

# Grade 7 Unit Three Research Simulation Analysis Task

Content Area: **English**  
Course(s): **Language Arts Literacy**  
Time Period: **January**  
Length: **Marking Period 3**  
Status: **Published**

## Enduring Understandings

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- The ability to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- The ability to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- The ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- The ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- The ability to analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- The ability to read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- The ability to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- The ability to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- The ability to draw evidence from literary or informational texts to support analysis, reflection, and research.
- The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- The ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- The ability to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- The ability to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Essential Questions

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- How can I cite the textual evidence and make relevant connections that support the analysis of what the text says explicitly as well as inferences drawn from the text?
- How can I determine a theme or central idea of a text and analyze its development over the course of the text as well as provide an objective summary of the text?
- How can I determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific

verse or stanza of a poem or section of a story or drama?

- How can I analyze how an author develops and contrasts the points of view of different characters or narrators in a text?
- How can I determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others?
- How can I analyze and reflect on how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts?
- How can I write arguments to support claims with clear reasons and relevant evidence?
- How can I introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons with evidence logically?
- How can I support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text?
- How can I use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence?
- How can I establish and maintain a formal style?
- How can I provide a concluding statement or section that follows from and supports the arguments presented?
- How can I produce clear and coherent writing in which the development, organization, voice and style are appropriate to the task, purpose, and audience?
- How can I, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach while focusing on how well purpose and audience have been addressed?

### **Standards/Indicators/Student Learning Objectives (SLOs)**

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RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each

medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.D. Establish and maintain a formal/academic style, approach, and form

W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## **Lesson Titles**

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- *Touching Spirit Bear*
- *Juvenile Justice*
- *Circle Justice*
- *The Outsiders*

## **21st Century Skills and Career Ready Practices**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **Inter-Disciplinary Connections**

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SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## **Anticipatory Set**

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- KWL Chart for each literary work
- Evidence Based Selected Response Items for each literary work
- Anticipation/Reaction Guide for each literary work
- Journaling
- Video clips as they pertain to individual literary works
- Quizlet
- Triple Entry Vocabulary
- Discussion as it pertains to the literary work
- Debates

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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- Academic vocabulary and language
- Close read

- Conferencing
- Cooperative learning
- Activate prior knowledge
- Debate
- Formative assessments
- Graphic Organizers
- Socratic Seminar
- Literature Circle
- QAR
- Visualizing

## **Modifications**

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### **Formative Assessment**

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- Observations
- Questioning
- Discussion
- Entrance/Exit Tickets
- Graphic Organizers
- Self/Peer Assessments
- Think-Pair-Share
- Journaling
- Kahoot
- Classwork
- Homework
- Quizlet

### **Summative Assessment**

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- Multiple choice test on individual literary works
- Google slide show
- Research Simulation Task
- Argumentative Essay
- Totem Pole Project
- Oral presentation
- Open book assessment

## Resources & Materials

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- Touching Spirit Bear
- "A School's "peace room" aims to end fighting in the halls" (<https://newsela.com/articles/students-conflicts/id/301/>)
- "Los Angeles school suspensions drop as students talk out their problems" (<https://newsela.com/articles/suspension-policy/id/6962/>)
- "The Power of Restorative Justice in the Classroom" (<https://www.usnews.com/opinion/knowledge-bank/articles/2016-04-08/public-charter-school-is-transforming-discipline-with-restorative-justice>)
- Restorative Justice in Schools video: <https://www.youtube.com/watch?v=NmpGg8Dy-K4>
- A Restorative Approach to Discipline video: <https://www.youtube.com/watch?v=5r1yvyP141U>
- The Outsiders
- "Youth Gangs" ([http://www.livebinders.com/media/get\\_centered/MTAyOTY5MDY=](http://www.livebinders.com/media/get_centered/MTAyOTY5MDY=))
- "Six Things you Should Know About Growing up in Foster Care" ([http://www.huffingtonpost.com/mary-lee/six-things-you-should-know\\_b\\_7605666.html](http://www.huffingtonpost.com/mary-lee/six-things-you-should-know_b_7605666.html))
- The Outsiders video
- Newsela
- *The Outsiders* webquest