

**Moon Area School District Curriculum Map**

**Course:** Reading and Writing 7  
**Grade Level:** 7  
**Content Area:** English  
**Frequency:** Every other day (90 days)

**Big Ideas**

1. Building strong foundations help us be a stronger reader and writer.
2. People understand texts differently based on their different world views.
3. The medium of communication affects the message.
4. Different genres develop an understanding of themes.
5. Learners grow and change through their educational experiences.

**Essential Questions**

1. How does a learner build a strong foundation?
2. How does an author’s purpose / point of view influence a reader’s understanding?
3. How does the medium of communication affect the message?
4. How does a variety of genres develop an understanding of a similar theme?
5. How have you, as a learner grown this year?

**Primary Resource(s) & Technology:**

McDougal Littell Pennsylvania, IXL online software, Scope Scholastic, News ELA,  
 Microsoft Teams, Promethean Boards, Student Laptops

**Pennsylvania and/or focus standards referenced at:**

[www.pdesas.org](http://www.pdesas.org)  
[www.education.pa.gov](http://www.education.pa.gov)

<b>Big Ideas/EQs</b>	<b>Focus Standard(s)</b>	<b>Assessed Competencies (Key content and skills)</b>	<b>Timeline</b>
UNIT 1: How does a learner build a strong foundation?	<ul style="list-style-type: none"> <li>• 1.2.8.B.</li> <li>• 1.2.8.F.</li> <li>• 1.3.8.G.</li> <li>• 1.3.8.K.</li> <li>• 1.3.8.C.</li> <li>• 1.3.8.A.</li> <li>• 1.3.8.H.</li> <li>• 1.3.8.I.</li> <li>• 1.3.8.F.</li> <li>• 1.4.8.S.</li> </ul>	Goal of Unit: Introduce organizational foundations.  Content may include: <ul style="list-style-type: none"> <li>• Readability Assessment</li> <li>• Current Events (Research and Analysis)</li> <li>• Various Internet resources</li> <li>• Informational pieces from Scope / News ELA</li> <li>• Incorporation of materials from the Springboard workbook/online book (NEW)</li> </ul>	5 Weeks

		<ul style="list-style-type: none"> <li>Any additional resources as deemed appropriate by the teacher</li> </ul> <p>Organizing and Advising(bi-weekly throughout the year):</p> <ul style="list-style-type: none"> <li>Skyward</li> <li>Teams</li> <li>One Note</li> </ul>	
<p>UNIT 2: What strategies can you use to make writing come alive for a reader?</p>	<ul style="list-style-type: none"> <li>1.2.8.B.</li> <li>1.2.8.D.</li> <li>1.3.8.G.</li> <li>1.3.8.K.</li> <li>1.3.8.D.</li> <li>1.4.8.S.</li> </ul>	<p>Goal of Unit: Students will be able to effectively write a descriptive writing piece utilizing given resources.</p> <p>Content may include:</p> <ul style="list-style-type: none"> <li>Descriptive Writing Project</li> <li>Various Internet resources</li> <li>Informational pieces from Scope / News ELA</li> <li>Incorporation of materials from the Springboard workbook/online book (NEW)</li> <li>Any additional resources as deemed appropriate by the teacher</li> </ul>	5 Weeks
<p>UNIT 3: What are some strategies for building effective oral communication skills?</p>	<ul style="list-style-type: none"> <li>1.2.8.B.</li> <li>1.2.8.H.</li> <li>1.2.8.G.</li> <li>1.3.8.G.</li> <li>1.3.8.K.</li> <li>1.4.8.S.</li> <li>1.4.8.I.</li> <li>1.5.8.B.</li> <li>1.5.8.F.</li> <li>1.5.8.D.</li> </ul>	<p>Goal of Unit: Students will be able to compile research from various mediums. They will then use this information to demonstrate understanding of public speaking skills.</p> <p>Content may include:</p> <ul style="list-style-type: none"> <li>Public speaking</li> <li>Various Internet resources</li> <li>Informational pieces from Scope / News ELA</li> <li>Incorporation of materials from the Springboard workbook/online book (NEW)</li> <li>Any additional resources as deemed appropriate by the teacher</li> </ul>	5 Weeks

<p>UNIT 4: How does a variety of genres develop an understanding of a similar theme?</p>	<ul style="list-style-type: none"> <li>• 1.2.8.B.</li> <li>• 1.2.8.C.</li> <li>• 1.3.8.G.</li> <li>• 1.3.8.K.</li> <li>• 1.4.8.S.</li> <li>• 1.5.8.C.</li> </ul>	<p>Goal of Unit: Students will be able to apply and analyze texts within their context of world history. They will be able to connect history through various mediums, including through fiction and non-fiction.</p> <p>Content may include:</p> <ul style="list-style-type: none"> <li>• <i>The Lightning Thief</i></li> <li>• <i>Flush</i></li> <li>• <i>Far North</i></li> <li>• <i>The Complete Worst-Case Scenario Survival Handbook</i></li> <li>• <i>The Worst-Case Scenario Book of Survival Questions</i></li> <li>• Various Internet resources</li> <li>• Informational pieces from Scope / News ELA</li> <li>• Incorporation of materials from the Springboard workbook/online book (NEW)</li> <li>• Any additional resources as deemed appropriate by the teacher</li> </ul>	<p>11 Weeks</p>
<p>UNIT 5: How can we use story writing and storytelling to help solve everyday problems?</p>	<ul style="list-style-type: none"> <li>• 1.2.8.B.</li> <li>• 1.3.8.G.</li> <li>• 1.3.8.K.</li> <li>• 1.4.8.S.</li> </ul>	<p>Goal of Unit: Students will be able to identify the ways factors in our society impact the choices we make every day by looking at various texts and types of materials.</p> <p>Content may include:</p> <ul style="list-style-type: none"> <li>• <i>The Skin I'm In</i></li> <li>• The Skin I'm In Project</li> <li>• Various Internet resources</li> <li>• Informational pieces from Scope / News ELA</li> <li>• Incorporation of materials from the Springboard workbook/online book (NEW)</li> <li>• Any additional resources as deemed appropriate by the teacher</li> </ul>	<p>10 Weeks</p>