

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 7 / The Impact of Disaster

Course Code: ELA

COURSE INTRODUCTION:

In seventh grade, students continue reading texts from numerous angles and for a variety of purposes. Through a wide and deep reading of literature and literary nonfiction, students read increasingly complex texts that extend across genres, cultures, and centuries in order to gain insights into the human condition. These texts serve as models for students' own thinking and writing. Students follow a process to write in a variety of genres, including responses to literature, reflective essays, stories, and short research projects. In addition, they create multimedia presentations and develop their skills of argumentation. They participate in class discussion, practice reading literature expressively, and deliver presentations. They demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. By the end of seventh grade, students are ready to begin studying complex aspects of literature.

UNIT DESCRIPTION:

The Impact of Disaster

Students will read, study, and discuss an array of works, including the non-fiction text *America's Great Disasters*, by Martin W. Sandler, (suggested text – could use alternate natural disaster text) about disasters that have occurred. Students will utilize the various works to discover character traits possessed by the people who have experienced those disasters and how they have impacted those character traits. This unit ends with a informative/explanatory essay in response to the essential questions

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found

at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available

SUGGESTED UNIT TIMELINE: 4-6 weeks

CLASS PERIOD (min.): 45-50 minutes

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at www.cast.org.
[Provide Feedback](#)

- ESSENTIAL QUESTIONS:**
1. What impact do disasters have on the character of people?
 2. What do we, as individuals, gain or lose through the course of a disaster?
 3. In the face of disaster, do we, as individuals demonstrate our best or worst character traits?



ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Take comprehensible notes on important content, ideas, and details in text (e.g. about character traits of people real and fictitious).	R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R.1.H.7.f R.1.H.7.g R.2.C.7.h	1.5 1.6 3.5	RL.7.1		3
2. Conduct research on various types of disasters and their impact on the human character and present findings to class in multimedia format.	W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		1.1 1.2 1.4 3.5	W.7.7		3
3. Utilize the writing process to write an argumentative essay about essential	W.1: Write arguments to support claims in an analysis of substantive	W.3.A.7.a	2.1	W.7.1.a		4

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character traits of the human spirit	topics or texts, using valid reasoning and relevant and sufficient evidence.	W.2.B.7.a W.2.B.7.b W.2.C.7.a W.2.C.7.b W.2.C.7.e W.2.D.7.a W.2.D.7.b	1.8	W.7.1.b W.7.1.c W.7.1.d W.7.1.e W.7.5		
4. Utilize clauses and phrases in writing to create fluency.	L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	W.2.C.7.e W.2.C.7.d	2.2	L.7.1.a L.7.1.b L.7.1.c		2
5. Contribute to collaborative discussions to extend knowledge and understanding.	SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		2.3 2.7	SL.7.1.a SL.7.1.b SL.7.1.c SL.7.1.d		2
6. Analyze various texts based on the same type of disaster	R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	R.1.I.7.a		RI.7.9		3
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)						
Formative Assessments						

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- Prior knowledge of disasters
- Prior knowledge of character traits (based on characters encountered in readings done earlier in the year)
- Active reading graphic organizer (available in print resources)
- Natural disasters investigation graphic organizer (available in print resources)
- Disaster Eyewitness graphic organizer (available in print resources)
- Text Connections graphic organizer (available in print resources)
- Electronic blog/posts discussion with classmates

Summative Assessments

- Socratic seminar contribution/participation (scoring guide available in print resources)
- Argumentative essay (scoring guide available in print resources)

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. # 1	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
6	1. Whole class discussion: Teacher will use a KWL chart with students to access prior knowledge of natural disasters.
	2. Mini-lesson/modeling: Teacher will lead a class discussion about character traits. The teacher may help students make connections to texts previously read to identify a variety of character traits. Teacher will then model making inferences and drawing conclusions based on the actions and dialogue of characters involved.
	3. Guided Practice: Teacher will review text connections (text to text, text to self, text to world) prior to reading aloud. Teacher will read aloud <i>America's Disasters</i> by Martin W. Sandler (or other book about natural disaster) and guide discussion about character traits displayed throughout the book. Teacher will demonstrate use of graphic organizer to display information.

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Formative Assessment	<p>4. Formative Assessment: Character trait graphic organizer Text connections graphic organizer</p>
Obj. # 1	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do):</p>
6	<p>1. Whole class discussion: Students will brainstorm information about natural disasters (types, effects, recent events, etc.) to add to KWL chart.</p>
	<p>2. Guided Practice: Through collaborative discussion, students will make connections to literary or informational texts previously read to identify a variety of character traits. Students will make inferences and draw conclusions about the character traits of people involved in disaster based on their actions/reactions. Students will utilize a graphic organizer throughout the reading to complete this activity.</p>
	<p>3. Guided Practice: Students will make a variety of text connections while listening to and discussing disaster books read aloud in class. Students will complete a graphic organizer to show the connections made. After completing organizer, students will review connections through class discussion.</p>
Formative Assessment	<p>Formative Assessment: Character trait graphic organizer (Instructional Activity 1) Text connections graphic organizer (Instructional Activity 2)</p>
Obj. # 2	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods):</p>
6	<p>1. Mini-lesson/modeling: Teacher will access prior knowledge of online research inquiry and key words. Teacher will have students give possible key words, do an immediate search, display results on smartboard, and discuss the types and amount of responses to search. Teacher will continue by modeling search inquiries for eyewitness accounts of various real-life disasters. Teacher will also demonstrate use of graphic organizer that will use quotes and eyewitness accounts to make inferences and draw conclusions about the character traits people display.</p>
	<p>2. Guided Practice/modeling: Teacher will demonstrate how to best utilize interactive website (<i>Forces of Nature – National Geographic</i>) to expand knowledge of various disasters. Teacher will also model how to infer what type of response is needed during and after disasters. Teacher will provide students with graphic organizer to display information gathered. Teacher will be</p>

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	able to use this discussion/investigation to further support various character traits demonstrated during times of disaster.
	<p>3. Independent Practice: Teacher will facilitate class web-page discussion about the character traits displayed in people who have suffered through disasters and also guide discussion about the 2 essential questions: “</p> <ul style="list-style-type: none"> • What do we lose/gain through natural disaster? • Do natural disasters bring out the best or worst in people? <p>Explain your reasoning. (Allow class discussion to help formulate guiding questions as students' personal experiences and disasters in their particular area may lend themselves to different questions that develop deeper discussion.)</p>
Formative Assessment	Formative Assessment: Forces-of-nature graphic organizer (Instructional Activity 3) Class web-page discussion
Obj # 2 6	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do):</p> <p>1. Independent Practice: Students will utilize internet search inquiry to find eyewitness accounts of various real-life disasters. Students will use the actions and quotes of eyewitnesses to make inferences and draw conclusions about character traits people display.</p>
	<p>2. Independent Practice: Students will access and explore <i>Forces of Nature – National Geographic</i> website to gather further information about natural disasters and their impact. Students will complete a graphic organizer to display information found and will make inferences about the responses needed during and after natural disasters. (Instructional activity 3)</p>
	<p>3. Independent Practice: After completing the web inquiry and Forces of Nature graphic organizer, students will contribute to the class blog and participate in collaborative discussion to shape their own ideas and help shape the ideas of other classmates. Discussion on blog should be related to essential questions and supported by information from the various readings, internet inquiries, inferences, etc.</p>
Formative Assessment	Formative Assessment: Forces-of-nature graphic organizer (Instructional Activity 3) Class web-page discussion

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Obj # 3 4 5	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods):</p> <p>1. Mini-lesson/Modeling: Teacher will plan and present mini-lessons covering controlling ideas, transitions, clauses. Also, teacher will share a various student writings to demonstrate the efficacy of these writing traits.</p> <p>2. Independent Practice: Teacher will review the steps of the writing process, monitor student progress, and provide students with timely feedback at various stages of that process.</p>
Obj # 3 4 5	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do):</p> <p>1. Guided Practice: Students will participate in discussion and practice using controlling ideas, transitions, and clauses to improve writing.</p> <p>2. Independent Practice: Students will use the writing process to develop an argumentative essay addressing 3 character traits essential to the human spirit that are developed through/present during the survival of a natural disaster.</p> <p>Writing Prompt: The human spirit can be defined as a combination of traits that all human beings have in common. Select three of these traits that you have observed to be present in characters/people who have survived natural disasters. Why are these traits essential to human spirit? Why did you choose these traits? Justify your response by citing specific information and examples from the readings and investigations done in class.</p>
Summative Assessment	<p>Summative Assessment: Argumentative essay (scoring guide in print resources)</p>
Obj # 5 6	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p>1. Mini-lesson/Modeling: Teacher will prepare students by previewing questions for socratic seminar and reviewing guidelines and scoring guide for seminar. During seminar teacher will play the role of moderator to keep discussion moving and on topic.</p>
Obj # 5 6	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do):</p> <p>1. Guided practice: Students will use text-based evidence (from <i>America's Disasters</i>, eyewitness accounts accessed during online inquiry, and <i>Forces of Nature (interactive website)</i>) to express own ideas clearly (as related to essential questions) and build on that</p>

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	<p>of others.</p> <p>Socratic Seminar questions:</p> <ol style="list-style-type: none">1. What type of disaster would be the worst to face?2. What life-impacting issues arise during each type of disaster?3. Does disaster bring out the best or worst in people?4. What character traits are essential to human spirit when faced with disaster?
Summative Assessment	<p>Summative assessment: Socratic seminar participation (scoring guide in print resources)</p>
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p><i>America's Disasters</i> by Martin W. Sandler</p> <p><i>Forces of Nature</i> - interactive website - http://environment.nationalgeographic.com/environment/natural-disasters/forces-of-nature/</p> <p>Graphic organizers for Active Reading, Eyewitness investigation, Forces of Nature response, and text connections (for all readings)</p> <p>Argumentative essay scoring guide</p> <p>Socratic seminar scoring guide</p> <p>http://communitypress.cincinnati.com/apps/pbcs.dll/article?AID=/C2/20120309/VAV02/303090052/</p> <p>http://factsanddetails.com/japan.php?itemid=1674&catid=26&subcatid=161</p> <p>http://www.stuff.co.nz/the-press/opinion/blogs/rock-and-roll-mother/4693057/The-day-the-earth-roared</p>	

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