draft a Documentary Script</b></p> <p><b>Opening</b>  A. Engage the Learner – SL.7.1 (5 minutes)</p> <p><b>Work Time</b>  A. Triad Action Plan – W.7.4, W.7.5 (15 minutes)</p> <p><b>Closing and Assessment</b>  A. Draft a Documentary Clip Script – SL.7.4 (25 minutes)</p> <p><b>Homework</b>  A. Action Plan: Students continue to work on their personal action plans. Students record their plans, research, and actions they've taken in their Action Plan Journal, including at least one new note in the final research or results section.  A. Complete the Script: Students complete their script as necessary.</p> <p>Students work with their triad on their action plan, which may involve research, writing, or other tasks aligned to enacting their solution for plastic pollution as well as planning for the content of their documentary script. Then each member of the triad writes a section of the documentary script: argument, action plan description, or conclusion.</p>	<ul style="list-style-type: none"> <li>• I can collaborate with my group to strengthen our documentary script by planning and discussing how to focus on purpose and audience. (W.7.5)</li> <li>• I can write my documentary script with claims and findings, emphasizing important points in a focused, clear manner. (SL.7.4)</li> <li>• I can write my documentary script with key descriptions, facts, details, and examples. (SL.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Action Plan Progress anchor chart (SL.7.1)</li> <li>• Work Time A: Documentary Script planner (W.7.5)</li> <li>• Closing and Assessment A: Documentary Script draft (SL.7.4)</li> </ul>
<b>Lesson 5</b> W.7.4, W.7.5, SL.7.1, SL.7.4	<p><b>Create a Documentary Clip: Revise the Script</b></p> <p><b>Opening</b>  A. Engage the Learner – SL.7.1 (5 minutes)</p> <p><b>Work Time</b>  A. Triad Action Plan – W.7.4, W.7.5 (20 minutes)</p> <p><b>Closing and Assessment</b>  A. Combine and Revise Documentary Script – SL.7.4 (20 minutes)</p> <p><b>Homework</b>  A. Action Plan: Students continue to work on their personal action plans. Students record their plans, research, and actions they've taken in their action plan journal, including at least one new note in the final research or results section.  A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students work with their triad on their action plan, which may involve research, writing, or other tasks aligned to enacting their solution for plastic pollution as well as planning for the content of their documentary script. Then triads work to revise their documentary scripts, making sure all their individual sections work together.</p>	<ul style="list-style-type: none"> <li>• I can collaborate with my group to strengthen our documentary script, focusing on how well purpose and audience have been addressed. (W.7.5)</li> <li>• I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3a)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 5 (SL.7.1)</li> <li>• Work Time A: Documentary Script (W.7.4, W.7.5, SL.7.4)</li> </ul>

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<b>Lessons 6–7</b> W.7.5, SL.7.4	<p><b>Mid-Unit 3 Assessment: Revise and Edit a Documentary Script</b></p> <p><b>Opening</b>  A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b>  A. Language Dive: Model Documentary Script, Argument Section – SL.7.4 (15 minutes)  A. Tuning Protocol – W.7.5 (30 minutes)</p> <p><b>Closing and Assessment</b>  A. Mid-Unit 3 Assessment: Revise and Edit a Documentary Script – W.7.5 (40 minutes)</p> <p><b>Homework</b>  A. Reflect on Writing Process: Students reflect on their improvement as writers over the course of the writing process from planning to writing to revision and set goals for future writing to complete Homework: Reflect on Writing Process.  A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students participate in a Language Dive on a sentence from the Model Documentary Script, analyzing how the author uses evidence to support the argument. Then students engage in a Tuning protocol as a triad to give each other feedback on the effective use of claims and findings (including points, key descriptions, facts, details, or examples) to address the purpose and audience. Students complete the mid-unit assessment by independently revising their section of the documentary script, focusing on effectively supporting claims with findings.</p>	<ul style="list-style-type: none"> <li>I can revise and strengthen a documentary script, focusing on how well purpose and audience have been addressed. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lessons 6–7</li> <li>Work Time A: Language Dive: Model Documentary Script, Argument Section (SL.7.4)</li> <li>Work Time C: Revisions and Edits to Documentary Script (W.7.5)</li> </ul>

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<b>Lesson 8</b> SL.7.4, SL.7.5	<b>Pitch a Documentary Clip: Analyze a Model Documentary Storyboard</b>  <b>Opening</b> A. Engage the Learner – SL.7.5 (5 minutes) <b>Work Time</b> A. Review the Performance Task – SL.7.5 (5 minutes) A. Analyze a Model Documentary Storyboard – SL.7.5 (20 minutes) <b>Closing and Assessment</b> A. Begin Documentary Storyboard – SL.7.4 (15 minutes) <b>Homework</b> A. Optional: Continue Storyboard: If students have access to the appropriate technology or materials, they can continue working on their storyboards, to be completed in the following lesson. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  As a class, students review the Performance Task anchor chart and the Model Documentary Storyboard to ensure they understand how visuals effectively support and emphasize points in a presentation. Then students work in their triads to determine which parts of the script each will storyboard and to brainstorm possible images they will create.	<ul style="list-style-type: none"> <li>I can generate criteria for a documentary clip storyboard on plastic pollution. (SL.7.4, SL.7.5)</li> <li>I can create a storyboard with images, captions, and my documentary clip script on plastic pollution. (SL.7.4, SL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 8 (SL.7.5)</li> <li>Work Time B: Analyze a Model Documentary Storyboard note-catcher (SL.7.5)</li> </ul>
<b>Lesson 9</b> SL.7.5	<b>Pitch a Documentary Clip: Create a Storyboard</b>  <b>Opening</b> A. Engage the Learner – SL.7.5 (5 minutes) <b>Work Time</b> A. Create a Storyboard – SL.7.5 (35 minutes) <b>Closing and Assessment</b> A. Share Storyboard – SL.7.5 (5 minutes) <b>Homework</b> A. Optional: Finish Storyboard: If students have the technology or access to materials, they can finish work on their portions of the storyboards. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students work independently to create their panels for their storyboard, collaborating with their triad members as necessary. Then students share their best panel with their triad, explaining what makes it an effective representation of their plan for the documentary film clip.	<ul style="list-style-type: none"> <li>I can create a storyboard with images, captions, and my documentary clip script on plastic pollution. (SL.7.4, SL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 9 (SL.7.5)</li> <li>Work Time A: Storyboard (SL.7.5)</li> </ul>

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<b>Lesson 10</b> SL.7.4	<p><b>Pitch a Documentary Clip: Practice Presentation</b></p> <p><b>Opening</b> A. Engage the Learner – SL.7.4 (5 minutes)</p> <p><b>Work Time</b> A. Model Documentary Clip Pitch – SL.7.4 (10 minutes) A. Practice Documentary Clip Pitch – SL.7.4 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Tuning Protocol: Presentation Skills – SL.7.4 (15 minutes)</p> <p><b>Homework</b> A. Optional: Practice Documentary Pitch and Begin Filming: Students have the option to practice their documentary clip pitch, focusing on the part of the pitch they are responsible for in their triads, or to begin filming, if they have access to the technology and are ready to begin recording the documentary. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students observe the teacher's model documentary pitch, noting the effective use of presentation skills, visuals, and claims and findings. Then students work in triads to determine which part of the pitch each will give. Students practice their pitch and engage in a Tuning protocol on their effective use of presentation skills, visuals, and claims and findings.</p>	<ul style="list-style-type: none"> <li>• I can present my documentary pitch in a formal, focused, and clear way, emphasizing important points. (SL.7.4, SL.7.6)</li> <li>• I can use appropriate eye contact, adequate volume, and clear pronunciation to present. (SL.7.4)</li> <li>• I can use visual displays in my storyboard to clarify and emphasize points. (SL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 10 (SL.7.4, SL.7.5, SL.7.6)</li> <li>• Work Time A: Documentary Pitch note-catcher (SL.7.4, SL.7.5, SL.7.6)</li> <li>• Work Time B: Presentation checklist (SL.7.4, SL.7.5, SL.7.6)</li> </ul>



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<b>Lessons 11–12</b> SL.7.4, SL.7.5, SL.7.6	<b>End of Unit 3 Assessment: Pitch a Documentary Clip</b>  <b>Opening</b> A. Engage the Learner – SL.7.4 (10 minutes) <b>Work Time</b> A. Practice Documentary Clip Pitch – SL.7.4 (10 minutes) A. End of Unit 3 Assessment: Pitch a Documentary Clip (45 minutes) <b>Closing and Assessment</b> A. Self-Assess – SL.7.4 (10 minutes) A. Independent Research Reading Share – RI.7.10 (15 minutes) <b>Homework</b> A. Optional: Begin Filming: If students have the technology to film (with a phone or other device), they can begin filming scenes for their documentary clip. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students work in their triads to practice their documentary pitch, focusing on the effective use of presentation skills, visuals, and claims and findings. Then students complete their end of unit assessment by delivering their documentary pitch presentation. Students self-assess on their presentation skills and share their Independent Research Reading with peers.	<ul style="list-style-type: none"> <li>• I can present my documentary pitch in a formal, focused, and clear way, emphasizing important points. (SL.7.4, SL.7.6)</li> <li>• I can use appropriate eye contact, adequate volume, and clear pronunciation to present. (SL.7.4)</li> <li>• I can use visual displays in my storyboard to clarify and emphasize points. (SL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 11 (SL.7.4)</li> <li>• Work Time A: End of Unit 3 Assessment: Pitch a Documentary Clip (SL.7.4, SL.7.5, SL.7.6)</li> </ul>

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<b>Lessons 13–14</b> SL.7.5	<p><b>Performance Task: Create a Documentary Clip</b></p> <p><b>Opening</b>            A. Engage the Learner – SL.7.5 (10 minutes)</p> <p><b>Work Time</b>            A. Film Documentary Clip – SL.7.5 (30 minutes)            A. Edit Documentary Clip – SL.7.5 (35 minutes)</p> <p><b>Closing and Assessment</b>            A. Chalk Talk – SL.7.5 (15 minutes)</p> <p><b>Homework</b>            A. Complete the Documentary Filming and Editing:            If students don't finish their documentary film clip in class and technology allows, they can do so for homework.            A. Publish the Documentary Clip: If students don't publish their documentary clip in class and technology allows, they can do so for homework based on school policy and teacher guidance and recommendations for family, friends, and/or social media.</p> <p>Students view a clip from <i>A Plastic Ocean</i>, noting the multimedia components and their effect on clarifying claims and findings and emphasizing salient points. Then students work in their triads to complete their performance task by filming and editing their documentary clip, following their storyboard and script as well as adding elements such as music, graphics, text, etc., to their film. Students engage in a Chalk Talk in which they circulate as triads, viewing and celebrating each other's documentary clips.</p>	<ul style="list-style-type: none"> <li>I can use multimedia components like video editing with images, camera techniques, voice-over, interviews, graphics, text, statistics, and music to clarify and emphasize points. (SL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A and B: Documentary Clip (SL.7.5)</li> <li>Closing and Assessment A: Chalk Talk comments (SL.7.5)</li> </ul>