



## Grade 7: Module 4: Module-at-a-Glance

### Unit 1

#### Unit 1: Build Background Knowledge: What Is Plastic Pollution?

##### Weeks 1–2 (Lessons 1–7)

In the first half of the unit, students study the documentary *A Plastic Ocean*, noting the transcript's portrayal of a subject as compared to the film's portrayal. Students also analyze the film's main ideas and supporting details, as well as how the ideas in the video introduce the issue of plastic pollution. Students identify and analyze the speakers' arguments by evaluating their claims as well as the soundness of their reasoning and the relevance and sufficiency of their evidence.

- Mid-Unit 1 Assessment: Analyze Techniques and Argument in a Video

##### Weeks 2–3 (Lessons 8–13)

In the second half of the unit, students analyze the anchor text *Trash Vortex* for the author's purpose and central ideas. Students then learn to analyze the text for how the author distinguishes her position from that of others.

- End of Unit 1 Assessment: Analyze Author's Point of View and Purpose: *Trash Vortex*

### Unit 2

#### Unit 2: Take a Stand: Ways to Reduce Plastic Pollution

##### Weeks 1–2 (Lessons 1–6)

In the first half of the unit, students read three articles and revisit their anchor texts to understand what interventions can be taken at each stage of the plastic life cycle: beginning, middle, and end. Students practice analyzing how authors develop their points of view as well as how different authors writing about the same topic shape their presentations of key information. Students also practice finding the meanings of words using relationships between words.

- Mid-Unit 2 Assessment: Analyze How Authors Present Evidence Differently

##### Weeks 2–3 (Lessons 7–15)

In the second half of the unit, students write pair and independent essays, discussing which place in the plastic life cycle is the best place to target to reduce pollution.

- End of Unit 2 Assessment: Write and Revise an Argument Essay

## Unit 3

**Unit 3: Spread the Message: We Can Make a Difference!****Weeks 1–2 (Lessons 1–7)**

Students write their documentary script over the course of the first half of the unit. Before the mid-unit assessment, students engage in a Tuning protocol to improve the content of the script, focusing on presenting findings (including descriptions, facts, details, and examples) in a focused and coherent manner.

- Mid-Unit 3 Assessment: Revise and Edit a Documentary Script

**Weeks 2–3 (Lessons 8–14)**

In the second half of Unit 3, students work in their triads to create a storyboard, using visuals to clarify their claims and findings as well as to emphasize the points in their documentary script. They then learn how to pitch their documentary to potential film producers, observing a model pitch and using a Tuning protocol to practice and refine their presentation skills, such as using appropriate eye contact, adequate volume, and clear pronunciation. Finally, in the end of unit assessment, students work in triads to each pitch a part of their documentary script, focusing on their use of formal English, domain-specific vocabulary, storyboard visuals, and presentation skills.

- End of Unit 3 Assessment: Pitch a Documentary Clip
- Performance Task: Plastic Pollution Documentary Clip