

7th Grade Quarter 2 Perseverance and Courage

Unit Overview: Students will learn about individuals who have exhibited courage and perseverance, such as Anne Frank, by reading various text formats. Students continue to reflect on the impact that historical events have on individuals but also delve more deeply into the internal and external conflicts experienced by characters, as well as their personal qualities, which help them overcome challenges. The ways printed text are similar to and different from film versions of the text will be analyzed. During the unit, students will research a person who has exhibited perseverance and courage. Students will continue to practice and apply analytical/expository writing skills in a 30 minute timed setting by writing about this person. As an extension activity, students may present this individual to the class in a speech.

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](#).

Priority Standards: This is a list of the carefully selected grade-specific and course-specific standards that students must know and be able to

ELP Standards: There are 10 [English Language Proficiency \(ELP\) standards](#) that highlight a strategic set of language functions and forms

Supporting Standards: These standards *support, connect to, or enhance* the Priority Standards. They are taught *within the context*



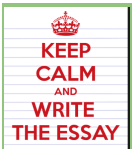
do by the end of each school year. The following standards will be prioritized in the instruction and assessments of this quarter.	which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	of the priorities and often serve as instructional scaffolds, but they do not receive the <i>same</i> degree of emphasis.
RI.7.2 RL.7.2	ELP Standard 6-8.1	RL.7.3 RL.7.5 RL.7.6 RL.7.7 RI.7.1 RI.7.3 RI.7.7 RI.7.9
RI.7.4	ELP Standard 6-8.8	
W.7.2 ○ W.7.2.a-f W.7.4 W.7.7 L.7.2 ○ L.7.2.a-d	ELP Standard 6-8.2 (W.7.6) ELP Standard 6-8.3 (W.7.2) ELP Standard 6-8.5 (W.7.7, W.7.8) ELP Standard 6-8.7 (W.7.5) ELP Standard 6-8.9 (W.7.2c, W.7.4)	W.7.5 W.7.6 W.7.8
SL.7.1 ○ SL.7.1.a-d	ELP Standard 6-8.1 (SL.7.2) ELP Standard 6-8.2 (SL.7.1)	SL.7.2

Essential Questions	Understandings
<p>Students will keep considering:</p> <ol style="list-style-type: none"> How do conflict and failure influence a person's character? How does the form/structure of a text contribute to the meaning? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> A person's character is influenced by life experiences, such as conflicts, successes, and failures. A person's character is revealed by his or her words and actions. Writers intentionally choose different formats to achieve their purposes. Topics are developed with relevant facts, definitions, concrete details, quotations, or other information and details.

Knowledge	Skills
<p>Students will acquire knowledge of:</p> <p>RL.5</p> <ul style="list-style-type: none"> ● Text's form and structure <ul style="list-style-type: none"> ○ Drama ○ Poetry ○ Movies <p>RL.6</p> <ul style="list-style-type: none"> ● Differing points of view of different characters <p>RL.7 & RI.7</p> <ul style="list-style-type: none"> ● Multimedia effects <p>RI.3</p> <ul style="list-style-type: none"> ● Interactions between people and events <p>RI.9</p> <ul style="list-style-type: none"> ● Differing treatment of topic by two or more authors <p>W.2</p> <ul style="list-style-type: none"> ● Clear introduction ● Cohesion ● Supporting conclusion <p>W.7</p> <ul style="list-style-type: none"> ● Focused, followed-up questions that guide further research <p>W.8</p> <ul style="list-style-type: none"> ● Search terms ● Accuracy of sources ● MLA citation format <p>L.2</p> <ul style="list-style-type: none"> ● Coordinate Adjectives <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 <p>based on the standards at or above 7th grade level.</p>

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><u>Pre DFA</u></p>	 <p><u>Post DFA</u></p>  <p><u>Common Writing Assignment - Research and Informative/Explanatory Essay</u></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](#)



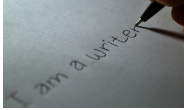










[ACT Resources and Support](#)



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



Suggested Timeline

<p>Ongoing Mini-Lessons</p>	 <p><u>Writing Mini-Lessons with Adapted Empowering Writers' Lessons (Informational and Analytical Expository)</u> W.7.2 a-f W.7.5 W.7.10</p>	 <p><u>Language Mini Lessons</u> L.7.2 a-d L.7.6</p>	 <p><u>Analytical Expository Prompts</u></p>
<p>Weeks 1-2</p>	 <p><u>Diverse Media's Presentation of Perseverance</u> RI.7.2 RI.7.3 RI.7.7 SL.7.2</p>	 <p><u>Introduction of the Research Project</u> W.7.7 W.7.8</p>	 <p><u>Independent Reading</u> RL.7.1 RL.7.10</p>
<p>Weeks 3-5</p>	 <p><u>Comparing/Contrasting a Visual text and a Printed Text "Little Boy with His Hands Up"</u> RI.7.4 RI.7.7 SL.7.1 SL.7.2</p>	 <p><u>Two or More Authors - Same Topic</u> RI.7.2 RI.7.9</p>	
	 <p><u>Photographs Reveal Interaction between Individuals and the Holocaust</u> RI.7.2 RI.7.3</p>	 <p><u>Meaning Created by Structure (Poetry) "A Wagon of Shoes" and other options</u> RI.7.2 RL.7.5</p>	
	 <p><u>Research Project</u> W.7.7 W.7.8</p>		

Weeks
6-7

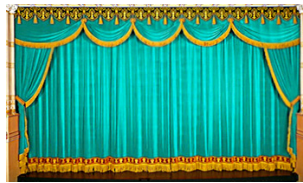


Drama Study - *The Diary of Anne Frank*



Central Ideas/Textual Evidence
“The Girl Who Lived Forever”

RI.7.2



Introduction to Elements of Drama

RL.7.2 RL.7.5



Compare/Contrast Written Drama to Film Version

RL.7.2 RL.7.7



Literary Elements of the Drama

RL.7.2 RL.7.1 RL.7.3 RL.7.6



Influence of Events on Individuals/Simulation of the Secret Annex

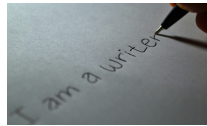
RL.7.2 RI.7.3



Interaction between Individuals and Events/"A Tragedy Revealed: A Heroine's Last Days"

RI.7.2 RI.7.1 RI.7.3

Week 8



Finish Writing Mini-Lessons

W.7.2 a-f W.7.5 W.7.10



Finish Language Mini Lessons

L.7.2 a-d L.7.6

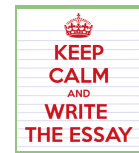


Research Project

W.7.7 W.7.8



Post DFA



Common Writing Assignment - Research and Informative/Explanatory Essay

Week 9



Remediation or Extension

[Citation for Images](#)

