

## Make a Choice, Use Your Voice!

### PBL @ a Glance

<b>Name of Project:</b> Make a Choice, Use Your Voice!		<b>Duration:</b> 9 wks
<b>Subject/Course:</b> Language Arts/SDAL	<b>Teachers:</b> Howell, Eaton, Koplitz, Hufnagl (SDAL) Goheen, Carlisle, Allen, Stine, Potts, Brown, Ilko, Fogle (LA) Heiser, Young (Special Education)	<b>Grade Level:</b> 7th
<b>Driving Question:</b>	How can we use our “voice” to persuade others and effect positive change in our world?	
<b>Learning Goals:</b>		
<b>Skills for Digital Age Learners</b>	CYDAL.2.7.1 Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media CYDAL.2.7.4 Contribute to project teams to produce original works or solve problems CYDAL.1.7.2 Create original works as a means of personal or group expression CYDAL.3.7.2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media CYDAL.3.7.3 Evaluate and select information sources and digital tools based on the appropriateness to specific tasks	
<b>Language Arts</b>	CYCCLA.1.4.7 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CYCCLA.1.4.7.G Opinion/Argumentative Writing: Write argument to support claims. CYCCLA.1.4.7.H Opinion/Argumentative Writing (Focus): Introduce and state an opinion on a topic. CYCCLA.1.4.7.I Opinion/Argumentative Writing (Content): ACKNOWLEDGE ALTERNATE OR OPPOSING CLAIMS and support claim with logical LOGICAL REASONING AND RELEVANT EVIDENCE, using ACCURATE, credible sources and demonstrating an understanding of the topic. CYCCLA.1.4.7.J Opinion/Argumentative Writing (Organization): Organize the claim(s) with clear reasons and evidence clearly; clarify relationship among claim(s) and reasons by using words, phrases, and clauses TO CREATE COHESION; provide a concluding statement or section that follows from AND SUPPORTS the argument presented. CYCCLA.1.4.7.K Opinion/Argumentative Writing (Style): Write with an awareness of the stylistic aspects of composition	

## Learning Goals: (Continued)

### Language Arts

CYCCLA.1.4.7.K.01 Opinion/Argumentative Writing (Style): Use precise language and domain-specific vocabulary to inform about or explain the topic.

CYCCLA.1.4.7.K.04 Opinion/Argumentative Writing (Style): Develop and maintain a consistent voice.

CYCCLA.1.4.7.L Opinion/Argumentative Writing (Conventions of Language): Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

CYCCLA.1.4.7.T Writing Process: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, FOCUSING ON HOW WELL PURPOSE AND AUDIENCE HAVE BEEN ADDRESSED.

CYCCLA.1.4.7.U Technology/Publication: Use technology, including the Internet, to produce and publish writing and LINK TO AND CITE SOURCES AS WELL AS TO INTERACT AND COLLABORATE WITH OTHERS, INCLUDING LINKING TO AND CITING SOURCES.

CYCCLA.1.4.7.V Research: Conduct short research projects to answer a question, drawing on several sources and GENERATING ADDITIONAL RELATED, FOCUSED QUESTIONS FOR FURTHER RESEARCH AND INVESTIGATION.

CYCCLA.1.4.7.W Creditability, Reliability, and Validity of Sources: Gather relevant information from multiple print and digital sources, USING SEARCH TERMS EFFECTIVELY; assess the credibility and ACCURACY of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a STANDARD FORMAT FOR CITATION.

CYCCLA.1.5.7.D.01 Present claims and findings, EMPHASIZING SALIENT POINTS IN A FOCUSED, COHERENT MANNER WITH PERTINENT DESCRIPTIONS, FACTS, DETAILS, AND EXAMPLES.

CYCCLA.1.5.7.F Include multimedia components and visual displays in presentations to clarify CLAIMS AND FINDINGS AND EMPHASIZE SALIENT POINTS.

### Timeline

Use the following link to access the calendar, where you will learn more about due dates and content to be explored.

<https://docs.google.com/spreadsheets/d/1NZ5zYL4jIja-VXUYNHIE3t6dw6gXepC2FMR-MReV1Gs/edit?usp=sharing>

### How Will I Be Graded?

(Student learning will be monitored *throughout* and *at the end of* the unit using the following criteria.)

## Research & Information Fluency

**Expectation:** Student applies digital tools to gather, evaluate, and use information.

	<b>Exceeds Expectation</b> <i>Student excels in applying skills.</i>	<b>Meets Expectation</b> <i>Student has shown competency.</i>	<b>Below Expectation</b> <i>Student is just getting started.</i>
<b>Inquire &amp; Gain Knowledge</b>	<b>-30-</b> Student <i>uses THREE or MORE sources to gather and evaluate</i> information. <i>Example: Searching multiple online sites and offline books to locate and evaluate the accuracy of information.</i>	<b>-25.5-</b> Student <i>uses TWO sources to gather and evaluate</i> information. <i>Example: Comparing two sources of information to confirm accuracy.</i>	<b>-22.5-</b> Student <i>uses ONE source to gather</i> information. <i>Example: Searching one website to locate information.</i>

## Quality & Accuracy of Information

**Expectation:** Student will find adequate and accurate online information.

	<b>Exceeds Expectation</b> <i>Student excels in applying skills.</i>	<b>Meets Expectation</b> <i>Student has shown competency.</i>	<b>Below Expectation</b> <i>Student is just getting started.</i>
<b>Inquire and Gain Knowledge</b>	<b>-5-</b> <ul style="list-style-type: none"> <li>* Students correctly and completely define the problem.</li> <li>* Students identify several possible causes and effects of the issue.</li> <li>* Students find several proposed solutions to the problem.</li> </ul>	<b>-4-</b> <ul style="list-style-type: none"> <li>* Students correctly define problem</li> <li>* Students identify one or two possible causes and effects of the issue.</li> <li>* Students find one or two proposed solutions to the problem.</li> </ul>	<b>-3-</b> <ul style="list-style-type: none"> <li>* Students incorrectly defined the problem.</li> <li>* Students identified one possible cause or effect, -OR- incorrectly identifies more than one cause/effect.</li> <li>* Students identify an incorrect/impossible solution to the problem.</li> </ul>

(Continued)

## How Will I Be Graded?

(Student learning will be monitored *throughout* and *at the end of* the unit using the following criteria.)

## Critical Thinking & Creativity

**Expectation:** Use digital tools to collaboratively create projects and solve problems.

	Exceeds Expectation <i>Student excels in applying skills.</i>	Meets Expectation <i>Student has shown competency.</i>	Below Expectation <i>Student is just getting started.</i>
<b>Content</b>	Presents a strong argument that appeals to ethos, logos, and pathos <b>-AND-</b> Presents a clear, specific action step that audience can take.	Presents a good argument that appeals to <b>at least two</b> of ethos, logos, and pathos. <b>-AND/OR-</b> Presents a clear, specific action step.	The argument is unclear and <b>does not appeal</b> to ethos, logos, and pathos <b>-OR-</b> May not present the idea that people should do something, but is unclear about what that is.
<b>Style</b>	Demonstrated planning for visuals and/or sound (very little background noise and scenes/images are easy to see)  The PSA creates a highly appropriate tone that effectively communicates the message.  Music, color, layout, etc. enhanced the message.	There is an attempt to plan for visuals and/or sound, but there are some technical issues that detract from the PSA.  The PSA creates an appropriate tone.  The music, color, layout, etc. doesn't particularly enhance or detract from the message.	Many scenes were very difficult to see and background noise was distracting.  The tone of the PSA was highly inappropriate. The music, color, layout contradicts the tone of the message.
<b>Originality</b>	Product shows a <b>large amount</b> of original thought. Ideas are creative and inventive.	Product shows <b>some</b> original thought. Work shows new ideas and insights.	<b>Little</b> evidence of original thinking.
<b>Workload</b>	The workload is divided and shared <b>equally</b> by all team members.	The workload is divided and shared <b>fairly</b> by all team members, though workloads may vary.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.

