

Week	Marking Period 1	Week	Marking Period 3
1	Sept. writing benchmark	21	Research Simulation Task Spelling and Stevenson Grammar
2	Set up electronic portfolios	22	
3	Writing Process Spelling and Stevenson Grammar	23	
4	Building effective sentences	24	Review Literary Analysis, Narrative, and RST for PARCC Spelling and Stevenson Grammar
5	Sentence structure Spelling and Stevenson Grammar	25	
6	Building strong paragraphs	26	
7	Spelling and Stevenson Grammar	27	
8	Literary Analysis	28	
9	(to include a timed prompt)	29	
10	Spelling and Stevenson Grammar	30	Research project Spelling and Stevenson Grammar
Week	Marking Period 2	Week	Marking Period 4
11	Descriptive writing	31	Research project...continued
12	Spelling and Stevenson Grammar	32	Public speaking
13	Narrative Writing (Fiction)	33	Spelling and Stevenson Grammar
14	(to include a timed prompt)	34	Creative writing
15	Spelling and Stevenson Grammar	35	Spelling and Stevenson Grammar
16	Narrative writing (Content Area)	36	
17	(to include a timed prompt)	37	Writing portfolio assessment/ Self reflection
18	Spelling and Stevenson Grammar	38	Department end of the year benchmark Spelling and Stevenson Grammar
19	Public speaking	39	Creative writing: poetry
20	Research process Department midyear writing benchmark Spelling and Stevenson Grammar	40	Spelling and Stevenson Grammar

***Spelling and grammar is to be completed weekly.**

***Schedule will vary slightly according to individual teacher; this is for pacing purposes.**

Course name: Language Arts	Level: Grade Seven	Time Frame: Seven to Ten Days Per Piece
Topic		
<ul style="list-style-type: none"> ● Creative Writing <ul style="list-style-type: none"> -Narrative Writing (Advanced: Two, Blended: One) <ul style="list-style-type: none"> - Fiction and Content-Area based -Writing Poetry (Advanced: Three, Blended: Two) ● Writing Skills 		
Essential Questions		
<ul style="list-style-type: none"> ● What are the characteristics of narrative writing? ● What are the characteristics of speculative writing? ● What are the characteristics of creative writing? ● How can you include literary elements in your writing (characterization, simile, metaphor, personification)? ● What are the steps in the writing process? ● How can you effectively construct sentences and strong paragraphs? 		
Enduring Understandings		
<p>Students will:</p> <ul style="list-style-type: none"> ● Understand parts of a story (exposition, rising action, climax, falling action, resolution, setting, characters) ● Develop parts of a story in their writing effectively ● Understand and demonstrate theme ● Understand how to write different forms of poetry ● Incorporate literary devices into writing ● Write coherently ● Utilize a graphic organizer to develop a well-organized story ● Understand the purpose of using a graphic organizer and/or outline during the writing process ● Understand and demonstrate effective use of narrative techniques ● Effectively use time allotted ● Write routinely over extended time frames for a range of specific tasks, purposes and audiences ● Demonstrate command of the conventions of standard English grammar when writing ● Be able to identify different types of texts and their purposes. ● Produce and distribute samples of their work to their peers and teacher for review. ● Understand the benefits of peer editing and revising writing for improvement ● Conduct research in order to build upon their knowledge base. ● Be exposed to a wide range of writing genres and topics. ● Demonstrate comprehension of the writing task. ● Demonstrate collaboration skills in various scenarios during the writing process. ● Present their knowledge and skills in various mediums throughout the school year. ● Demonstrate knowledge of language development and vocabulary acquisition. ● Apply and use vocabulary acquired throughout the school year. ● Be able to write effective sentences and construct strong paragraphs ● Be able to vary sentence length within an essay or paragraph 		

Alignment to Common Core and Career Standards ELA

- RL7.3, RL7.5
- W7.3, W7.4, W7.5, W7.6, W7.10
- SL7.1, SL7.4, SL7.6
- L7.2, L7.3, L7.5, L7.6

Concepts and Skills

- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contribute to its meaning
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 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.
- 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.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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

Learning Activities

- Prewriting activities
- Peer editing
- Revisions
- Publishing
- Research
- Drafting
- Outline
- Writing Portfolio
- Writing models
- Narrative Techniques
- Test/Quizzes

- Artwork Inspiration
- Interdisciplinary Poem

Assessments

- Prewriting activities: Students will prewrite on the assigned writing task using various types of graphic organizers.
- Peer editing: (This activity can be done in groups or individually) Students will apply peer editing skills based on a format designated by the teacher. Students will be encouraged to also use the proofreader’s symbols.
- Revisions: (This activity can be done in groups or individually) Students will apply revising skills based on a format designated by the teacher. Students will address areas of concern during the revision process.
- Publishing: Students will publish work using a format designated by the teacher.
- Research: Students will conduct research on a specified topic using various types of sources.
- Drafting: Students will compose drafts based on designated topic.
- Outline: Students will learn how to create and use an outline during the writing process.
- Writing Portfolio: Students will maintain a writing portfolio over the course of the school year which will be reflected upon by the end of the school year.
- Writing model: Identify aspects of a strong and weak of writing models
- Narrative techniques: Students will indentify aspects of strong and weak use of narrative techniques of writing models and incorporate them in their own writing
- Tests/Quizzes: Students will take tests and quizzes on topic sentences, sentence structure and paragraphs
- Artwork Inspiration: students will write a piece inspired by artwork
- Interdisciplinary Poem: Students will write a poem about a concept they are learning in another class

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communicatio n	x	Collaboratio n
x	Life and Career Skills		Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Math, Science, Social Studies: Interdisciplinary Poem
- Art: Artwork Inspiration
- Technology: Writing process

Technology Integration

- 8.1.8.A.1-Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.5-Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.D.1-Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Course name: Language Arts	Level: Grade Seven	Time Frame: Seven to Ten Days Per Essay
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Topic

Argumentative/Persuasive Writing (Advanced: Five, Blended: Four)
-Writing Skills

Essential Questions

Students will be able to answer the following questions:

- What are the characteristics of argumentative/persuasive writing?
- How can you effectively construct sentences and strong paragraphs?
- How can you write effective thesis statements and topic sentences?
- How do you use persuasive language and strategies?

Enduring Understandings

Students will:

- Be able to identify different types of texts and their purposes.
- Produce and distribute samples of their work to their peers and teacher for review.
- Conduct research in order to build upon their knowledge base.
- Be exposed to a wide range of writing genres and topics.
- Demonstrate comprehension of the writing task.
- Demonstrate collaboration skills in various scenarios during the writing process.
- Present their knowledge and skills in various mediums throughout the school year.
- Apply conventions of Standard English.
- Demonstrate knowledge of language development and vocabulary acquisition.
- Apply and use vocabulary acquired throughout the school year.
- Be able to write effective sentences and construct strong paragraphs
- Be able to vary sentence length within an essay or paragraph
- Understand the benefits of peer editing and revising writing for improvement
- Understand the purpose of using graphic organizers and/or outlines during the writing process

Alignment to Common Core and Career Standards ELA

- RL.7.8
- W.7.1., W.7.2., W.7.4., W.7.5., W.7.6., W.7.7., W.7.8., W.7.9., W.7.10.
- SL.7.1, SL.7.3, SL.7.4., SL.7.6.
- L.7.1., L.7.2., L.7.3., L.7.4., L.7.6.

Concepts and Skills

Students will:

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade seven reading and content, choosing flexibly from a range of strategies.
- 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.

Learning Activities

- Prewriting activities
- Debates
- Peer editing
- Revisions
- Publishing
- Research
- Drafting
- Outline
- Writing Portfolio
- Writing Models
- Presentations
- Math Shape Writing

Assessments

- Prewriting activities: Students will pre-write on the assigned writing task using various types of graphic organizers.
- Debates: (This activity can be done in groups or individually) Students will take a position on a persuasive topic and conduct research in order to support their point-of-view.
- Peer editing: (This activity can be done in groups or individually) Students will apply peer editing skills based on a format designated by the teacher. Students will be encouraged to

also use the proofreader’s symbols.

- Revisions: (This activity can be done in groups or individually) Students will apply revising skills based on a format designated by the teacher. Students will address areas of concern during the revision process.
- Publishing: Students will publish work using a format designated by the teacher.
- Research: Students will conduct research on a specified topic using various types of sources.
- Drafting: Students will compose drafts based on designated topic.
- Outline: Students will learn how to create and use an outline during the writing process.
- Writing Portfolio: Students will maintain a writing portfolio over the course of the school year which will be reflected upon by the end of the school year.
- Writing model: Identify elements of strong and weak of writing models
- Presentations: Students will present their research to the class
- Math Shape Writing: Students will write a persuasive essay on which shape is the best
- Interdisciplinary Prompts: Prompts on Science, Social Studies, Math, Art, Music

Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Math: Math Shape Writing
- Social Studies, Science: Debates
- Social Studies, Science, Math, Art, Music: Interdisciplinary Prompts
- Technology: Publishing Work

Technology Integration

- 8.1.8.A.1-Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.5-Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.D.1-Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Course name: Explanatory Writing	Level: Grade Seven	Time Frame: Seven to Ten Days
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Topic

-Explanatory Writing (Advanced: Three, Blended: Two)
-Writing Skills

Essential Questions

Students will be able to answer the following questions:

- What are the characteristics of explanatory writing?
- What are the steps of the writing process?
- What is the purpose of using graphic organizers and/or outlines during the writing process?
- How can you effectively construct sentences and strong paragraphs?
- How can you use transitions to move from one idea to another?
- How can you write effective thesis statements and topic sentences?

Enduring Understandings

Students will:

- Write informative/explanatory texts
- Convey and analyze ideas, concepts and information
- Develop a topic with supporting information
- Use transitions to create cohesion and clarify relationship among ideas and concepts
- Provide a concluding statement that supports the information being explained
- Be able to identify different types of texts and their purposes.
- Produce and distribute samples of their work to their peers and teacher for review.
- Understand the benefits of peer editing and revising writing for improvement
- Understand the purpose of using graphic organizers and/or outlines during the writing process
- Be exposed to a wide range of writing genres and topics.
- Demonstrate comprehension of the writing task.
- Demonstrate collaboration skills in various scenarios during the writing process.
- Present their knowledge and skills in various mediums throughout the school year.
- Apply conventions of Standard English.
- Demonstrate knowledge of language development and vocabulary acquisition.
- Apply and use vocabulary acquired throughout the school year.
- Be able to write effective sentences and construct strong paragraphs
- Be able to vary sentence length within an essay or paragraph

Alignment to Common Core and Career Standards ELA

- W.7.2., W.7.4., W.7.5., W.7.6., W.7.7., W.7.8., W.7.9., W.7.10.
- SL.7.1., SL.7.3., SL.7.4., SL.7.6.
- L.7.1., L.7.2., L.7.3., L.7.4., L.7.6.

Key Concepts and Skills

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade seven reading and content, choosing flexibly from a range of strategies.
- 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.

Learning Activities

- Prewriting activities
- Presentations
- Peer editing
- Revisions
- Publishing
- Drafting
- Outline
- Writing Portfolio
- Writing Models
- Presentations
- Interdisciplinary Prompts

Assessments

- Prewriting activities: Students will prewrite on the assigned writing task using various types of graphic organizers.
- Peer editing: (This activity can be done in groups or individually) Students will apply peer editing skills based on a format designated by the teacher. Students will be encouraged to also use the proofreader’s symbols.
- Revisions: (This activity can be done in groups or individually) Students will apply revising skills based on a format designated by the teacher. Students will address areas of concern during the revision process.
- Publishing: Students will publish work using a format designated by the teacher.
- Drafting: Students will compose drafts based on designated topic.
- Outline: Students will learn how to create and use an outline during the writing process.
- Writing Portfolio: Students will maintain a writing portfolio over the course of the school year which will reflect upon by the end of the school year.
- Writing model: Identify elements of strong and weak of writing models
- Presentations: Students will present their research to the class
- Interdisciplinary Prompts: students will explain steps in a process related to Math, Social Studies and Science.

Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology: Utilizing word processing or online program to publish work
- Social Studies, Math, Science: Interdisciplinary Prompts

Technology Integration

- 8.1.8.A.1-Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.5-Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.D.1-Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Course name: Language Arts	Level: Grade Seven	Time Frame: Two to four weeks
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Topic

- Research Writing (Advanced: Two, Blended: One)

Essential Questions

Students will be able to answer the following questions:

- What are the characteristics found within research writing?
- What are the steps of the research writing process?
- What are the benefits of peer editing and revising your writing?
- What is a credible and accurate source?
- What is plagiarism and why is it important to avoid plagiarism?
- What is a primary and secondary source?
- Why is it important to follow a standard format?
- Why is it beneficial to develop organizational strategies throughout the research writing process?
- What is a thesis statement and its purpose?
- What is a works cited page?

Enduring Understandings

Students will:

- Critically evaluate the credibility and accuracy of print and digital sources
- Follow a standard format
- Write effective thesis statements and topic sentences
- Complete an in-text citation
- Be able to cite a book, encyclopedia and a website
- Organize their sources in order to create a works cited page
- Write routinely over extended time frames for a range of specific tasks, purposes and audiences
- Demonstrate command of the conventions of standard English grammar when writing
- Be able to identify different types of texts and their purposes.
- Produce and distribute samples of their work to their peers and teacher for review.
- Conduct research in order to build upon their knowledge base.
- Be exposed to a wide range of writing genres and topics.
- Demonstrate comprehension of the writing task.
- Demonstrate collaboration skills in various scenarios during the writing process.
- Present their knowledge and skills in various mediums throughout the school year.
- Demonstrate knowledge of language development and vocabulary acquisition.
- Apply and use vocabulary acquired throughout the school year.
- Be able to write effective sentences and construct strong paragraphs
- Be able to vary sentence length within an essay or paragraph

Alignment to Common Core and Career Standards ELA

- RL7.1
- W7.2, W7.4, W7.5, W7.6, W7.7, W7.8, W7.9, W7.10
- SL7.1, SL7.4, SL7.6
- L7.2, L7.3, L7.6

Key Concepts and Skills

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 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.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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

Learning Activities

- Prewriting activities
- Peer editing
- Revisions
- Publishing
- Research
- Drafting

- Outline
- Writing Portfolio
- Writing Model
- Tests/Quizzes
- Worksheets
- Presentation
- Interdisciplinary Research
- Multi-genre Research Paper

Assessments

- Prewriting activities: Students will prewrite on the assigned writing task using various types of graphic organizers.
- Peer editing: (This activity can be done in groups or individually) Students will apply peer editing skills based on a format designated by the teacher. Students will be encouraged to also use the proofreader’s symbols.
- Revisions: (This activity can be done in groups or individually) Students will apply revising skills based on a format designated by the teacher. Students will address areas of concern during the revision process.
- Publishing: Students will publish work using a format designated by the teacher.
- Research: Students will conduct research on a specified topic using various types of sources.
- Drafting: Students will compose drafts based on designated topic.
- Outline: Students will learn how to create and use an outline during the writing process.
- Writing Portfolio: Students will maintain a writing portfolio over the course of the school year which will be reflected upon by the end of the school year.
- Writing Model: Students will examine good and bad models of writing
- Tests/Quizzes: Students will take tests and quizzes on MLA format, plagiarism, and citation
- Worksheets: Students will complete worksheets on MLA format, plagiarism, and citation
- Presentation: Students will present their research findings to the class
- Interdisciplinary Research: Students will research on a topic in Art, Music, Social Studies, Math, or Science
- Multi-genre research paper: Students will incorporate information from Art, Music, Social Studies, Math or Science with concrete research

Century Skills

x	Creativity	x	Critical Thinking	x	Communicatio n	x	Collaboratio n
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Art, Music, Social Students, Math or Science: Interdisciplinary Research, Multi-genre research paper

Technology Integration

- 8.1.8.A.1-Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.5-Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.D.1-Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Course name: Language Arts	Level: Grade Seven	Time Frame: Weekly throughout the year
Topic		
<ul style="list-style-type: none"> • Grammar 		
Essential Questions		
<p>Students will be able to answer the following questions:</p> <ul style="list-style-type: none"> • Why is it important to use varied language in everyday writing and speaking? • Why is it important to use proper Standard English capitalization, punctuation and spelling when writing? • How will the use of proper grammar improve your writing and clarity of expression? • Why is proper grammar essential? • How does proper grammar affect sentence structure? 		
Enduring Understandings		
<p>Students will:</p> <ul style="list-style-type: none"> • Identify and understand nouns, pronouns, verbs, predicates, adjectives, and adverbs • Understand the sentence and its parts • Understand and use punctuation effectively • Understand and use capitalization effectively • Understand and demonstrate subject-verb agreement • Recognize prepositions • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • Understand and demonstrate sentence variation • Explain the function of and use phrases and clauses within a sentence • Identify and choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas • Understand the use of a comma to separate coordinate adjectives • Understand that using varied language can more accurately express and explain ideas 		
Alignment to Common Core and Career Standards ELA		
<ul style="list-style-type: none"> • L7.1, L7.2, L7.3 • SL7.1, SL7.6 		
Key Concepts and Skills		
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • Explain the function of phrases and clauses in general and their function in specific sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers • Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing • Use a comma to separate coordinate adjectives • Spell correctly • Use knowledge of language and its conventions when writing, speaking, reading, or listening • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy • 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
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Learning Activities

- Focus Correction Areas
- Grammar Exercises
- Quizzes/Tests
- Stevenson’s Grammar
- Videos
- Peer Editing
- Grammar games

Assessments

- Focus Correction Areas: Self, Peer, and Teacher evaluate writings for FCA’s
- Grammar Exercises: Complete grammar exercises
- Quizzes/Tests: Students will complete quizzes and tests on specific grammar skills
- Stevenson’s Grammar: Students will complete grammar exercises using Stevenson’s grammar
- Videos: Students will watch and evaluate videos on grammar
- Peer Editing: Students will identify misuse and correct the misuse of grammar skills when peer editing
- Grammar Games: Students will complete grammar games online or in-class

21st Century Skills

	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Foreign language
- Technology

Technology Integration

- 8.1.8.A.1-Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.5-Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Course name: Language Arts	Level: Grade Seven	Time Frame: Seven to Ten Days per Speech
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Topic

- Public speaking (Advanced: Three, Blended: Two)

Essential Questions

Students will be able to answer the following questions:

- Why is it important to be able to speak in public and in front of peers?
- What are strong strategies to make speeches engaging?
- How do you create effective visual aids?
- How do you effectively organize a public speech?
- Why is important to develop and present a thesis in a speech?
- How can you effectively prepare for a public speech?

- How can you manage your time during a public speech?

Enduring Understandings

Students will:

- Understand audience
- Demonstrate eye contact
- Project voice
- Demonstrate energy and enthusiasm
- Outline speech
- Prepare with note cards
- Organize speech effectively using time management
- Maintain focus throughout speech
- Develop and reach thesis in speech
- Effectively use gestures
- Keep audience's attention
- Create visual aids where necessary

Alignment to Common Core and Career Standards ELA

- SL7.1, SL7.2, SL7.3, SL7.4, SL7.5, SL7.6
- L7.3.a, L7.6
- RL7.1

Key Concepts and Skills

- 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
- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- 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.

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Learning Activities

- Note Cards
- Constructive Criticism
- Visual Aids
- Models
- Minute speeches
- Demonstration speeches
- Research
- Character for a day

Assessments

- Note Cards: students will complete note cards for speeches
- Constructive Criticism: students will orally and in writing offer suggestions for improvement for their peers
- Visual Aids: students will create visual aids such as a poster or PowerPoint presentation
- Models: students will observe models of good and bad speeches
- Minute speeches: Students will choose a random topic and speak effectively for a minute
- Demonstration speeches: students will explain and demonstrate how to do something
- Research: Students will present research from research paper or another topic
- Character for a day: Students will dress up like a character and present themselves as that character to the class
- Interdisciplinary Research: Students will research on a math, science, social studies, music, or art topic and present their findings to the class

Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Technology: Research and use multimedia for visuals
- Art, Music, Social Studies, Math or Science: Interdisciplinary Research

Technology Integration

- 8.1.8.A.1-Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.5-Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Course name: Language Arts	Level: Grade Seven	Time Frame: One unit per week
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Topic

- Spelling

Essential Questions

Students will be able to answer the following questions:

- Why is proper spelling important in writing?
- How will the use of proper spelling improve your writing and clarity of expression?

- What is the difference between a homophone and homonym?
- What are important spelling rules?
- How does misspelling a word affect its meaning?
- How do Greek or Latin affixes and roots help with spelling and understanding the meaning of words?

Enduring Understandings

Students will:

- Memorize and understand connection between spellings of words in each unit
- Collaborate with peers to learn proper spelling
- Learn Greek or Latin affixes and roots to aid in understanding the meaning of the word
- Memorize important spelling rules
- Understand the difference between a homophone and homonym
- Understand how misspelling a word affects its meaning

Alignment to Common Core and Career Standards ELA

- L7.2.b, L7.4.b
- W7.5

Key Concepts and Skills

- Demonstrate command of standard English spelling when writing
- Spell correctly
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed

Learning Activities

- Spelling worksheets
- Peer quizzing
- Create flashcards
- Spelling Bees
- Editing
- Create sentences/paragraphs
- Rote memorization
- Word search
- Definitions
- Games

Assessments

- Spelling worksheets: students will complete spelling worksheets for each unit
- Peer quizzing: students will orally quiz their peers on spelling words
- Create flashcards: students will create flashcards to study spelling words
- Spelling Bees: students will participate in spelling bees
- Editing: students will edit their own and peers writing for spelling
- Create sentences/paragraphs: students will create sentences and paragraphs using spelling words
- Rote memorization: students will copy the spelling words three-five times each
- Word search: students will create word searches using spelling words
- Definitions: students will define the spelling words
- Games: students will complete online and in-class games using the spelling words

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communicatio	x	Collaboratio
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x	Life and Career Skills		Information Literacy	x	Media Literacy	
Interdisciplinary Connections						
<ul style="list-style-type: none"> ● Units often are content thematically organized ● Science: Space words ● Social Studies: Representation and taxation words 						
Technology Integration						
<ul style="list-style-type: none"> ● 8.1.8.A.1-Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. ● 8.1.8.A.5-Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. 						