

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 7, ELA Overarching Thematic Concept: Conflict	
<b>Marking Period 1 Thematic Concept:</b> Conflict	
<b>Thematic Big Idea:</b> Individuals experience conflict.	
<b>Essential Questions:</b>	<b>Understandings: Students will understand THAT . . .</b>
<ul style="list-style-type: none"> <li>• What types of conflicts can individuals experience?</li> <li>• What strengths and weaknesses do individuals bring to conflicts?</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals can experience four types of conflict - man VS. man, man VS. self, man VS. nature, man VS. society.</li> <li>• Each individual brings his/her own background experiences, which affects his ability to deal with the conflict.</li> </ul>

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 7, ELA Overarching Thematic Concept: Conflict	
<b>Marking Period 2 Thematic Concept:</b> Conflict	
<b>Thematic Big Idea:</b> Individuals challenge society.	
<b>Essential Questions:</b>	<b>Understandings: Students will understand THAT . . .</b>
<ul style="list-style-type: none"> <li>• How can one person affect change in society?</li> <li>• Why try to change society?</li> </ul>	<ul style="list-style-type: none"> <li>• By raising awareness, one person can influence change.</li> <li>• There are problems in society, and individuals strive to improve society for the better.</li> </ul>

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 7, ELA Overarching Thematic Concept: Conflict	
<b>Marking Period 3 Thematic Concept:</b> Conflict	
<b>Thematic Big Idea:</b> Conflict reveals individual identity.	
<b>Essential Questions:</b>	<b>Understandings: Students will understand THAT . . .</b>
<ul style="list-style-type: none"> <li>• How can conflict reveal who an individual is?</li> <li>• How does conflict change individuals?</li> </ul>	<ul style="list-style-type: none"> <li>• How an individual responds to conflict reveals their character (e.g., their strengths, their weaknesses, their values).</li> <li>• Conflict changes people's/individuals' perspective (about their strengths, their weaknesses, their values).</li> </ul>

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 7, ELA Overarching Thematic Concept: Conflict	
<b>Marking Period 4 Thematic Concept:</b> Conflict	
<b>Thematic Big Idea:</b> Society challenges individuals.	
<b>Essential Questions:</b>	<b>Understandings: Students will understand THAT . . .</b>
<ul style="list-style-type: none"> <li>• How does society challenge individuals?</li> <li>• What kinds of conflict does society create for individuals?</li> </ul>	<ul style="list-style-type: none"> <li>• Society challenges individuals by creating conflict.</li> <li>• Society creates conflict between individuals and what they value.</li> </ul>

<b>Standard, Grade: Standard 2 Reading Informational Text, Grade 7</b>	
<b>Standard 1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
<b>PA Core Standards:</b> CC.1.2.7.A Main Idea CC.1.2.7.B –C Text Analysis CC.1.2.7.D Point of View CC.1.2.7.E Text Structure CC.1.2.7.F Vocabulary	CC.1.2.7.G Diverse Media CC.1.2.7.H Evaluating Arguments CC.1.2.7.I Analysis Across Texts CC.1.2.7.J-K Vocabulary Acquisition and Use CC.1.2.7.L Range of Reading
<b>Essential Questions:</b> • Why is it important to self-monitor while reading?  • Why set a reading purpose and understand the author’s viewpoint?  • What reading strategy(ies) should be used with this text?  • Why analyze and interpret key ideas and literary elements in different genres? • How does text support show my comprehension?  • Why summarize, draw conclusions, make inferences and form opinions about text? • Why analyze similarities and differences among texts?  • Why is understanding text structure important?  • Why is knowledge of word meaning important?	<b>Understandings: Students will understand THAT . . .</b> • Students should continually check their understanding for effective comprehension. • Students should be engaged as active readers and thinkers. • Setting a purpose gives students a goal for reading and makes reading more meaningful. • Understanding viewpoint allows students to determine author objectivity and biases. • Flexibility in the use of reading strategies develops independent readers who will be able to effectively read all types of text. • Students who can analyze and interpret ideas and elements in literature are flexible and effective readers. • Readers who can select appropriate text support demonstrate deeper text understanding. • Readers who can use text evidence to support their ideas and opinions display higher level thinking. • The ability to analyze a variety of texts and mediums shows higher level thinking in a reader. • Recognizing text structure allows readers to adapt and apply a vast array of reading strategies. • Students are able to read more fluently and become more flexible with vocabulary usage.
<b>Knowledge:</b> <u>Vocabulary</u> • Monitoring Comprehension: checking your understanding when it doesn’t make	<b>Skills:</b> • Select and analyze key ideas and themes to comprehend and summarize text • Use text evidence to support inferences, conclusions and generalizations

<p>sense</p> <ul style="list-style-type: none"><li>• Visualizing: using senses to form a “picture” in your mind</li><li>• Synthesizing and Summarizing: retelling key information in your own words and combining ideas which allows a growing understanding of text</li><li>• Inferring and Drawing Conclusions: drawing implicit conclusions based on evidence and reasoning rather than explicitly stated ideas</li><li>• Connecting: using prior experience to engage in and respond to reading</li><li>• Analyzing and Evaluating: examining and judging text in detail for meaning</li><li>• Point of View: lens from which a topic is viewed</li><li>• Purpose: reason text was written or goal of text reading</li><li>• Figurative, Connotative and Technical Language: <i>Figurative</i> - words that exaggerate change the usual meanings of words, <i>Connotative</i> - words with emotional association, <i>Technical</i> - language specific to a topic or subject</li><li>• Multiple Meanings: words with more than one meaning</li><li>• Genres: realistic fiction, historical fiction, science fiction, drama, poetry, mystery, fantasy</li><li>• Literary Elements: purpose, point of view, characters, setting, plot, theme</li><li>• Text Structures: description, sequence, problem/solution, question/answer, compare/contrast, cause/effect</li><li>• Text Evidence: support proof</li><li>• Good readers should be able to self-monitor, have a purpose for reading, match the strategy to the text type, support ideas through text evidence, and apply vocabulary strategies.</li><li>• Good readers should be able to use text-structure to aid their comprehension.</li><li>• Good readers should be able to interpret and analyze to comprehend implied meanings.</li></ul>	<ul style="list-style-type: none"><li>• Establish and analyze how each literary element influences the story</li><li>• Establish and analyze author point of view or purpose</li><li>• Analyze text structure</li><li>• Use context clues to determine meanings of words (figurative, connotative, technical meanings)</li><li>• Compare/contrast/analyze two mediums of the same text</li><li>• Compare/contrast a time, place, or character and an historical account of the same period as a means of understanding how authors use or alter history</li><li>• Develop grade-level appropriate vocabulary including unknown and multiple meaning</li><li>• Words</li><li>• Comprehend grade-level fiction using appropriate reading and monitoring strategies</li><li>• Establish a purpose for reading</li><li>• Use appropriate reading strategies to make meaning of text and to monitor understanding</li><li>• Draw conclusions from the language, text structures and point of view in the text</li><li>• Use text evidence to support ideas and interpretations</li></ul>
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**Common Core Standards:**

**Main Idea:**

CC.1.2.7.A 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.

**Text Analysis:**

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

**Point of View:**

CC.1.2.7.D 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.

**Text Structure:**

CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts and the major sections of the text.

Vocabulary:

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.

Diverse Media:

CC.1.2.7.G 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).

Evaluating Arguments:

CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

Analysis Across Texts:

CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

Vocabulary Acquisition and Use:

CC.1.2.7.J 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.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading:

CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

<b>Grade, Subject:</b> Grade 7, ELA	
<b>Strand 1.3 Reading Literature</b> Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
<b>PA Core Standards:</b> CC.1.2.7.J Key Ideas and Details - Theme CC.1.3.7.B Key Ideas and Details - Text Analysis CC.1.3.7.B Literary Elements CC.1.3.7.D Point of View	CC.1.3.7.E Text Structure CC.1.3.7.F Vocabulary CC.1.3.7.G Sources of Information: CC.1.3.7.H Integration of Knowledge and Ideas CC.1.3.7.I-J Vocabulary Acquisition and Use CC.1.3.7.K Range of Reading
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important to self-monitor while reading?</li> <li>• Why set a reading purpose and understand the author’s viewpoint?</li> <li>• What reading strategy(ies) should be used with this text?</li> <li>• Why analyze and interpret key ideas and literary elements in different genres?</li> <li>• How does text support show my comprehension?</li> <li>• Why summarize, draw conclusions, make inferences and form opinions about text?</li> <li>• Why analyze similarities and differences among texts?</li> <li>• Why is understanding text structure important?</li> <li>• Why is knowledge of word meaning important?</li> </ul>	<b>Understandings: Students will understand THAT ...</b> <ul style="list-style-type: none"> <li>• Students should continually check their understanding for effective comprehension.</li> <li>• Students should be engaged as active readers and thinkers.</li> <li>• Setting a purpose gives students a goal for reading and makes reading more meaningful.</li> <li>• Understanding viewpoint allows students to determine author objectivity and biases.</li> <li>• Flexibility in the use of reading strategies develops independent readers who will be able to effectively read all type of text.</li> <li>• Students who can analyze and interpret ideas and elements in literature are flexible and effective readers.</li> <li>• Readers who can select appropriate text support demonstrate deeper text understanding.</li> <li>• Readers who can use text evidence to support their ideas and opinions display higher level thinking.</li> <li>• The ability to analyze a variety of texts and mediums shows higher level thinking in a reader.</li> <li>• Recognizing text structure allows readers to adapt and apply a vast array of reading strategies.</li> <li>• Students are able to read more fluently and become more flexible with vocabulary usage.</li> </ul>

**Knowledge:**

Vocabulary

- Monitoring Comprehension: checking your understanding when it doesn't make sense.
- Visualizing: using senses to form a "picture" in your mind.
- Synthesizing and Summarizing: retelling key information in your own words and combining ideas which allows a growing understanding of text.
- Inferring and Drawing Conclusions: drawing implicit conclusions based on evidence and reasoning rather than explicitly stated ideas.
- Connecting: using prior experience to engage in and respond to reading.
- Analyzing and Evaluating: examining and judging text in detail for meaning.
- Point of View: lens from which a topic is viewed.
- Purpose: reason text was written or goal of text reading.
- Figurative, Connotative and Technical Language: *Figurative* - words that exaggerate change the usual meanings of words, *Connotative* - words with emotional association, *Technical* - language specific to a topic or subject.
- Multiple Meanings: words with more than one meaning.
- Genres: realistic fiction, historical fiction, science fiction, drama, poetry, mystery, fantasy.
- Literary Elements: purpose, point of view, characters, setting, plot, theme.
- Text Structures: description, sequence, problem/solution, question/answer, compare/contrast, cause/effect.
- Text Evidence: support proof.
- Good readers should be able to self-monitor, have a purpose for reading, match the strategy to the text type, support ideas through text evidence, and apply vocabulary strategies.
- Good readers should be able to use text-structure to aid their comprehension.
- Good readers should be able to interpret and analyze to comprehend implied meanings.

**Skills:**

- Select and analyze key ideas and themes to comprehend and summarize text.
- Use text evidence to support inferences, conclusions and generalizations.
- Establish and analyze how each literary element influences the story.
- Establish and analyze author point of view or purpose.
- Analyze text structure.
- Use context clues to determine meanings of words (figurative, connotative, technical meanings).
- Compare/contrast/analyze two mediums of the same text.
- Compare/contrast a time, place, or character and an historical account of the same period as a means of understanding how authors use or alter history.
- Develop grade-level appropriate vocabulary including unknown and multiple meaning words.
- Comprehend grade-level fiction using appropriate reading and monitoring strategies.
- Establish a purpose for reading
  - Use appropriate reading strategies to make meaning of text and to monitor understanding.
  - Draw conclusions from the language and text structures in the text.
- Analyze literary elements.
- Use text evidence to support ideas and interpretations. .

<b>Grade, Subject:</b> Grade 7, ELA	
<b>Strand 1.4 Writing - Informative/Explanatory</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
<b>PA Core Standards:</b> CC.1.4.7.A Informative/Explanatory C.1.4.7.B Focus CC.1.4.7.C Content	CC.1.4.7.D Organization CC.1.4.7.Q Style CC.1.4.7.R Conventions of Language
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why write informational/explanatory pieces?</li> <li>• How are informational/explanatory pieces developed and organized?</li> <li>• Why is style important in writing?</li> <li>• Why use correct conventions?</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>• People need to be able to effectively communicate information in all situations.</li> <li>• Organization tells the reader what's most important.</li> <li>• Text structures convey different concepts.</li> <li>• Analysis of facts and details demonstrates mastery of a topic which allows a writer to communicate ideas effectively.</li> <li>• Using appropriate style demonstrates mastery of language which creates effective writing.</li> <li>• The use of correct conventions shows that the text is reliable.</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>▪ MLA format: established citation form by The Modern Language Association</li> <li>▪ Thesis: the controlling idea</li> <li>▪ Five paragraph format: introduction, three body paragraphs and conclusion</li> <li>▪ Hook sentence: initial sentence to capture reader interest</li> <li>▪ Topic sentence: states the topic of the paragraph</li> <li>▪ Third person objective: a viewpoint which does not give an opinion and uses third person pronouns</li> <li>▪ Formal style: conventional/academic language/voice</li> <li>▪ English conventions: subject/verb agreement; point of view; spelling; capitalization; punctuation; simple, compound and complex sentences; phrases and clauses; modifiers; concise language</li> </ul> </li> <li>• Appropriate style demonstrates an awareness of task and audience.</li> <li>• Products with few errors demonstrate a mastery of correct English conventions.</li> <li>• An effective introduction grab's the reader's attention and clearly states the thesis or controlling idea.</li> <li>• An effective body supports and develops each element of the thesis.</li> <li>• An effective conclusion restates the thesis and clinches the essay.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Develop a cohesive thesis statement with three parts.</li> <li>• Establish the need for five paragraph format with introduction, body and conclusion.</li> <li>• Organize ideas, concepts and information in a logical way.</li> <li>• Write with a topic sentence, hook, clincher and transitions.</li> <li>• Analyze and use relevant facts, definitions, details and quotations to develop the content.</li> <li>• Use precise language, vary sentence types, maintain a consistent voice and write with a formal style.</li> <li>• Demonstrate a grade appropriate command of spelling, capitalization, punctuation and grammar.</li> <li>• Write a citation: see MLA format.</li> <li>• Write a thesis: establish a controlling idea which includes three parts that correspond to the three body paragraphs.</li> <li>• Use appropriate evidence: facts/information to support the topic</li> <li>• Develop appropriate voice and style in writing as per the audience.</li> <li>• Apply grade appropriate command of English conventions.</li> </ul>

<p><b>Grade, Subject:</b> Grade 7, ELA</p>	
<p><b>Strand 1.4 Writing - Narrative</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well defined perspective and appropriate content.</p>	
<p><b>PA Core Standards:</b> CC.1.4.7.M Narrative C.1.4.7.N Focus CC.1.4.7.O Content</p>	<p>CC.1.4.7.P Organization CC.1.4.7.Q Style CC.1.4.7.R Conventions of Language</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why write narrative pieces?</li> <li>• How are narratives developed and organized? <ul style="list-style-type: none"> <li>- Sequence of events (plot structure) effectively conveys the story.</li> <li>- Literary elements such as narrator, character and setting contribute to the meaning of the story.</li> </ul> </li> <li>• Good writing “shows” the reader and does not only “tell” through dialogue and description.</li> <li>• Why is style important in writing?</li> <li>• Why use correct conventions?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• People need to be able to effectively recount a narrative.</li> <li>• Sequence of events (plot structure) effectively conveys the story.</li> <li>• Literary elements such as narrator, character and setting contribute to the meaning of the story.</li> <li>• Good writing “shows” the reader and does not only “tell” through dialogue and description.</li> <li>• Using appropriate style demonstrates mastery of language, which creates effective writing.</li> <li>• Use of correct conventions avoids interference with the enjoyment and understanding of a narrative.</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>▪ Point of View: lens through which story is told.</li> <li>▪ Dialogue: verbal exchange between or among characters.</li> <li>▪ Transition words: phrases or words that connect ideas.</li> <li>▪ Sensory details: description of events using the senses (sight, smell, sound, taste, touch).</li> <li>▪ Formal style: conventional/academic language/voice.</li> <li>▪ English conventions: concise language.</li> </ul> </li> <li>• An effective narrative piece will have a consistent organizational structure.</li> <li>• An effective narrative piece will have story elements such as plot, setting, characterization, theme, and style.</li> <li>• An effective narrative piece will be told in a consistent point of view.</li> <li>• Appropriate style demonstrates an awareness of task and audience.</li> <li>• Products with few errors demonstrate a mastery of correct English conventions.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events.</li> <li>• Introduce a narrator, characters and setting (context).</li> <li>• Use narrative techniques (dialogue and description) to develop the story.</li> <li>• Use precise words and phrases, description details and sensory language to convey action and events.</li> <li>• Organize the events in a sequential manner.</li> <li>• Use precise language, vary sentence types, maintain a consistent voice and write with a formal style.</li> <li>• Demonstrate a grade appropriate command of spelling, capitalization, punctuation and grammar.</li> <li>• Sequence events: using problem, action, climax and resolution to tell the events of a story.</li> <li>• Use dialogue, description and transition words to “build” the components of a story.</li> <li>• Develop appropriate voice and style in writing as per the audience.</li> <li>• Apply grade appropriate command of English conventions.</li> </ul>

<b>Grade, Subject:</b> Grade 7, ELA	
<b>Strand 1.4 Writing - Opinion/Argumentative</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well defined perspective and appropriate content.	
<b>PA Core Standards:</b> CC.1.4.7.G Opinion/Argumentative C.1.4.7.H Focus CC.1.4.7.I Content	CC.1.4.7.j Organization CC.1.4.7.K Style CC.1.4.7.R Conventions of Language
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why write argumentative/opinion pieces?</li> <li>• How are opinions or claims developed and organized?</li>   <li>• Why is style important in writing?</li> <li>• How is writing a process?</li>   <li>• Why use correct conventions?</li> <li>• How do correct conventions make writing better?</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>• People need to be able to effectively communicate an opinion or claim.</li> <li>• Organization helps to develop the opinion or claim.</li> <li>• Text structures convey different concepts.</li> <li>• Analysis of facts and details demonstrates mastery of a claim, which allows a writer to communicate a stronger opinion effectively.</li> <li>• Using appropriate style demonstrates mastery of language, which creates effective writing.</li> <li>• Writing requires multiple drafts to incorporate all elements of good writing.</li> <li>• The use of correct conventions shows that the text is reliable.</li> <li>• The use of correct conventions avoids interference with the enjoyment and understanding of a written piece.</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• <u>Vocabulary</u> <ul style="list-style-type: none"> <li>▪ Claim and Counterclaim: position or opinion; opposing position or opinion</li> <li>▪ Fact and Opinion: facts can be proven, opinions can not be proven</li> <li>▪ Appeal to mind/appeal to emotion: the use of facts for persuasion VS the use of words that appeal to the senses</li> <li>▪ Symbol, slogan, pictures: advertising techniques used by marketers</li> <li>▪ Propaganda techniques: bandwagon(everybody's doing it), stacking the deck(listing only the positives), plain folks appeal(appealing to the working class), broad generalizations(broad statements that have little substance), snob appeal(appealing to the rich), loaded words(words with strong emotional association)</li> <li>▪ Point of view: lens from which a topic is viewed</li> <li>▪ Audience: to whom the argument/advertisement is directed</li> <li>▪ Formal style: conventional/academic language/voice.</li> <li>▪ English conventions: subject/verb agreement; point of view; spelling; capitalization; punctuation; simple, compound and complex sentences; phrases and clauses; modifiers; concise language.</li> </ul> </li> <li>• An effective introduction is one that takes a clear position, clarifies the issue, and provides necessary background.</li> <li>• An effective body paragraph provides a reason and supporting evidence.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Write arguments to support claims.</li> <li>• Introduce and state an opinion on a topic.</li> <li>• Develop a cohesive thesis/claim statement.</li> <li>• Establish the need for a multi-paragraph format with introduction, body and conclusion.</li> <li>• Organize ideas, concepts and information in a logical way to support the claim.</li> <li>• Write with a topic sentence, hook, clincher and transitions.</li> <li>• Analyze and use relevant facts, definitions, details and quotations to support the opinion/claim.</li> <li>• Use precise language, vary sentence types, maintain a consistent voice and write with a formal style.</li> <li>• Demonstrate a grade appropriate command of spelling, capitalization, punctuation and grammar.</li> <li>• Use the writing process to develop and strengthen the piece.</li> <li>• Write a citation: see MLA format.</li> <li>• Write a claim/counterclaim: establish a position or opinion; acknowledge the opposing viewpoint.</li> <li>• Use appropriate evidence: facts/information to support the topic.</li> </ul>

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| <ul style="list-style-type: none"><li>• An effective conclusion makes a connection to the overall opinion and calls the reader to action or provides the next step.</li><li>• Appropriate style demonstrates an awareness of task and audience.</li><li>• Products with few errors demonstrate a mastery of correct English conventions.</li></ul> | <ul style="list-style-type: none"><li>• Write an advertisement using propaganda techniques: see propaganda techniques.</li><li>• Develop appropriate voice and style in writing as per the audience.</li><li>• Apply grade appropriate command of the conventions of standard English.</li></ul> |
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<p><b>Grade, Subject:</b> Grade 7, ELA</p>	
<p><b>Strand 1.4 Writing – Conducting Research</b>                  Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p><b>PA Core Standards:</b>                  CC.1.4.7.V Conducting Research                  C.1.4.7.W Credibility, Reliability, and Validity of Sources</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why generate relevant questions about a research topic?</li> <li>• Why collect information from multiple sources?</li> <li>• How do we determine the credibility of a source?</li> <li>• How do we paraphrase to avoid plagiarism?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• As students investigate a topic, they recognize the need to narrow the search.</li> <li>• Multiple sources verify and confirm information.</li> <li>• Credibility is determined through the verification of information from other sources.</li> <li>• Credibility can also be determined by the source type (i.e. website, doc.gov, museum, etc).</li> <li>• Standard citations and paraphrasing are used to avoid plagiarism and establish credibility.</li> </ul>
<p><b>Knowledge:</b>  <b>Key Vocabulary</b>  <u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Plagiarism: copying information without proper documentation.</li> <li>• Citation: standard MLA reference.</li> <li>• Paraphrasing: putting information into one’s own words.</li> <li>• Effective research will follow the required citation form.</li> <li>• Effective research will demonstrate the use of multiple sources to determine the credibility of information.</li> <li>• Effective research will avoid plagiarism by paraphrasing and citing sources.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Answer a research question using multiple and credible sources.</li> <li>• Paraphrase effectively to avoid plagiarism.</li> <li>• Cite sources using MLA format.</li> <li>• Use and incorporate multiple sources to generate and answer research questions.</li> <li>• Locate and evaluate sources to determine relevancy and credibility.</li> <li>• Paraphrase to avoid plagiarism.</li> <li>• Cite sources using standard citation.</li> </ul>

<p><b>Grade, Subject:</b> Grade 7, ELA</p>	
<p><b>Strand 1.4 Writing – Production and Distribution</b>                  Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p><b>PA Core Standards</b>                  CC.1.4.7.T Writing Process                  CC.1.4.7.U Technology and Publication</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why use technology to produce and publish writing?</li> <li>• Why plan, revise, edit and rewrite written work?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• Technology allows the writing to be shared with a larger audience.</li> <li>• The writing process assists writers in the evolution of their writing.</li> </ul>
<p><b>Knowledge:</b>  <b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word Processing: typing of your written work.</li> <li>• GoogleDocs: tool for sharing written work.</li> <li>• Writing Process: plan, draft, revise, edit, publish writing.</li> <li>• A published piece will follow the required format.</li> <li>• A published piece has few errors in standard English conventions.</li> <li>• A published piece should demonstrate evidence of process writing.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use technology to produce/publish writing pieces and cite sources.</li> <li>• Use a process approach for effective writing.</li> <li>• How to effectively use word processing, citation application, googledocs and the writing process to produce written pieces.</li> <li>• How to appropriately use technology to collaborate to improve writing.</li> </ul>

<b>Grade, Subject:</b> Grade 7, ELA	
<b>Strand 1.5 Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>PA Core Standards:</b> CC.1.4.5.W Collaborative Discussion CC.1.5.5.B Critical Listening CC.1.5.5.C Evaluate Information	CC.1.5.5.D Purpose, Audience and Task C.1.5.5.E Context CC.1.5.5.F Multimedia CC.1.5.5.G Conventions of Standard English
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why talk about our ideas with others?</li> <li>• Why listen to others' ideas?</li> <li>• Why analyze, clarify and explain claims?</li> <li>• How do we present claims in a clear focused way?</li> <li>• Why use multimedia visual aids in presentations?</li> <li>• Why gear a presentation to a specific audience or on a specific topic?</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>• Clear communication is necessary to engage in any discussion.</li> <li>• Listening is essential in order to connect to and build on the ideas of others.</li> <li>• Analyzing and expressing ideas clearly demonstrates independent understanding and helps judge the validity of a speaker's claims.</li> <li>• Well-organized presentations enable the audience to clearly understand claims.</li> <li>• Using description, facts, details and examples allows others better understanding on the topic.</li> <li>• An audience will remain engaged by good speaking skills such as eye contact, volume and pronunciation.</li> <li>• Using standard English conventions will permit listeners to more clearly understand.</li> <li>• Visual aids emphasize points and make claims evident to an audience.</li> <li>• Each audience requires a unique approach to convey messages effectively.</li> </ul>
<b>Knowledge:</b> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Claim: speaker's stance on a topic or issue</li> <li>• Validity: accuracy based on evidence</li> <li>• Audience: group for which the presentation has been prepared</li> <li>• Conventions: subject/verb agreement; point of view; spelling; capitalization; punctuation; simple, compound and complex sentences</li> <li>• Clarify: to make clear</li> <li>• Analyze: to examine closely</li> <li>• Evaluate: to judge the effectiveness</li> <li>• Multimedia: variety of sources use to get the message across to an audience</li> <li>• Listening Skills: eye contact, body language, not speaking while others are speaking</li> <li>• Speaking Skills: eye contact, volume, pronunciation, pacing and</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Create a well-organized presentation with attention to validity of claims, appropriate audiovisuals, standard English conventions and the specified audience.</li> <li>• Analyze main ideas and details of varying forms.</li> <li>• Explain how ideas make a topic clear.</li> <li>• Analyze and evaluate another speaker's claims.</li> <li>• Apply effective oral presentation skills including eye contact, volume, pronunciation, pacing, intonation.</li> <li>• Collaborate with peers by effectively listening and building on ideas.</li> <li>• Talk effectively with peers and build on others' ideas.</li> <li>• Analyze main ideas in a variety of formats and explain how ideas are clarified.</li> <li>• Analyze and evaluate claims.</li> <li>• Present a well-organized presentation.</li> <li>• Use effective visual aids.</li> <li>• Speak for a specific audience on a topic.</li> </ul>

intonation

- An effective speaker will use appropriate eye contact, volume, and pronunciation, and English conventions.
- An effective speaker will use a variety of media.
- An effective speaker will adjust their delivery to the audience.
- An effective group will engage in discussion and build on other's ideas.
- An effective listener will analyze and evaluate claims.
- An effective listener will demonstrate appropriate eye contact and body language.
- An effective listener will refrain from speaking at inappropriate times.

- Use standard conventions when speaking.