Theme	Moving Forward: Community Park/Art Design

Subject/Courses: 7th Grade English/Language Arts, Mathematics, and Social Studies

Big Ideas of Unit (What will students do and what will they learn?)**:**

This unit requires students to design a safe, beautiful place for community members to spend time outdoors. By designing a new park with at least one piece of art, students will help their community members become safer, healthier, and more active. Students will first gather background information about the parks in their community by comparing locations, conditions, and connections between other parks/recreation areas through a social studies lens. Students will, then, design a park and piece of art for their community to meet a designated budget, and students will write an argumentative essay to the local Town Council, arguing why their design should be chosen and would best benefit the community.

Driving Question:

How can we help our community move forward?

Supporting Questions (DOK levels):

How can we compare the locations of places, the conditions at places, and the connections between places?

How can a product be designed within a set budget?

How does argumentative writing convince an audience?

How does audience impact a piece of writing?

Standards/K-12 Competencies:

SC College and Career Ready Standards: English/Language Arts - Inquiry-Based Literacy Standards

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
- Grade Seven 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
- Grade Seven 3.1 Develop a plan of action by using appropriate discipline-specific strategies.
- Grade Seven 3.2 Examine historical, social, cultural, or political context to broaden inquiry.

Standard 4: Synthesize integrated information to share learning and/or take action.
- Grade Seven 4.3 Reflect on findings and pose appropriate questions for further inquiry.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- Grade Seven 5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.

SC College and Career Ready Standards: English/Language Arts Reading - Informational Text

Standard 6: Summarize key details and ideas to support analysis of central ideas.
- Grade Seven 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
- Grade Seven 7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

Standard 8: Interpret and analyze the author's use of words, phrases, text features, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
- Grade Seven 8.1 Analyze the impact of specific words or phrases on meaning and tone.
- Grade Seven 8.2 Determine the impact of text features and structures on an author's ideas or claim.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
- Grade Seven 11.1 Determine the impact of text features and structures on an author's ideas or claims.

SC College and Career Ready Standards: English/Language Arts - Writing- Argumentative

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
- Grade Seven 1.1 Write arguments that:
  - a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
  - b. use relevant information from multiple print and multimedia sources;
  - c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;
  - d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
  - e. develop the claim providing credible evidence and data for each;
  - f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
  - g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
  - h. establish and maintain a formal style and objective tone; and
  - i. provide a concluding statement or section that follows from and supports the argument.

SC College and Career Ready Standards: English/Language Arts - Communication

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
- Grade Seven 1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.
- Grade Seven 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.

<u>SC College and Career Ready Standards: Mathematics</u>

7.NS.5 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Exclude the conversion of repeating decimal numbers to fractions.

7.GM.6 Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations.
   ● d. Use the formulas for area, volume, and surface area appropriately.

<u>SC College and Career Ready Standards: Social Studies Literacy Skills for the Twenty-First Century</u>

   ● Compare the locations of places, the conditions at places, and the connections between places.
   ● Identify and explain the relationships among multiple causes and multiple effects.

21st Century Skills (Intentionally Taught: Critical thinking, collaboration, self-management, etc.)**:**
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Creativity and innovation
Self-direction

Entry Event/ Hook(s):
For the entry event, the teacher will show students photos of murals, art, and parks from parks and cities throughout South Carolina. Then, the teacher will show students photos of the poor park conditions and lack of art in the towns of Swansea and Gaston. Using an anchor chart, the teacher and students will list the similarities and differences between the two sets of images using a Venn diagram. The teacher will explain to students that it is their job to design a park with at least one piece of art for Swansea or Gaston. For a brainstorming activity, students will turn and talk with their neighbors and record ideas of what makes a safe, fun, beautiful park.

Opportunity for Voice & Choice:
The students will get to choose if they want to design a park/piece of art for Swansea or Gaston. Students will complete a Google Survey, having students select either Swansea or Gaston as their town. Then, students will be given a budget. Students will have a great amount of voice and choice in how they design their parks. The only requirement is that students have one piece of art (mural, statue, sculpture, etc.) incorporated in their design and budget. Once students/groups design their parks, they must write an argumentative essay, explaining why their proposal should be selected by the Town Council.

Opportunity for Sustained Inquiry (i.e., research, data analysis, etc.**):**
Students' sustained inquiry processes will begin when students brainstorm ideas for what qualities make a safe, fun, beautiful park. Then, as students begin to gather information about other parks, what would work well, and what would not work well, they will continue to inquire about their topics. Students must study, gather information and prices, and calculate those prices as they prepare their designs within a budget.

Students must continue this inquiry process throughout the design of their parks and the writing of their argumentative essays, arguing why their proposal should be selected.

Opportunity for Critique & Revision:
As each student/group designs their parks/art, they will receive feedback from the teacher. As students/groups complete their argumentative essays for the Town Council, they will be paired with one another and take reading the essays. Then, the groups will provide feedback to one another that is first modeled by the teacher, and each group will have time to make adjustments to their essays based on the feedback they receive.

Opportunity for Reflection (i.e., journals, focus groups, surveys, fishbowl, etc.)**:**
Students will reflect throughout the PBL. At the beginning of the learning experience, students must reflect on their wishes and hopes for their communities. Throughout the PBL, students must also reflect on their progress, especially during the critique and revision opportunity as well as after their essays are sent to the Town Council.

Product/Performance (Authentic Audience: individual and team**):**
Students will have the opportunity to share their products with an authentic audience. Each student/group will design a park and piece of art within the given budget. Students/groups will, then, write an argumentative essay to the Town Council, explaining why their design should be chosen. These essays will be delivered to a Town Council Member according to town. The essays for Gaston will be delivered to the Gaston Town Council, and the essays for Swansea will be delivered to the Swansea Town Council.

Career Connections:
Town Council Member
Civil Engineer
Journalist/Writer
Business Advisor
Artist

Extensions:
- Write a proposal for why tax money should be used to fund the parks.
- Plan a "Grand Opening" event that will be held at the park.
- Plan an art show that will be held at the park.
- Make a plan for how you will convince community members to take care of the park.

Sequence of Learning

Suggestions: Outline your 1-3 week mini PBL unit.

Week 1	Entry event and hook, brainstorming about topic, budget calculation, park/art design, claim/reasons lesson
Week 2	Evidence/elaboration of evidence lesson, in-text citation and works cited lesson
Week 3	Counterargument/rebuttal lesson, argumentative essay creation peer review, public product delivery to Town Council, reflection, feedback from Town Council, conclusion

Daily Lesson Plans:

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Daily Lesson Plan Outline

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Day 1	**I can compare the locations of places, the conditions at places, and the connections between places.** **-Essential Question: What are the characteristics of a quality park?** ● The teacher will introduce the PBL through the Community Park/Art Design Project Plan and the entry event Google Slides presentation. ● The teacher will first show students photos of murals, art, and parks from parks and cities throughout South Carolina. Then, the teacher will show students photos of the poor park conditions and lack of art in the towns of Swansea and Gaston. Using an anchor chart of a Venn diagram, the students will compare the similarities and differences between the first set of photos and the second set using a Venn diagram. ● The teacher will explain to students that it is their job to design a park with at least one piece of art for Swansea or Gaston. For a brainstorming activity, students will turn and talk with their neighbors and record ideas of what makes a safe, fun, beautiful park. ● The teacher will explain to students that they will be assessed on their abilities to design a park/piece of art within their budgets and their abilities to write argumentative essays to defend their designs. ● Students will turn in their project plans at the end of class as they exit slip to show if they are going to design a park for Swansea or Gaston and what type of park they will design. ● The teacher will review the project plans as a formative assessment and return them to students during Day 2.
Day 2	**I can use the formulas for area, volume, and surface area appropriately.** **I can convert between fractions, decimal numbers, and percentages.** **-Essential Question: How do I plan and design a budget?** ● Before students begin their design, the teacher will explain the budget that each group will receive. The teacher will do so by showing students the recorded interview of a Town Council Member from Swansea answering questions based on the Town Council Interview Template. ● Before starting the video, the teacher will remind students of the unit's driving question: How can we help our community move forward? This question will be written on a notecard and displayed on the board. ● While students watch the interview, they need to write one question they have about any part of the unit on a notecard. They will post their notecards on the board as well once the

	video is over. This "Driving Question Board" will serve as a point of discussion/reflection throughout the unit. ● Students will, then, use what they learned about the task and their budget to begin looking up ideas for their park design. ● Students will use the Community Park/Art Design Guide to ensure that they incorporate mathematical reasoning in their design.
Day 3	**I can use the formulas for area, volume, and surface area appropriately.** **I can convert between fractions, decimal numbers, and percentages.** **-Essential Question: How do I design my park based on my budget?** ● Students will continue to use the Community Park/Art Design Guide as they design their parks and piece of artwork within their budgets. ● Students will complete a Day 3 Exit Slip so that the teacher can assess progress.
Day 4	**I can use the formulas for area, volume, and surface area appropriately.** **I can convert between fractions, decimal numbers, and percentages.** **-Essential Question: What is the structure of an argumentative essay?** ● Students will continue to use the Community Park/Art Design Guide as they design their parks and piece of artwork within their budgets. ● The teacher will explain that students will begin drafting their argumentative essays the following day. The teacher will introduce the Argumentative Essay Flip Book (a final product example of a similar flip book is shown here) to show students how their learning will progress using the Day 4 Google Slides. ● The teacher will refer to the Argumentative Essay Graphic Organizer Anchor Chart for scaffolding as well. ● Students will complete an exit slip with the AAR Protocol so that students can self-assess their learning so far.
Day 5	**I can introduce my claim and reasons.** **-Essential Question: Can I write a claim and reasons?** ● The teacher will explain that students will begin their essay, arguing why their design should be chosen. ● The teacher will give the Claim/Reasons focus lesson. ● Students will complete the Claim/Reasons Frayer Models during the lesson. ● Students will complete the Claim/Reasons Guided Practice. ● Students will write their own claims and reasons for their argumentative essays as independent practice. ● Students will turn in their foldables for their exit slips so that the teacher can view progress and provide additional support as needed.
Day 6	**I can support my claim with logical reasoning and relevant evidence using credible sources to show that I understand my topic.** **-Essential Question: Can I use evidence with direct quotes and in-text citations and elaborate on that evidence?** ● The teacher will give the Evidence/Elaboration of Evidence focus lesson. ● Students will complete the Evidence/Elaboration of Evidence Guided Notes and Frayer Models during the lesson. ● Students will also introduce the Elaboration of Evidence/In-Text Citations Graphic Organizer Anchor Chart for another scaffolding resource.

	• Students will complete the [Evidence/Elaboration of Evidence Guided Practice](#) using the [Triangle Shirtwaist Factory Fire Text](#). • Students will write their own evidence and elaboration of evidence for their argumentative essays as independent practice. • Students will turn in their foldables for their exit slips so that the teacher can view progress and provide additional support as needed.
Day 7	**I can support my claim with logical reasoning and relevant evidence using credible sources to show that I understand my topic.** **-Essential Question: Can I use evidence with direct quotes and in-text citations and elaborate on that evidence?** • Students will continue write their own evidence and elaboration of evidence for their argumentative essays as independent practice. • Students will turn in their foldables for their exit slips so that the teacher can view progress and provide additional support as needed.
Day 8	**I can acknowledge alternate or opposing claims with my counterargument.** **I can disprove alternate or opposing claims with my rebuttal.** **-Essential Question: Can I write a counterargument and rebuttal?** • The teacher will give the [Counterargument/Rebuttal focus lesson](#). • Students will complete the [Counterargument/Rebuttal Guided Notes](#) and [Frayer Models](#) during the lesson. • Students will complete the [Counterargument/Rebuttal Guided Practice](#). • Students will write their own counterarguments and rebuttals for their argumentative essays as independent practice. • Students will turn in their foldables for their exit slips so that the teacher can view progress and provide additional support as needed.
Day 9	**I can acknowledge alternate or opposing claims with my counterargument.** **I can disprove alternate or opposing claims with my rebuttal.** **-Essential Question: Can I write a counterargument and rebuttal?** • Students will continue to write their own counterarguments and rebuttals for their argumentative essays as independent practice. • Students will turn in their foldables for their exit slips so that the teacher can view progress and provide additional support as needed.
Day 10	**I can develop and strengthen writing as needed by revising, editing, and rewriting.** **-Essential Question: Can I write and revise my argumentative essay with the elements of argumentative writing?** • Students will work to finish the argumentative essays and designs. • The teacher will conference with students. • Students will turn in their foldables for their exit slips so that the teacher can view progress and provide additional support as needed.
Day 11	**I can engage in conversations to share ideas and consider alternate viewpoints.** **-Essential Question: Can I give feedback about others' work and use feedback I am given to revise my work?** • Students will participate in critique and revision. Groups will be paired and will take turns reading argumentative essays and assessing them with the [Argumentative Essay Peer](#)

	Review Chart. ● The teacher will model how to give effective feedback using the Peer Review Accountable Talk Question Stems and the Peer Review Google Slides. ● Groups will provide feedback to one another and make final adjustments based on the feedback they receive in the time they have remaining in class. ● Students will complete the Day 11 Exit Slip. This provides an opportunity for reflection.
Day 12	**I can use communication techniques and a formal voice to persuade my audience.** **I can reflect after the inquiry process to broaden understanding and guide actions.** **-Essential Question: Can I finalize my argumentative essay and prepare it for a professional audience?** ● Groups will work to finalize their design guides and essays based on peer review feedback from the day before. ● The teacher will conference with groups and provide support individually or with small groups when needed. ● Students will print their essays and place them in addressed envelopes for the teacher to deliver to the Town Council. ● Students will complete a reflection on their learning over the unit by completing the Reflection Questions as their exit slips. ● The teacher will share the Town Council's feedback when it is received. ● If possible, the teacher will invite a Town Council member to share the final results and the park that was chosen.

Resources:
- Day 1 Resources
- Day 2 Resources
- Day 3 Resources
- Day 4 Resources
  - The Argumentative Essay Flip Book was adapted from this source.
- Day 5 Resources
- Day 6 Resources
- Day 7 Resources
- Day 8 Resources
- Day 9 Resources
- Day 10 Resources
- Day 11 Resources
  - The peer review serves as a formative grade. Students complete the Argumentative Essay Peer Review Chart, which is a formative rubric. The student scores his/her peer's essay using the adapted rubric.
- Day 12 Resources
- PBL Formative Reflection Rubric
  - This is a formative rubric that serves as a self-assessment tool for students.
- Argumentative Essay Summative Rubric

- The ELA rubric for this PBL is the Argumentative Essay Rubric used by Sandhills Middle School. Content area PLCs at SMS must use the same rubrics to summatively assess students, so this rubric helped to build the PBL unit. While this unit teaches students a wide variety of skills and teaches certain Mathematics and Social Studies Standards as well, this rubric will assess the product's English/Language Arts Standards.
- Technology, including Chromebooks, a desktop, Smartboard, projector, and a variety of websites and sources, will be used throughout this unit.