Project Based Learning Unit: Middle School Survival Guide

1. Context

Elko Middle School, Henrico County, VA

7th Grade English, 21-24 students per class, 2/4 collab

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<tbody>
<tr>
<td>Tues/Thurs</td>
<td>8:35-9:28 (53)</td>
<td>11:50-1:45 (Lunch +80)</td>
<td>1:50-3:10 (80)</td>
<td>N/A</td>
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<tr>
<td>Wed/Fri</td>
<td>8:35-9:28 (53)</td>
<td>N/A</td>
<td>N/A</td>
<td>1:50-3:10 (80)</td>
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II. Unit Purpose

**Essential Understandings:**
We can learn how to help ourselves and help others by educating ourselves.

**Essential Question for the Unit:**
How can we help students survive middle school?

**SOLs:**

**Communication: Speaking, Listening, Media Literacy**

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.
   a) Communicate ideas and information orally in an organized and succinct manner.
   b) Ask probing questions to seek elaboration and clarification of ideas.
   c) Make statements to communicate agreement or tactful disagreement with others’ ideas.
   d) Use language and style appropriate to audience, topic, and purpose.
   e) Use a variety of strategies to listen actively.

7.3 The student will understand the elements of media literacy.
   a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
   b) Distinguish between fact and opinion, and between evidence and inference.
   c) Describe how word choice and visual images convey a viewpoint.
   d) Compare and contrast the techniques in auditory, visual, and written media messages.
   e) Craft and publish audience-specific media messages.

**Reading**

7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.
   b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
   d) Identify connotations.
   e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
   f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
   a) Identify intended audience.
   b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
   c) Organize writing structure to fit mode or topic.
   d) Establish a central idea and organization.
   e) Compose a topic sentence or thesis statement.
f) Write multiparagraph compositions with unity elaborating the central idea.
g) Select vocabulary and information to enhance the central idea, tone, and
voice.
h) Expand and embed ideas by using modifiers, standard coordination, and
subordination in complete sentences.
i) Use clauses and phrases for sentence variety.
j) Revise sentences for clarity of content including specific vocabulary and
information.
k) Use computer technology to plan, draft, revise, edit, and publish writing.

7.8 The student will edit writing for correct grammar, capitalization, punctuation,
spelling, sentence structure, and paragraphing.
   a) Use a variety of graphic organizers, including sentence diagrams, to
analyze and improve sentence formation and paragraph structure.
b) Choose appropriate adjectives and adverbs to enhance writing.
c) Use pronoun-antecedent agreement to include indefinite pronouns.
d) Use subject-verb agreement with intervening phrases and clauses.
e) Edit for verb tense consistency and point of view.
   f) Demonstrate understanding of sentence formation by identifying the eight
parts of speech and their functions in sentences.
g) Use quotation marks with dialogue.
h) Use correct spelling for commonly used words.

Research
7.9 The student will apply knowledge of appropriate reference materials to produce a
research product.
   a) Collect and organize information from multiple sources including online,
print and media.
b) Evaluate the validity and authenticity of sources.
c) Use technology as a tool to research, organize, evaluate, and communicate
information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow ethical and
legal guidelines for gathering and using information.

Unit Learning Objectives:
The student will be able to conduct, synthesize and report research
The student will be able to work collaboratively in a group to achieve a common goal
The student will be able to develop a multi-media presentation
The student will be able to write a persuasive letter

Pre-assessment:
Chalk talk, ticket out the door, class discussions, previous presentations, writing
samples from journals
Summative Assessment: The student will, with their group, develop a website and video (PSA) which will help other middle school students learn how to solve common problems pre-teens face. At the end of the unit, they will also write a formal persuasive letter to me, outlining what grade they should receive and why.

Formative Assessments: 3-2-1, Ticket out the door, handouts to fill in, direct instruction, observations, mini-lessons, graphic organizers, quizzes, journals, discussion board, KWL
Acronyms:
RPS: Roots, prefixes, suffixes (vocab)
GML: Grammar mini-lesson
PSA: Public service announcement (their video component)

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<tr>
<th>DATE</th>
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<tr>
<td>3/4-3/15</td>
<td><strong>INTRODUCTION PHASE</strong></td>
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<tr>
<td>M: March 4</td>
<td>Interim Testing</td>
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<tr>
<td>T/W: 5-6</td>
<td>SSG 101: Assignment, Expectations and sample project, group divisions, “Need to Know” activity</td>
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<tr>
<td>Th/F: 7-8</td>
<td>Create rubric as a class, group activity for and discussion of cooperative learning skills (good teamwork vs. bad teamwork)</td>
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<tr>
<td>M: March 11</td>
<td>Roots, prefixes, &amp; suffixes (RPS)</td>
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<tr>
<td>T/W: 12-13</td>
<td>SOL Testing</td>
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<td>Th/F: 14-15</td>
<td>Research 101 (Primary vs. Secondary, RADCAB, Big 6), Start Big 6 for books <a href="https://docs.google.com/file/d/1t4CyU4DDGG2guWSM_GMN-OBfvj-K5cDnh7FzC1vwhU4DYgg-mns6Aguzxob/edit?usp=sharing">https://docs.google.com/file/d/1t4CyU4DDGG2guWSM_GMN-OBfvj-K5cDnh7FzC1vwhU4DYgg-mns6Aguzxob/edit?usp=sharing</a>, Process journal entry and update work log</td>
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| 3/18-3/22  | **GATHERING INFORMATION PHASE**       |
| M: March 18| RPS                                   |
| T/W: 19-20 | Grammar Mini Lesson (GML), Big 6 for Internet and video sources [https://docs.google.com/file/d/1t4CyU4DDGG2guWSM_GMN-OBfvj-K5cDnh7FzC1vwhU4DYgg-mns6Aguzxob/edit?usp=sharing](https://docs.google.com/file/d/1t4CyU4DDGG2guWSM_GMN-OBfvj-K5cDnh7FzC1vwhU4DYgg-mns6Aguzxob/edit?usp=sharing), Process journal entry and update work log |
| Th/F: 21-22| GML, Report information to other group members from annotated bibliographies (jigsaw style), write an outline as a group (handout) and compile research onto GoogleSite as a group, Process journal entry and update work log |

<p>| 3/25-3/29  | <strong>CREATION PHASE</strong>                    |
| M: March 25| RPS, Finish GoogleSite, Process journal entry and update work log |
| T/W: 26-27 | GML, Plan (handout) and begin PSA, Process journal entry and update work log |
| Th/F: 28-29| GML, Work on PSA, additional research may be required (Friday half day), Process journal entry and update work log |</p>
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<tr>
<td>4/1-4/5</td>
<td>SPRING BREAK</td>
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<td>4/8-4/12</td>
<td>PEER EVALUATIONS, WORKSHOPS</td>
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<tr>
<td>M: April 8</td>
<td>Finish and publish PSA, additional research may be required, Process journal entry and update work log</td>
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<tr>
<td>T/W: 9-10</td>
<td>GML, Peer reviews (centers for peer evaluations), Editing workshops, Process journal entry and update work log</td>
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<tr>
<td>Th/F: 11-12</td>
<td>GML, Persuasive writing 101 (handout), Persuasive letter outlines (handout), Process journal entry and update work log</td>
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<tr>
<td>4/15-4/19</td>
<td>PERSUASIVE WRITING</td>
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<tr>
<td>M: April 15</td>
<td>GML, Write persuasive letter draft (conference with me)</td>
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<tr>
<td>T/W: 16-17</td>
<td>GML, Finish persuasive letter draft (conference with me)</td>
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<tr>
<td>Th/F: 19-20</td>
<td>GML, Peer editing, Start final draft, process journal entry</td>
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<tr>
<td>4/22-4/26</td>
<td>PRESENTATIONS</td>
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<tr>
<td>M: April 22</td>
<td>Complete and submit final draft of persuasive letter, Plan presentations</td>
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<td>T/W: 23-24</td>
<td>Presentations, Re-do announcements</td>
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<tr>
<td>Th/F: 25-26</td>
<td>Re-dos Due, send links to 6th grade SOAR teachers</td>
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(Note: This is just an overview, daily lesson plans are available by request)
Summative Assessment Guidelines:

**MIDDLE SCHOOL SURVIVAL GUIDE PROJECT**

https://sites.google.com/a/henrico.k12.va.us/elko-middle-school-survival-guide/

Due: April 24th, 2013

Dear Students,

Some 6th graders at Elko are having a difficult time adjusting to middle school. You have been chosen by the 6th grade teachers to create a “Middle School Survival Guide” for the 6th grade students at Elko. The issues students are having the most difficulties with are: Bullying, internet safety, conflict management, making good grades, nutrition/exercise, self-esteem and peer pressure.

You and your team will need to develop and create an informational website (GoogleSites) and video (Movie Maker) which identifies one of the above problems and suggests solutions to the problem. You will need to conduct formal research about the problem (become experts!) and inform the 6th graders about your research and solutions. The video should be persuasive, so as to persuade the 6th graders to take your advice, therefore creativity is very important!

Along with your website and video, your team will need to submit your team's research, team work logs and your independent process journals.

Sincerely,

The 6th grade teachers at Elko Middle School

**UNIT GUIDELINES**

Objectives:
- The student will be able to conduct, synthesize, report and cite research
- The student will be able to work collaboratively in a group to achieve a common goal
- The student will be able to develop an effective and creative video
- The student will be able to plan, write, peer edit and revise a grammatically correct and organized persuasive letter

Group Topics:
Bullying
Internet Safety
Conflict management
Making good grades
Nutrition/Exercise
Peer pressure
Self-esteem
Your final project will include:
1 Published Video
1 GoogleSite with team research, works cited page, team work logs and independent process journals
1 Persuasive letter

Video Requirements (group grade):
1-5 minutes
Creative
Addresses the context, problem and solution
Persuasive
Audience is identifiable

GoogleSite requirements (group/individual grade):
Informative (group grade)
Includes Video (group grade)
Includes works cited (group grade)
Includes pictures (group grade)
Includes completed process journals (individual grades)
Includes completed work log (individual grades)
Audience is identifiable

Persuasive letter to persuade teacher of your grade (individual grade)
Uses concrete evidence to persuade teacher
Reflective
No grammar, usage or mechanics errors
At least three paragraphs
Formal letter format
Follows guidelines on instructions (to be handed out when we start writing it)
♀