



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 3: Overview



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Unit 3: Performance Task: Water Management Position Paper

Building on the research and decision-making that students did in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish a research-based position paper. In the first half of the unit, students analyze a model position paper and plan their own. Students have several opportunities to talk through their ideas and get feedback to improve their plans. The mid-unit assessment is the best first draft of the position paper (RI.7.1, W.7.1a, b, e, and W.7.4).

In the second half of the unit, students revise their position papers based on teacher feedback. The end of unit assessment is a student reflection on the process of writing the position paper, using evidence from the students' own work (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6). Finally, students engage in the performance task, where they will share a visual representation of their position paper with their classmates.

Guiding Questions and Big Ideas

- **How do you create a strong argument based on research?**
- **How does a writing process help me improve my writing?**
- **How does a writer address audience and purpose?**
- **How do I give and receive feedback in the most effective way possible?**
- *Argument writing requires a clear claim, reasons, evidence, and sound reasoning.*
- *Creating a strong writing piece involves prewriting, planning, drafting, revising, and editing.*



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| Mid-Unit 3 Assessment | <p>First Draft of Position Paper</p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, W.7.1a, b, e, and W.7.4. For this assessment, students will write their best first draft of their position paper in response to the question <i>Which category of water management would be a good place to begin to make the way we manage water more sustainable?</i> In the position paper, students craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument.</p> |
| End of Unit 3 Assessment | <p>Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6)</p> <p>This assessment has two parts. First, students turn in their final revised, edited position paper, which is assessed for NYSP12 ELA CCLS RI.7.1, W.7.1c, d, W.7.4, and L.7.6. In the second part, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence from their own work including the essay planner, feedback forms, first draft, and final draft of their paper. Part 2 focuses on NYSP12 ELA CCLS W.7.5.</p> |
| Final Performance Task | <p>Visual Representation of Position Paper</p> <p>This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.</p> |



Content Connections

This module is designed to address English Language Arts standards as students read informational texts about water management and sustainability. However, the module intentionally incorporates Science concepts and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the Next Generation Science Standards:

Influence of Engineering, Technology, and Science on Society and the Natural World

All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment.

The Roles of Water in Earth's Surface Processes

Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land (MS-ESS2-4).

Earth and Human Activity

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact earth's systems.

Central Texts

1. Barbara Kingsolver, "Water Is Life," *National Geographic Magazine*, April 2010, as found at <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>.
2. Charles Fishman, *The Big Thirst: The Secret Life and Turbulent Future of Water* (New York: Free Press, 2012), ISBN 978-1-439-10208-4.
3. Various research sources.



This unit is approximately 2 weeks or 10 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|---|---|--|--|
| Lesson 1 | Analyzing a Model Position Paper: “Changing Our Water Ways” | <ul style="list-style-type: none"> I can identify the argument and specific claims in a text. (RI.7.8) I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) | <ul style="list-style-type: none"> I can determine the central ideas in a model position paper, “Changing Our Water Ways.” I can identify the argument and specific claims in the model position paper, “Changing Our Water Ways.” I can identify the academic vocabulary in the model position paper, “Changing Our Water Ways.” | <ul style="list-style-type: none"> Getting the gist of the model position paper, “Changing Our Water Ways” Sustainable Water Management Position Paper Planner for model position paper, “Changing Our Water Ways” | <ul style="list-style-type: none"> Domain-Specific Vocabulary |
| Lesson 2 | Scaffolding for Essay: Planning Body Paragraphs for Position Paper | <ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) I can use resources to build my vocabulary. (L.7.6) | <ul style="list-style-type: none"> I can improve my writing through prewriting and planning my position paper. I can write arguments to support claims with clear reasons and relevant evidence in my position paper. I can choose new vocabulary that will go into my position paper. I can write a clear, concise position paper appropriate for the task, purpose, and audience. | <ul style="list-style-type: none"> Sustainable Water Management Position Paper Planner | <ul style="list-style-type: none"> Domain-Specific Vocabulary |



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| Lesson 3 | Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion | <ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) | <ul style="list-style-type: none"> I can improve my writing through prewriting and planning my position paper. I can write a clear, concise position paper appropriate for the task, purpose, and audience. | <ul style="list-style-type: none"> Sustainable Water Management Position Paper Planner | |
| Lesson 4 | Scaffolding for Position Paper: Peer Feedback and Citing Sources | <ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can use a standard format for citation. (W.7.8) | <ul style="list-style-type: none"> I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing. I can use MLA format to cite sources within my writing and on a Works Cited page. | <ul style="list-style-type: none"> Sustainable Water Management Position Paper Planner Sustainable Water Management Peer Feedback Form | <ul style="list-style-type: none"> Domain-Specific Vocabulary Peer Critique protocol |
| Lesson 5 | Mid-Unit 3 Assessment: Drafting the Position Paper | <ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4). I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) | <ul style="list-style-type: none"> I can write an organized position paper about sustainability and water management. In my essay, I can support my claim with reasons, details, and quotes from research. In my essay, I can explain how my evidence/reasoning supports my claim. | <ul style="list-style-type: none"> Mid-Unit 3 Assessment: Position paper draft | |



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| Lesson 6 | Independent Reading: Final Product | <ul style="list-style-type: none"> I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b) | <ul style="list-style-type: none"> I can create a “cheat sheet” to assist other students in determining whether the book I have read independently would be a good match for them. I can represent a key moment in my independently selected text through visual means. | <ul style="list-style-type: none"> Independent Reading Cheat Sheet Planner | |
| Lesson 7 | End of Unit Assessment, Part 1: Revising Claims and Evidence based on Feedback | <ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) | <ul style="list-style-type: none"> I can revise my writing based on feedback to improve my use of claims, reasons, and evidence. | <ul style="list-style-type: none"> End of Unit 3 Assessment, Part 1: Position Paper (continued for homework) | |
| Lesson 8 | End of Unit Assessment, Part 1, Cont.: Revising Vocabulary and Conventions based on Feedback | <ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) I can use resources to build my vocabulary. (L.7.6) | <ul style="list-style-type: none"> I can revise my writing based on feedback to improve my use of vocabulary and writing conventions. | <ul style="list-style-type: none"> End of Unit 3 Assessment, Part 1: Position Paper (begun in Lesson 7), along with first draft (from Lesson 5) | <ul style="list-style-type: none"> Domain-Specific Vocabulary |



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| Lesson 9 | Finishing the End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on Writing Process | <ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) | <ul style="list-style-type: none"> I can reflect on how my use of the writing process contributed to the quality of my writing. | <ul style="list-style-type: none"> End of Unit 3 Assessment, Part 1: Position Paper (completed) End of Unit 3 Assessment, Part 2: Reflection on Writing Process | |
| Lesson 10 | Final Performance Task: Sharing Visual Representations of Position Papers | <ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) | <ul style="list-style-type: none"> I can reflect on my growth as a writer over the course of the year. I can share my visual representation of my position paper with my class. | <ul style="list-style-type: none"> Performance Task: Visual Representation of Position Paper | <ul style="list-style-type: none"> Gallery Walk protocol |



Optional: Experts, Fieldwork, and Service

Experts:

- Invite members of the community who are writers or researchers to work with the students on crafting their argument or planning, drafting, and revising their papers.
- Ask local artists or graphic designers to work with students on the visual representations of their position papers.

Fieldwork:

- If a local museum has an exhibit on environmental issues, especially an art museum, arrange for a visit for your students to investigate how these issues might be communicated visually.

Service:

- Arrange for students to share the visual representations of their position papers with the community. Consider asking a local community center, public library, or other community building for space to create an exhibit of the students' work.

Optional: Extensions

- Students create a museum-quality exhibit of their work, incorporating their position papers and visual representations, as well as other elements such as models, diagrams, charts, and photographs.
- Further study into the ways the local community manages water.
- An education campaign to improve water management in the local community.



1. Librarian and/or Media Specialist

Where possible, collaboration with librarians and library media specialists is important, especially with research. The more access students have to the library and media specialists, the more prepared they will be for the rigor of high school, and the more ready they will be for college and a career. Consider working with the librarian on the works cited. Consider also involving the librarian in independent reading activities.

2. Sustainable Water Management Position Paper Planner

Students begin the Position Paper Planner in Lesson 2 will use it throughout the unit. Set up a system for students to keep track of their planners; they will need them on both the mid-unit assessment and the end of unit assessment.