

7th Grade Quarter 3 Survival

Unit Overview: Students will explore the characteristics of survival in informative and literary texts while reading to determine how authors use text structure to organize their ideas and communicate their purpose. They will record informational and literary textual evidence of characteristics that promote a person’s ability to survive. Students will read and discuss *Touching Spirit Bear* by Ben Mikaelson. At the end of the unit, students will write an argumentative essay about why a person might choose to be a vegetarian even in extreme survival conditions.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit’s learning activities and assessments.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (RL.7.10).	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI.7.10).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.7.10).	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)(SL.7.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.7.6).

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

<p>Priority Standards: This is a list of the carefully selected grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be</p>	<p>ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts.</p>	<p>Supporting Standards: These standards <i>support, connect to, or enhance</i> the Priority Standards. They are taught <i>within the context</i> of the priorities and often serve as instructional scaffolds, but they do not</p>
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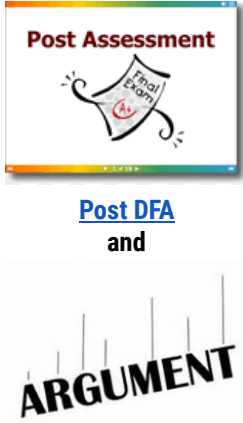
prioritized in the instruction and assessments of this quarter.	ELPs have been aligned with the priority standards of the unit.	receive the <i>same</i> degree of emphasis.
RL.7.2 RI.7.2 RI.7.5	ELP Standard 6-8.1	RL.7.1 RL.7.6 RI.7.1 RI.7.6
RL.7.4 RI.7.4 L.7.4 SL.7.4	ELP Standard 6-8.8	L.7.5
RI.7.8	ELP Standard 6-8.6	
W.7.1A-E W.7.4	ELP Standard 6-8.2 (W.7.6) ELP Standard 6-8.4 (W.7.1) ELP Standard 6-8.5 (W.7.9) ELP Standard 6-8.6 (W.7.1B) ELP Standard 6-8.7 (W.7.5) ELP Standard 6-8.9 (W.7.1C & W.7.4)	W.7.5 W.7.6 W.7.9A-B
SL.7.1A-D	ELP Standard 6-8.2 (SL.7.1) ELP Standard 6-8.6 (SL.7.3)	SL.7.3
	ELP Standard 6-8.10 (L.7.3)	L.7.3

Essential Questions	Understandings
<p>Students will keep considering:</p> <ol style="list-style-type: none"> 1. What does literature teach us about survival? 2. What makes an effective argument? <p><i>Post Essential Questions in room and refer to often throughout unit. The essential questions should be the drivers of the unit.</i></p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Every living thing relies on basic essentials to survive. • Writers have a purpose for writing and use specific language and techniques to convey the central idea of the text. • Clear reasons and evidence are needed to support a claim.

Knowledge	Skills
<p>Students will acquire knowledge of:</p> <p>RI.5</p> <ul style="list-style-type: none"> ● Text Structure <ul style="list-style-type: none"> ○ Sequence ○ Description ○ Cause/effect ○ Compare/contrast ○ Problem and solution <p>RI.6</p> <ul style="list-style-type: none"> ● Techniques used by authors to distinguish their point of view from others' <p>RI.8 & SL.3</p> <ul style="list-style-type: none"> ● Relevant reasons and evidence <p>W.1</p> <ul style="list-style-type: none"> ● Alternate or opposing claims <p>SL.4</p> <ul style="list-style-type: none"> ● Salient points <p>L.3</p> <ul style="list-style-type: none"> ● Precise language <p>*See Literary Toolbox for 7th grade for a comprehensive list of literary and writing terms.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to: <ul style="list-style-type: none"> ○ Comprehend, analyze, and critique a variety of increasingly complex texts, ○ Develop appropriate grade level skills in writing, ○ Develop appropriate grade level skills in language, and ○ Develop appropriate grade level skills in speaking and listening based on the standards at or above 7th grade level.

Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.

Pre-Assessment	Summative Assessment
 <p>Pre DFA</p>	 <p>Post DFA and Common Writing Assignment - Argumentative Essay</p>

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



[Technology Integration](#)



[Language Support](#)



[Pre-AP Vertical Alignment](#)



[Instructional Strategies](#)









[ACT Resources and Support](#)



[Lessons with Embedded Empowering Writers' Strategies](#)



Suggested Timeline

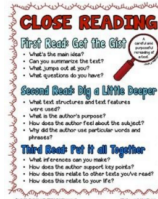
Weeks 1 - 2	 Pre DFA	 Introduction to the Unit with Essential Question Discussion SL.7.1	 Citing Evidence of Survival in Written and Visual Text RI.7.1	 ACT Aspire Writing Practice W.7.10 W.7.1 W.7.4 W.7.5 W.7.6 Analytical Expository Prompts	 Independent Reading RL.7.1 RL.7.10
Weeks 3 - 5	 Tracing the Claim RI.7.8 RI.7.1 RI.7.6				



Touching Spirit Bear: Novel Study

RL.7.2 RL.7.4
RL.7.1 RL.7.6
L.7.4 L.7.5
SL.7.1 SL.7.4
SL.7.3

W.7.5 W.7.6



Close Read with ACT Aspire Writing Practice

W.7.10 W.7.4 W.7.6 W.7.9

Analytical Expository Prompts



Socratic Circle: Presenting Central Ideas of Circle Justice

RI.7.2 RI.7.1
SL.7.1 SL.7.4 SL.7.3



Impact of Word Choice

RI.7.4 RI.7.1
L.7.4 L.7.5





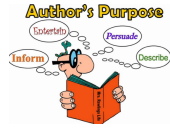
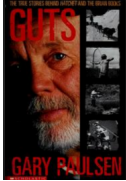



Writing an Objective Summary

RI.7.4



Text Structure

RI.7.5

Weeks 6 - 7	 <p>Articles</p> <p><u>Parts of an Article</u> RI.7.5 RI.7.8</p>	 <p>Central Idea</p> <p><u>Central Ideas about the Spirit Bear</u> RI.7.1</p>	 <p>Author's Purpose</p> <p><u>Author's Purpose</u> RI.7.1 RI.7.6</p>	 <p>GUTS</p> <p><u>Guts: Analyze Text Structure</u> RI.7.2 RI.7.5 RI.7.1</p>
Week 8	 <p>REDUNDANCY WARNING</p> <p><u>Revising for Redundancy and Wordiness</u> W.7.5 W.7.6 L.7.3</p>		 <p>Post Assessment</p> <p><u>Post DFA and</u></p> <p>ARGUMENT</p> <p><u>Common Writing Assignment - Argumentative Essay</u></p>	
Week 9	 <p><u>Remediation or Extension</u></p>			

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