



Unit-at-a-Glance

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RI.7.1, L.7.1</p>	<p>Discover Our Topic: Plastic Pollution</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Scavenger Hunt – RI.7.1 (20 minutes) A. Launch the Video: <i>A Plastic Ocean</i> – RI.7.1 (10 minutes)</p> <p>Closing and Assessment A. Introduce the Performance Task and Module Guiding Questions – SL.7.1 (10 minutes)</p> <p>Homework A. Read and Reflect: Students complete Homework: Module Guiding Questions anchor chart to read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.</p> <p>Students embark on a scavenger hunt to infer the topic of plastic pollution. Then they explore a clip of the documentary film <i>A Plastic Ocean</i>, watching the introduction to further their understanding of the plastic pollution.</p>	<ul style="list-style-type: none"> I can infer the topic of this module from the scavenger hunt and film. (RI.7.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 1 Work Time A: Scavenger Hunt note-catcher (RI.7.1) Work Time B: Infer the Topic: I Notice/I Wonder note-catcher (RI.7.1)
<p>Lesson 2 RI.7.7, SL.7.2</p>	<p>Watch and Analyze <i>A Plastic Ocean</i>: Size of the Problem</p> <p>Opening A. Engage the Learner – RI.7.7 (5 minutes)</p> <p>Work Time A. Watch and Analyze the Video – SL.7.2 (20 minutes) A. Compare Transcript and Video – RI.7.7 (15 minutes)</p> <p>Closing and Assessment A. Silent Discussion on Habits of Character (5 minutes)</p> <p>Homework A. Reflect on Film: Students write a brief paragraph to reflect on what they have seen of the documentary <i>A Plastic Ocean</i> so far, including questions they have, to complete Homework: Reflect on Film: Lesson 2.</p> <p>Students continue to explore a clip of the documentary film <i>A Plastic Ocean</i> by working as a class to identify the central ideas and to compare the way the transcript portrays a subject to the film’s portrayal. Then students have a silent discussion in writing on habits of character seen in the film.</p>	<ul style="list-style-type: none"> I can identify the main ideas in a clip of <i>A Plastic Ocean</i> and explain how they are conveyed. (SL.7.2) I can compare the way a transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video. (RI.7.7) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 2 (RI.7.7) Work Time B: Analyze <i>A Plastic Ocean</i> (14:20–16:07) note-catcher (RI.7.7)

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<p>Lesson 3 RI.7.7, SL.7.2</p>	<p>Watch and Analyze <i>A Plastic Ocean: Great Pacific Garbage Patch</i></p> <p>Opening A. Engage the Learner – SL.7.2 (5 minutes)</p> <p>Work Time A. Watch and Analyze the Video – SL.7.2 (15 minutes) A. Compare Transcript and Video – RI.7.7 (15 minutes)</p> <p>Closing and Assessment A. Answer Questions – RI.7.7 (10 minutes)</p> <p>Homework A. Reflect on Film and Transcript: Students write a brief paragraph to reflect on what they have seen of the documentary <i>A Plastic Ocean</i> so far, including questions they have, to complete Homework: Reflect on Film and Transcript: Lesson 3. Then they read excerpts of the film transcript they will study in the following lesson and reflect on the text.</p> <p>Students form small groups to watch and analyze a clip of the film <i>A Plastic Ocean</i>, identifying the central ideas and comparing the portrayal of a subject in the transcript to the portrayal of a subject in the film. Students then answer selected response questions about the film.</p>	<ul style="list-style-type: none"> • I can identify the main ideas in a clip of <i>A Plastic Ocean</i> and explain how they are conveyed. (SL.7.2) • I can compare the way a transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video. (RI.7.7) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 3 (SL.7.2) • Work Time B: Analyze <i>A Plastic Ocean</i> (25:48–28:56) note-catcher (RI.7.7)
<p>Lesson 4 RI.7.7, SL.7.3</p>	<p>Delineate Argument in <i>A Plastic Ocean: Taking Action</i></p> <p>Opening A. Engage the Learner – SL.7.3 (5 minutes)</p> <p>Work Time A. Watch and Analyze the Video – RI.7.7 (15 minutes) A. Delineate and Evaluate a Speaker’s Argument – SL.7.3 (15 minutes)</p> <p>Closing and Assessment A. Answer Questions – RI.7.7 (10 minutes)</p> <p>Homework A. Reflect on Film: Students write a brief paragraph about what they have seen of the documentary <i>A Plastic Ocean</i> so far, including questions they have, to complete Homework: Reflect on Film: Lesson 4. A. Identify Correct and Incorrect Modifiers: Students identify sentences with and without dangling modifiers to complete Homework: Identify Correct and Incorrect Modifiers.</p> <p>Students form partnerships to watch and analyze a clip of the film <i>A Plastic Ocean</i>, identifying central ideas and comparing the portrayal of a subject in the transcript to the portrayal in the film. Students then work as a class with teacher modeling to evaluate a speaker’s argument, identifying claims, evidence, and reasoning.</p>	<ul style="list-style-type: none"> • I can compare the way a transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video. (RI.7.7) • I can delineate a speaker’s argument and claims in <i>A Plastic Ocean</i>. (SL.7.3) • I can evaluate a speaker’s evidence and reasoning in <i>A Plastic Ocean</i>. (SL.7.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 4 (SL.7.3) • Work Time A and B: Analyze <i>A Plastic Ocean</i> (36:50–40:35) note-catcher (RI.7.7, SL.7.3)

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<p>Lesson 5 RI.7.7, SL.7.3</p>	<p>Evaluate Argument in <i>A Plastic Ocean</i>: Food Plastic</p> <p>Opening A. Engage the Learner – SL.7.2 (5 minutes)</p> <p>Work Time A. Analyze the Video – RI.7.7 (15 minutes) A. Delineate and Evaluate a Speaker’s Argument – SL.7.3 (20 minutes)</p> <p>Closing and Assessment A. Answer Questions – RI.7.7 (5 minutes)</p> <p>Homework A. Reflect on Film and Transcript: Students write a brief paragraph reflecting on what they have seen of the documentary <i>A Plastic Ocean</i> so far, including questions they have, to complete Homework: Reflect on Film and Transcript: Lesson 5. Then they read excerpts of the film transcript they will study in the following lesson and reflect on the text. A. Correctly Place Modifiers: Students create sentences without dangling modifiers to complete Homework: Correctly Place Modifiers.</p> <p>Students watch and independently analyze a clip of the film <i>A Plastic Ocean</i>, identifying central ideas and comparing the portrayal of a subject in the transcript to the portrayal of a subject in the film. Students then work in small groups to delineate a speaker’s argument, evaluating a speaker’s evidence and reasoning.</p>	<ul style="list-style-type: none"> • I can compare the way a transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video. (RI.7.7) • I can delineate a speaker’s argument and claims in <i>A Plastic Ocean</i>. (SL.7.3) • I can evaluate a speaker’s evidence and reasoning in <i>A Plastic Ocean</i>. (SL.7.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 5 (SL.7.2) • Work Time A and B: Analyze <i>A Plastic Ocean</i> note-catcher (RI.7.7, SL.7.3)
<p>Lesson 6 RI.7.7, RI.7.10, SL.7.3</p>	<p>Evaluate Argument in <i>A Plastic Ocean</i>: Plastic Containers</p> <p>Opening A. Engage the Learner – SL.7.3 (5 minutes)</p> <p>Work Time A. Delineate and Evaluate a Speaker’s Argument – RI.7.7, SL.7.3 (25 minutes)</p> <p>Closing and Assessment A. Launch Independent Research Reading – RI.7.10 (15 minutes)</p> <p>Homework 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 watch and independently analyze a clip of the film <i>A Plastic Ocean</i>, identifying central ideas and comparing the portrayal of a subject in the transcript to the portrayal of a subject in the film, delineate a speaker’s argument, evaluating the evidence and reasoning. Then students launch independent research reading, choosing an informational text about plastic pollution that interests them.</p>	<ul style="list-style-type: none"> • I can compare the way a transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video. (RI.7.7) • I can delineate a speaker’s argument and claims in <i>A Plastic Ocean</i>. (SL.7.3) • I can evaluate a speaker’s evidence and reasoning in <i>A Plastic Ocean</i>. (SL.7.3) • I can select a research reading text that I want to read. (RI.7.10) 	<ul style="list-style-type: none"> • Work Time A: Analyze <i>A Plastic Ocean</i> (1:25:41–1:26:46) note-catcher (SL.7.3)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 7 RI.7.7, SL.7.2, SL.7.3</p>	<p>Mid-Unit 1 Assessment: Analyze Techniques and Argument in a Video</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Mid-Unit 1 Assessment: Analyze Techniques and Argument in a Video (30 minutes)</p> <p>Closing and Assessment A. Language Dive: <i>A Plastic Ocean</i> (1:28:26–1:28:36) – SL.7.3 (10 minutes)</p> <p>Homework A. Reflect on Film: To complete Homework: Reflect on Film: Lesson 7, students write in response to the following questions: How do you feel about what you are learning in the film <i>A Plastic Ocean</i>? What action might you like to take in response to the film? 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 complete their mid-unit assessment by answering selected and constructed response questions to compare the way a transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video. Students also delineate a speaker's argument, evaluating the claims, evidence, and reasoning in clips of <i>A Plastic Ocean</i>.</p>	<ul style="list-style-type: none"> • I can compare the way a transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video. (RI.7.7) • I can delineate a speaker's argument and claims in <i>A Plastic Ocean</i>. (SL.7.3) • I can evaluate a speaker's evidence and reasoning in <i>A Plastic Ocean</i>. (SL.7.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 7 • Work Time A: Mid-Unit 1 Assessment: Analyze Techniques and Argument in a Video (RI.7.7, SL.7.2, SL.7.3) • Language Dive: <i>A Plastic Ocean</i> (1:28:26–1:28:36) note-catcher (SL.7.3)

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<p>Lesson 8 RI.7.2, RI.7.6</p>	<p>Analyze Author's Purpose: <i>Trash Vortex</i>, Chapter 1</p> <p>Opening A. Engage the Learner – RI.7.6 (5 minutes)</p> <p>Work Time A. Launch Anchor Text: <i>Trash Vortex</i> – RI.7.2 (20 minutes) A. Analyze Author's Purpose – RI.7.6 (15 minutes)</p> <p>Closing and Assessment A. Compare Purpose in Film and Text – RI.7.6 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students finish reading chapter 1 and preread chapter 2 of <i>Trash Vortex</i> in preparation for studying an excerpt from the chapter in the next lesson. Students choose one of the photos or graphics in chapter 2 and explain in a brief paragraph the author's purpose for including it. Students also use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in chapter 2 of <i>Trash Vortex</i>. Then they record the words and their definitions in the correct section of their vocabulary log.</p> <p>As a class, students explore the anchor text <i>Trash Vortex</i>. Then they read and analyze an excerpt of chapter 1 of <i>Trash Vortex</i>, identifying central ideas and author's purpose. Students then engage in a collaborative discussion to compare content and purpose in the documentary film <i>A Plastic Ocean</i> and the anchor text <i>Trash Vortex</i>.</p>	<ul style="list-style-type: none"> • I can determine two or more central ideas and analyze their development over the course of <i>Trash Vortex</i>. (RI.7.2) • I can determine an author's purpose in <i>Trash Vortex</i>. (RI.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 8 (RI.7.6) • Work Time B: Author's Purpose: <i>Trash Vortex</i>, Chapter 1 note-catcher (RI.7.6)

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<p>Lesson 9 RI.7.2, RI.7.6, SL.7.1</p>	<p>Analyze Author's Purpose and Point of View: <i>Trash Vortex</i>, Chapter 2</p> <p>Opening A. Engage the Learner – RI.7.6 (5 minutes)</p> <p>Work Time A. Read and Analyze Central Ideas – RI.7.2 (15 minutes) A. Analyze Purpose and Point of View – RI.7.6 (15 minutes)</p> <p>Closing and Assessment A. Discuss Big Ideas – SL.7.1 (10 minutes)</p> <p>Homework A. Analyze Point of View and Purpose: Students answer selected and constructed response questions about central ideas, author's purpose, and point of view to complete Homework: Analyze Point of View and Purpose: <i>Trash Vortex</i>, Chapter 2. A. Preread Anchor Text: Students preread chapter 3 of <i>Trash Vortex</i> in preparation for studying an excerpt from the chapter in the next lesson. Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in chapter 3 of <i>Trash Vortex</i>. Then they record the words and their definitions in the correct section of their vocabulary log.</p> <p>As a class, students read chapter 2 of <i>Trash Vortex</i>. Then, they form small groups to discuss and take notes on the central ideas of the text and the author's purpose. Students then work as a class to analyze the author's point of view and how she distinguishes her position from others. At the end of the lesson, students engage in a collaborative discussion about the big ideas the text is raising around plastic pollution.</p>	<ul style="list-style-type: none"> • I can determine two or more central ideas and analyze their development over the course of <i>Trash Vortex</i>. (RI.7.2) • I can determine an author's point of view and purpose in <i>Trash Vortex</i>. (RI.7.6) • I can analyze how the author of <i>Trash Vortex</i> distinguishes her position from that of others. (RI.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 9 (RI.7.6) • Work Time B: Author's Point of View and Purpose: <i>Trash Vortex</i>, Chapter 2 note-catcher (RI.7.2, RI.7.6)

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<p>Lesson 10 RI.7.2, RI.7.6, SL.7.1</p>	<p>Analyze Author's Purpose and Point of View: <i>Trash Vortex</i>, Chapter 3</p> <p>Opening A. Engage the Learner – RI.7.6 (5 minutes)</p> <p>Work Time A. Read and Analyze Central Ideas – RI.7.2 (20 minutes) A. Analyze Purpose and Point of View – RI.7.6 (10 minutes)</p> <p>Closing and Assessment A. Discuss Big Ideas – SL.7.1 (10 minutes)</p> <p>Homework A. Analyze Point of View and Purpose: Students answer selected and constructed response questions about central ideas and the author's purpose and point of view to complete Homework: Analyze Point of View and Purpose: <i>Trash Vortex</i>, Chapter 3. A. Preread Anchor Text: Students preread pages 44–49 of <i>Trash Vortex</i> in preparation for studying an excerpt from the chapter in the next lesson. Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 44–49 of <i>Trash Vortex</i>. Then they record the words and their definitions in the correct section of their vocabulary log.</p> <p>Students form triads to read and analyze portions of chapter 3 in <i>Trash Vortex</i>, focusing on the central ideas of the text. Then they work in partnerships to analyze the author's purpose and point of view. Students then form small groups to discuss the big ideas the text is raising around plastic pollution.</p>	<ul style="list-style-type: none"> • I can determine two or more central ideas and analyze their development over the course of <i>Trash Vortex</i>. (RI.7.2) • I can determine an author's point of view and purpose in <i>Trash Vortex</i>. (RI.7.6) • I can analyze how the author of <i>Trash Vortex</i> distinguishes her position from that of others. (RI.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 10 (RI.7.6) • Work Time B: Author's Point of View and Purpose: <i>Trash Vortex</i>, Chapter 3 note-catcher (RI.7.2, RI.7.6)

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<p>Lesson 11 RI.7.2, RI.7.6, SL.7.2</p>	<p>Analyze Author's Point of View and Purpose: <i>Trash Vortex</i>, Pages 44–49</p> <p>Opening A. Engage the Learner – SL.7.2 (10 minutes)</p> <p>Work Time A. Read and Analyze <i>Trash Vortex</i> – RI.7.6 (25 minutes)</p> <p>Closing and Assessment A. Collaborative Discussion: Author's Point of View and Purpose – RI.7.6 (10 minutes)</p> <p>Homework A. Analyze Point of View and Purpose: Students complete Homework: Analyze Point of View and Purpose: <i>Trash Vortex</i>, Pages 44–49 by answering questions about the author's point of view, purpose, and how she distinguishes her position from others in <i>Trash Vortex</i>. 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 independently to read and analyze <i>Trash Vortex</i> for central ideas, author's purpose, and how the author distinguishes her position from that of others. Then students engage in collaborative discussion on author's point of view and purpose.</p>	<ul style="list-style-type: none"> I can determine two or more central ideas and analyze their development over the course of <i>Trash Vortex</i>. (RI.7.2) I can determine an author's point of view and purpose in <i>Trash Vortex</i>. (RI.7.6) I can analyze how the author of <i>Trash Vortex</i> distinguishes her position from that of others. (RI.7.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 11 (SL.7.2) Work Time A: Author's Point of View and Purpose: <i>Trash Vortex</i>, Chapter 4 note-catcher (RI.7.6)
<p>Lessons 12–13 RI.7.1, RI.7.2, RI.7.6, L.7.4a</p>	<p>End of Unit 1 Assessment: Analyze Author's Point of View and Purpose: <i>Trash Vortex</i></p> <p>Opening A. Engage the Learner – RI.7.10 (10 minutes)</p> <p>Work Time A. End of Unit 1 Assessment: Analyze Author's Point of View and Purpose: <i>Trash Vortex</i> (45 minutes) A. Language Dive <i>Trash Vortex</i>, Page 52 – RI.7.6 (10 minutes)</p> <p>Closing and Assessment A. Track Progress (10 minutes) A. Share Independent Research Reading – RI.7.10 (15 minutes)</p> <p>Homework 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 complete their end of unit assessment by answering selected and constructed response questions to write an objective summary, analyze the author's point of view and purpose, and discuss how the author distinguishes her point of view from that of others. Then students participate in a Language Dive to analyze author's point of view and purpose in a sentence from <i>Trash Vortex</i>. Students then share their independent research reading that they have done throughout the unit.</p>	<ul style="list-style-type: none"> I can write an objective summary analyzing the development of central ideas over the course of <i>Trash Vortex</i>. (RI.7.2) I can determine an author's point of view and purpose in <i>Trash Vortex</i>. (RI.7.6) I can analyze how the author of <i>Trash Vortex</i> distinguishes her position from that of others. (RI.7.6) 	<ul style="list-style-type: none"> Work Time A: End of Unit 1 Assessment: Analyze Author's Point of View and Purpose: <i>Trash Vortex</i> (RI.7.1, RI.7.2, RI.7.6, RI.7.10, L.7.4a) Work Time B: Language Dive: <i>Trash Vortex</i>, Page 52 note-catcher (RI.7.6, L.7.5)