Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 7	**English Language Arts-Reading**		**The Student as a Researcher**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
4-5 weeks	Winter	-Students should be able to differentiate Fiction text from non-fiction. -Students should have some knowledge about non-fiction text structure. -Students should know how to identify main ideas and details -Students should be able to draw inferences. -Students should be able to determine the meaning of unfamiliar words in context by using context clues

Unit Description. In these series of lessons, the students will question a text and analyze the author's view point. These lessons will provide students with the necessary skills and language needed to analyze text and research it. Students learn to look at the author's purpose and examine multiple viewpoints and recognize gaps in the text.

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #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.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Summative assessment will consist of two parts: # 1will consists of : 1- Researching the topic of cyber bulling. 2- Producing an informational brochure on cyber bullying. # 2 is a multiple choice test and yes and no questions supporting claims
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Part # 1 Appendix A explains Rubric for evaluating the Brochure rubric. Appendix B explains the research rubric. 60 points total for assessment 1: 40 points for the brochure 20 points for the research Part #2- Multiple Choice questions. 5 questions Each question is 2 points 10 points total. See the appendix H with an answer key. With mastery level set at 80%, a student needs to earn 56.points to demonstrate mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Video clips, Internet, articles, EiE(Engineering is Elementary) website, **Why sheet** to support their claims on author's purpose, Web Quest site: https://sites.google.com/site/cyberbullyingproject22/process http://stopbullying.gov/kids/index.html http://www.safekids.com/tips-to-stop-cyberbullying/

	http://www.isafe.org/channels/sub.php?ch=op&sub_id=media_cyber_bullying http://www.makeadifferenceforkids.org/cyberbullying.html http://www.techlearning.com/article/cyber-bullying-worse-than-traditional-bullying/44295 http://www.ncpc.org/resources/files/pdf/bullying/cyberbullying.pdf http://pbskids.org/itsmylife/friends/bullies/article5.html WebQuest link for day 3 Lesson: Evaluating Informational texts in the net. http://questgarden.com/13/42/2/060107075446/index.htm Links students will explore for this lesson: www.climatehotmap.org/**antarctica** www.cool**antarctica**.com www.**antarctica**.ac.uk/About_Antarctica www.worldviewof**globalwarming**.org/pages/**antarctica** www.solcomhouse.com/**globalwarming**.htm

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	**Content Objective** The learner will review different informational texts and other types of texts to determine the author's purpose. **Content Facilitation** Teacher will use an inquiry-based approach to facilitate the content. Teacher will pose this question: Why do people write? What is the purpose? Teacher then will show the class a website that tells about bullying. Other examples of author's purpose will be provided to foster discussion.	**Content Objective** The learner will identify author's differing viewpoint and will compare and contrast the points of view. **Content Facilitation** Teacher will have the students explore the topic of author's viewpoint by having a gallery walk in the room. Students will be asked to explore the following inquiries: Are both authors writing about the same topic? Do they have the same view on the topic? On the upper part of a chart paper, teacher will glue two short articles. Each author will	**Content Objective** The learner will evaluate informational texts (websites) to determine if they are reliable sources of information. **Content Facilitation** Teacher will use a project-based approach to facilitate the content. Students will use a Web Quest lesson to work on their projects. Teacher will coach the students as they encounter problems, and help them make decisions. Inquiry Question: Can you believe everything you read? Do you believe all the	**Content Objectives** The learner will research a variety of informational texts evaluate how a habitat can contribute to animal's adaptations **Content Facilitation** Teacher will use a project-based approach to facilitate the content and extend the borders of the lesson to science and engineering. The goal of this lesson is to get students communicating like scientists through analyzing various articles & video clips, synthesizing the information and making collective decisions. Students discuss their	**Content Objective** The learner will write an informational text on Cyber bullying in the format of a brochure. **Content Facilitation** This is a project-based lesson. Teacher will use a Web Quest lesson to facilitate the project. See students' activities for details of students' actions. **Web Quest site:** https://sites.google.com/site/cyberbullyingproject22/process Introduction: "Everyone has the right to feel safe whether it is in school or on line."

	What was the purpose of the author when he/she wrote this information? Teacher will write students' answers on chart paper. The discussion should lead to the following conclusions: Authors always write with a purpose in mind. They write to entertain, persuade, and to inform, Your job is to explore a series of texts with your group and decide what the purpose of the author is. Is it entertaining? Is it persuading? Is it to inform? You will also explore some websites with your group and convene in the authors' purpose. Formative Assessment: -Teacher's observation -**Why sheet**. See appendix C for clarification.	have opposing viewpoints on a topic. Students will discover each viewpoint and compare/contrast both points of views. **See students' activities for details**	information you acquire via net? Vocabulary words; Provenance Reliability Status bias **A link to Cambridge Dictionary on line is provided as students click on the words on the Web Quest lesson.** The link for the lesson is: http://questgarden.com/13/42/2/060107075446/index.htm In this Web Quest lesson, students will find out about the nature of some websites and how they can be useful, reliable, useless, and unreliable sources of information. **<u>See students' activities for details</u>**.	viewpoints and authors' view points on the topic. **See student's activities for details.**	Teacher and students can brainstorm about the Cyber bullying topic and start a research center. Students then will be directed to go to Web Quest to work on their projects

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Activity 1- -Class will be divided in groups of 4 students. -Each group will explore a set of books, articles, and other literary pieces -As a group, they will decide the author's purpose.	Activity 1- Class will be divided in groups of 4. Each group will visit a station and read the articles Students will use the inquiry	Activity 1: Students will be divided in 4 groups. The groups will: 1-Explore different websites on the topic of global warming.(see materials)	- Students will watch a video clip about Sea Creatures at http://teachersdomain.org - Students will practice thinking like scientists by having an open discussion about sea creatures. -Students will explain their ideas and will listen to others'	Activity 1- Steps in the process at the Web Quest site: 1- Working with a partner, students will research the questions about Cyber bullying. 2-Both students will have to

	-students will use the **why sheet** to support their claims. -Students will create a Prezi based PowerPoint on author's purpose and will present to class. **See Appendix C for Why sheet.**	questions to identify at least 1 author's opposing viewpoints on the topic. Students will visit the entire gallery by rotating groups. Students will use a Double Bubble Map to compare/contrast author's viewpoints. 2 students per group will present. Formative Assessment: -Teacher observation: 1- Teacher will visit each group with the names of all students; teacher will make annotations about students' ability to grapple the content. **See appendix D for sample of teacher observation sheet.** **See appendix E for Double Bubble Map sample**.	2-Explore what suffixes to a URL mean(e.g., .gov, .org, .edu, .com, .net, etc) 3-Do all the websites have same views about the problem of global warming? 4-Explore different search engines to look for websites about global warming. Try Google, Yahoo, AskJeeves, 5- Students will notice the difference in the search results. They will record why it happens. 6-Students will record their discoveries in a sheet provided by the teacher. See appendix F. Students should be able to differentiate between fact and opinion. (If misconception arise, teacher will do a mini-lesson) Students will rank the websites they explore and will explain why they ranked the sites in that order. **Students will receive Evaluating the Internet Award. See appendix G** **Formative Assessment**: Teacher will use Teacher Observations on appendix D **Teacher will also use Evaluating a Website sheet on Appendix F**	viewpoint and take stand or defend a viewpoint. -As students discuss, they will compare and contrast viewpoints. - Students will discuss questions like: How deep do you think the ocean is? What do you think about___ viewpoint? Why do you think so? What adaptations might an animal living in a dark part of the ocean might have? -Would a certain part of the ocean affect an animal's size? -What do you think the temperature of the ocean is? After discussing some of the questions, teacher will play another video showing students different ocean animals. Ask students to pay attention to the topics discussed: depth, temperature, and light. -Like scientists, students will have to use note taking skills to record their observations. Class will be divided in groups of 3 to 4 researchers, each group will navigate the net and reading informational texts on sea creatures' adaptations. They will compare different authors' viewpoints on the topic and will agree or disagree basing their claims on sound arguments. -Students will use what they learned about useful	research the questions, discuss the findings, and answer the questions on the worksheet. 3- Students will keep a list of sources. "When you answer the question, make sure you write down the website and where you found the information." - Before writing the brochure, students will meet with teacher to conference. 5- Using research notes, students will produce brochure using MS publishing. 6- Items required to be in the brochure : 1- A catchy slogan, title for the brochure. 2- Must use brochure format in MS publisher 3- Must use at least one statistics (e.g., 50% of all teens have been cyber bullied. 4- Six sections a-Define cyber bullying b-Arizona's laws against cyber bullying. c-Who can help? d- What can you do if you are cyber bullied? e- Bibliography (Students will have a sample to use as guide) Students will have a list of Internet site to choose from to start the research. See materials for examples of the sites. Summative Assessment# 1 Students will produce and

				information on previous lesson to guide their research. **Formative Assessment** Students will do a Prezy web based presentation comparing authors' viewpoints on the topic.	publish a brochure. **Students will be evaluated by a rubric on Appendix A and B.** **Summative Assessment 2: Multiple choice test.** **See appendix H** Article on Jim Davis creator of Garfield the Cat comic. Jim Davis was bullied as a youth. Article describes how overcame being bullied and came up with the Garfield character.

Appendix A

Brochure Rubric - 40 points (Scroll down to see Research Rubric)

CATEGORY	8-7 points	6-5 points	4-3 points	2-0 points
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content & Accuracy	The brochure has all of the required information (see requirements) and some additional information.	The brochure has all of the required information (see requirements).	The brochure has most of the required information (see requirements).	The brochure has little of the required information (see requirements).
Bibliography	All sources listed on Research notes are included and properly cited in bibliography.	Most of the sources listed on Research notes are included and properly cited in bibliography.	Less than half of the sources listed on Research notes are cited.	Citations are incorrect OR No bibliography included.
Writing & Mechanics	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics/Pictures	Three graphics are included, go well with the text and are spread throughout the brochure.	Three graphics are included, but are not spread throughout the brochure.	The graphics go well with the text, but there are too few.	Graphics do not go with the accompanying text or appear to be randomly chosen. OR No graphics.

Appendix B

Research Rubric

CATEGORY	4	3	2	1-0
Questions	All questions are completed on the "Research Notes" worksheet.	Most of the questions are completed on the "Research Notes" worksheet.	Some questions completed on the "Research Notes" worksheet.	Two or less questions completed on the "Research Notes" worksheet.
Sources Cited	All sources listed on the "Research Notes" worksheet.	Some sources listed on the "Research Notes" worksheet.	Few sources listed on the "Research Notes" worksheet.	Two or less sources listed on the "Research Notes" worksheet
Sources used	A wide variety of sources were used for brochure.	Four or more sources used for brochure.	Less than three sources were used for brochure.	Two or less sources used for brochure.
Following Directions	Responded to teacher's instruction without hesitation.	Responded to teacher's instruction without hesitation most of the time.	Directions needed to be repeated several times before response.	Rarely responded to teacher's instruction, needed directions repeated throughout project.
Problem Solving	Always attempts to find his/her own solutions before asking for help.	Attempts to find his/her own solutions most of the time before asking for help.	Attempts to find his/her own solutions some of the time before asking for help.	Rarely attempts to find his/her own solutions before asking for help.

Appendix C: Why Sheet

Identify each as informative, entertaining, or persuasive by checking the appropriate box for that block. Then provide quotes for each that support your decision. You must have at least three quotes for each piece.

Name of Author: Name of Text_____

❒ informative ❒ entertaining ❒ persuasive

Author/source:

Quotes from selection supporting our decision:

Name of the Author: Name of Text_____

❒ informative ❒ entertaining ❒ persuasive

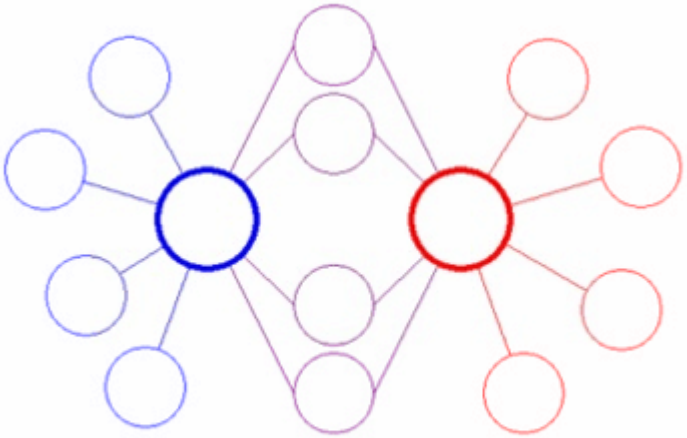
Author/source:

Quotes from selection supporting our decision:

Appendix D: Teacher Observation Sheet

Student's Name	Content Objective	Observations

Appendix E: Double Bubble Map



Appendix F : Evaluating a Website

Just about anyone can create a web page on just about any topic. It is **very** important that students and teachers recognize that not everything out there is a viable resource. There are several things to look for when trying to determine if a web page is a viable source. This is not an exhaustive list of criteria you should use when looking at a website. Also, don't feel that you have to tick every single box in the list

URL	
Name of website	
Author	
Is the author an expert?	
Is there any information about the author?	
Is the information in a reputable online publication?	
Is there a bibliography? All information from academic or official sources will have a bibliography.	
Unless the web page is part of a larger site (e.g. an encyclopedia or journal), there must be an author cited – yes or no?	
Has an individual just put up his/her own site?	
Or is it part of a larger site?	
Does this Web page actually reside in an individual's personal Internet account rather than being part of an official Web site? This type of information resource should be approached with the greatest caution.	
Does someone evaluate the information prior to being published on the web?	
Who is providing the information?	
Do they have any self interest in the way they present the information? Watch out for information on smoking from a tobacco company!	
When was the information published?	

Appendix G: Certificate of Award of Internet Detective.

Appendix H: Multiple Choice Test

Read the story "Garfield Creator is One Cool Cat" before answering Numbers 1 – 7.

'Garfield' Creator is One Cool Cat by Janis Campbell

1- The author purpose in writing this article was:
   a- Generate interest in Garfield film?
   b- Show what an animal lover David is?
   c- Shared what influence David's character, Garfield.
   d- Share David's physical struggle in life.

2- Which of the following is not a fact from the selection?
   a- David was not always a humorist
   b- David plans to retire Garfield in the near future.
   c- A relative inspired Garfield's character.
   d- David is a write as well as a cartoonist.

3- How does the author try to influence the reader about liking Garfield?
   a- Garfield has been on the Comic pages for more than 25 years.
   b- This summer the fabulous feline has gained some new fans.
   c- David worked on the Garfield idea for 18 months.
   d- Jim Davis is the creator of the fat cat.

4- Do you think Janis Campbell is a Garfield fan?
   a- Yes. why?_____
   b- No. why?_____

5- Do you think that the information that Janis Campbell provided in the article is accurate?
   a- Yes.
   b- No

Why? Support your answer researching the author's credentials. Use other examples like biased information, fact, and opinions.

Answer Key

1- c; 2 b; 3 b; 4 The answer should be "yes." Student must provide clues in words the author uses to imply she likes Garfield; 5 Answers will vary. Teacher will analyze how the each student supports claims.

Assessment is worth 10 points. 2 points per question