

IAA Curriculum

Content Area	English Language Arts	Grade	7
Course Name	ELA 7		

Unit / Concept	UNIT 0: Grammar and Writing Foundations					
Big Ideas	<ul style="list-style-type: none"> - Effective communication, standard language, foundations of grammar, why grammar matters, why writers write, how writers write 					
Essential Question(s)	<ul style="list-style-type: none"> - What is the purpose of writing? - What is the standard way to effectively communicate your written and verbal ideas? - How does the absence of proper grammar detract from the audience's enjoyment and understanding? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> - Examine the purpose and importance of writing - Review the writing process - Practice brainstorming, outlining, drafting, revising - Recognize proper MLA formatting - Produce citations, both in-text and works cited - Examine reliable versus unreliable resources - Explain the function of phrases and clauses in general and their function in specific sentences. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences - Use a comma to separate coordinate adjectives - Explain the function of phrases and clauses in general and their function in specific sentences - Vary sentence patterns for meaning, reader/listener interest, and style - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas - Ensure subject-verb and pronoun-antecedent agreement - Place phrases and clauses within a sentence - Recognize and correct misplaced and dangling modifiers - Recognize and correct inappropriate shifts in pronoun number and person - Choose words and phrases for effect - Choose punctuation for effect - Use punctuation to separate items in a series - Spell correctly - Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content - Use sentences of varying lengths and complexities - Demonstrate a grade-appropriate command of the conventions of standard English (grammar, usage, capitalization, punctuation, and spelling) 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA	Keystone / PSSA	Vocabulary

				Anchors	Eligible Content	
September 2021	Writing Foundations <ul style="list-style-type: none"> - Examine the purpose and importance of writing - Review the Writing Process - Practice Brainstorming, Outlining, Drafting, Revising - Recognize proper MLA Formatting - Produce Citations, both in-text and works cited - Examine Reliable Versus Unreliable Resources - Explore Different Genres of Writing 	<ul style="list-style-type: none"> - Write a beginning of the year “Classroom Expectations” Letter - Write a beginning of the year “All About Me” letter - Use letters as a practice guide for writing skills - Explore Brainstorming and Outlining Techniques (RACER) - Review Teacher-Provided Resources - Writing workshops (“coffee shop mode”) - Scaffolding - Modeling writing - Gradual release model (I do, we do, you do) - Examples - Peer review - Self review - Reflection journal - Checklist Rubric 	CC.1.4.7.C CC.1.4.7.D CC.1.4.7.B CC.1.4.7.X CC.1.4.7.G CC.1.4.7.H CC.1.4.7.J CC.1.4.7.K.4 CC.1.4.7.A CC.1.4.7.Q.3 CC.1.4.7.O CC.1.4.7.P	E07.E.1 E07.D.1 E07.D.2	E07.E.1.1.1 E07.E.1.1.6	<ul style="list-style-type: none"> - Writing Process - Brainstorming - Outlining - Drafting - Revising - Formatting (MLA) - Citing - Introduction - Body Paragraphs - Conclusion - Techniques - Detail - Development - Elaborate - Tone - Effect - Voice - Present Tense - Past Tense - Resources - The Sentence - Parts of Speech - Noun - Verb - Adjective - Adverb - Pronouns - Complements - Phrase - Clause - Sentence Structure - Subject - Verb - Object - Agreement
September 2021	Grammar & Mechanics Foundations <ul style="list-style-type: none"> - Explain the function of phrases and clauses - Produce complete sentences - Recognize and correct inappropriate fragments and run-on sentences - Use a comma to separate coordinate adjectives - Explain the function of phrases and clauses in general and their function in specific sentences - Vary sentence patterns for meaning, reader/listener interest, and style 	<ul style="list-style-type: none"> - Write a beginning of the year “Classroom Expectations” Letter - Write a beginning of the year “All About Me” letter - Use these letters as a practice guide for grammar skills - Writing Workshops (“coffee shop mode”) - Grammar practice assignments - Tests/Quizzes - Gradual Release Model (I do, we do, you do) 	CC.1.5.7.G CC.1.4.7.Q.2 CC.1.4.7.E.2 CC.1.4.7.K.2 CC.1.4.7.L CC.1.4.7.F CC.1.4.7.R	E07.E.1 E07.D.1 E07.D.2	E07.D.1.1.1 E07.D.1.1.7 E07.D.1.2.1 E07.D.1.1.1 E07.D.2.1.2 E07.D.1.1.2 E07.D.1.1.9 E07.D.1.1.3 E07.D.1.1.4 E07.D.2.1.5 E07.D.2.1.4 E07.D.1.2.4 E07.D.1.2.2	<ul style="list-style-type: none"> - Noun - Verb - Adjective - Adverb - Pronouns - Complements - Phrase - Clause - Sentence Structure - Subject - Verb - Object - Agreement

	<ul style="list-style-type: none"> - Choose among simple, compound, complex, and compound-complex sentences - Ensure subject-verb and pronoun-antecedent agreement - Place phrases and clauses within a sentence - Recognize and correct misplaced and dangling modifiers - Recognize and correct inappropriate shifts in pronoun number and person - Choose words and phrases for effect - Choose punctuation for effect - Use punctuation to separate items in a series - Spell correctly - Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content - Use sentences of varying lengths and complexities - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling 	<ul style="list-style-type: none"> - Examples - Scaffolding - Peer Review - Self Review 				<ul style="list-style-type: none"> - Modifiers - Capitalization - Punctuation - Commas - Semicolons - Colons - Dashes - Hyphens - Spelling - Usage - Narrative Writing - Informational Writing - Research - Argumentative Writing - Persuasive Writing - Creative Writing - Short Stories - Text - Dependent Analysis (TDA) - RACE/RACE R Outline - Prefixes - Suffixes - Roots (Latin)
Resources	<p><u>Ed: My Friend in Learning (HMH)</u>, PSSA Performance Coach English Language Arts 7 (Edition 2), Schoology, Google Applications, Noodletool</p>					
Formative Assessments	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), literature circles, at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, conferences, writing workshops, drafts, graphic organizers</p>					
Summative Assessments	<p>Selection quizzes/tests, rubric-based essay scoring, analyze the text comprehension questions, writing tasks, speaking tasks, final project</p>					

Strategies for ELL and IEP Support

1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, writing workshops, conferences



IAA Curriculum

Content Area	English Language Arts	Grade	7
Course Name	ELA 7		

Unit / Concept	UNIT 1: Informational Writing (HMH Taking Action)					
Big Ideas	- Understanding reliable versus unreliable information, communicating effectively, being an active listener, presenting our ideas to one another					
Essential Question(s)	- How do we most effectively communicate informational ideas?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> - Write informational essay about people in the real world overcoming obstacles - Write an informational essay - Employ and practice skills for planning, preparing, and organizing text - Use the reading as a model for style and structure. - Revise drafts, incorporating feedback from peers - Edit drafts for consistent verb tenses - Edit drafts for consistent grammar - Use a rubric to evaluate writing - Apply skills developed crafting informational essays - Publish writing to share it with an audience - Use connecting words in writing - Connect essay to movie that also tell stories of people overcoming obstacles - Present film critique presentation to peers - Present claims and findings - Emphasize salient points in a focused, coherent manner - Use pertinent descriptions, facts, details, and examples - Use appropriate eye contact, adequate volume, and clear pronunciation 					
Dates (estimates only)	Smart Objectives (What do students have to do related to the content?)	Instructional Strategies and Activities (Used to develop the skills and knowledge)	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary (What is the essential vocabulary of the unit or concept?)
	Mentor Text: Women in Aviation <ul style="list-style-type: none"> - Analyze characteristics of informational texts 	Mentor Text: Women in Aviation <ul style="list-style-type: none"> • Guided notes • Critical vocabulary 	CC.1.4.7.C CC.1.4.7.D CC.1.4.7.B	E07.D.2 E07.D.1 E07.E.1	E07.D.2.1.1 E07.D.1.1.2 E07.E.1.1.4	Informational writing Factual Bias

	<ul style="list-style-type: none"> - Determine author’s purpose - Cite evidence and evaluate details - Conduct research on one of the other aviators mentioned in <i>Women in Aviation</i> <p>Informational Writing</p> <ul style="list-style-type: none"> - Write an informational essay - Plan, prepare, and organize writing - Revise drafts - Incorporate feedback from self and peers - Edit drafts for consistent grammar and mechanics - Edit draft for consistency with verb tense - Use a rubric and checklist to evaluate drafts - Apply skills developed crafting informational essays - Publish writing to share it with an audience - Use connecting transition words in writing 	<ul style="list-style-type: none"> ● Pinwheel Discussion ● Check your understanding ● Analyze the text ● Research on one of the other aviators mentioned in <i>Women in Aviation</i> <p>Informational Writing</p> <ul style="list-style-type: none"> - Choice for prompt - Writing workshops (“coffee shop mode”) - One-on-one conferences - Scaffolding - Modeling writing - Gradual release model (I do, we do, you do) - Examples - Peer review - Self review - Reflection journal - Checklist Rubric 	<p>CC.1.4.7.X CC.1.4.7.E.4 CC.1.4.7.K.1 CC.1.4.7.T CC.1.3.7.J CC.1.2.7.J CC.1.4.7.Q.1 CC.1.4.7.V CC.1.3.7.B CC.1.4.7.U CC.1.4.7.E.1 CC.1.4.7.E.3</p>	<p>E07.A-K.1</p>	<p>E07.A-K.1.1.1 E07.D.1.2.2 E07.E.1.1.3 E07.E.1.1.2 E07.E.1.1.6 E07.E.1.1.1</p>	<p>Brainstorming Thesis Introduction Body paragraph Conclusion Topic Sentences Proofread Revise Transitions Topic Purpose Audience Genre Characteristics Word Choice Evaluate Resource Text Edit Verb Tense Publish</p>
Resources	<p><u>Ed: My Friend in Learning (HMH)</u>, PSSA Performance Coach English Language Arts 7 (Edition 2), Schoology, Google Applications, Noodletool</p>					
Formative Assessments	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), literature circles, at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, conferences, writing workshops, drafts, graphic organizers</p>					
Summative Assessments	<p>Selection quizzes/tests, rubric-based essay scoring, analyze the text comprehension questions, writing tasks, speaking tasks, final project</p>					
Strategies for ELL and IEP	<p>1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened</p>					

Support

multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, writing workshops, conferences



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Unit / Concept	UNIT 2: Multimodal Presentation (HMH Reality Check)					
Big Ideas	- Effectively communicate ideas using multiple mediums					
Essential Question(s)	- How do we communicate ideas outside of written word?					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> - Write a script for a multimodal presentation on the art and craft of illusion. - Employ and practice skills for planning, preparing, and organizing ideas and text. - Craft text that supports and expands on audiovisual presentation elements. - Develop a focused, structured draft. - Use the Mentor Text as a model for form and content in examining the theme. - Use guidelines to develop text, with an introduction, a thesis statement, supporting detail, and conclusion. - Revise drafts, incorporating feedback from peers. - Use a rubric to evaluate writing. - Publish writing to share it with an audience 					
Dates (estimates only)	Smart Objectives (What do students have to do related to the content?)	Instructional Strategies and Activities (Used to develop the skills and knowledge)	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary (What is the essential vocabulary of the unit or concept?)

	<p>MENTOR TEXT: <i>The Camera Does Lie</i></p> <ul style="list-style-type: none"> Analyze characteristics of an informational text Determine author's purpose Cite evidence Research examples of photographic or video hoaxes 	<p>MENTOR TEXT: <i>The Camera Does Lie</i></p> <ul style="list-style-type: none"> Guided notes Critical vocabulary Jigsaw with Experts Check your understanding Analyze the text Research examples of photographic or video hoaxes 	<p>CC.1.2.7.B CC.1.2.7.D CC.1.2.7.E CC.1.2.7.G CC.1.2.7.J CC.1.2.7.L CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.G CC.1.3.7.J CC.1.3.7.K CC.1.4.7.E.3 CC.1.4.7.H CC.1.4.7.I CC.1.4.7.J CC.1.4.7.K.3 CC.1.4.7.N CC.1.4.7.O CC.1.4.7.P CC.1.4.7.Q.1 CC.1.4.7.Q.2 CC.1.4.7.Q.3 CC.1.4.7.Q.4 CC.1.4.7.S CC.1.4.7.U CC.1.4.7.V CC.1.4.7.X CC.1.5.7.C CC.1.5.7.D CC.1.5.7.E CC.1.5.7.F</p>	<p>E07.A-C.2 E07.A-K.1 E07.B-C.2 E07.B-K.1 E07.D.1 E07.D.2</p>	<p>E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3 E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.B-C.2.1.1 E07.B-C.2.1.2 E07.B-K.1.1.1 E07.D.1.1.3 E07.D.2.1.1</p>	
	<p>WRITING TASK: Create a multimodal presentation</p> <ul style="list-style-type: none"> Write a script for a 	<p>WRITING TASK: Create a multimodal presentation</p> <ul style="list-style-type: none"> Choice for prompt 	<p>C.C.1.2.7.J CC.1.3.7.B C.C.1.3.7.J</p>	<p>E07.A-K.1.1.1 E07.D.1.1.2 E07.D.1.2.2</p>	<p>E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3</p>	

	<p>multimodal presentation on the art and craft of illusion.</p> <ul style="list-style-type: none"> • Employ and practice skills for planning, preparing, and organizing ideas and text. • Craft text that supports and expands on audiovisual presentation elements. • Develop a focused, structured draft. • Use the Mentor Text as a model for form and content in examining the theme. • Use guidelines to develop text, with an introduction, a thesis statement, supporting detail, and conclusion. • Revise drafts, incorporating feedback from peers. • Use a rubric to evaluate writing. • Publish writing to share it with an audience. 	<ul style="list-style-type: none"> • Writing workshops ("coffee shop mode") • One-on-one conferences • Scaffolding • Modeling writing • Gradual release model (I do, we do, you do) • Examples • Peer review • Self review • Reflection journal • Checklist Rubric 	<p>C.C.1.4.7.A CC.1.4.7.Q.1 CC.1.4.7.U CC.1.4.7.V CC.1.4.7.X CC.1.5.7 CC.1.5.7.B CC.1.5.7.D CC.1.5.7.E CC.1.5.7.F</p>	<p>E07.D.2.1.1</p>	<p>E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.B-C.2.1.1 E07.B-C.2.1.2 E07.B-K.1.1.1 E07.D.1.1.3 E07.D.2.1.1</p>	
Resources	Ed: My Friend in Learning (HMH), PSSA Performance Coach English Language Arts 7 (Edition 2), Schoology, Google Applications, Noodletool					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), literature circles, at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, conferences, writing workshops, drafts, graphic organizers					
Summative Assessments	Selection quizzes/tests, rubric-based essay scoring, analyze the text comprehension questions, writing tasks, speaking tasks, final project					

Strategies for ELL and IEP Support

1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, writing workshops, conferences



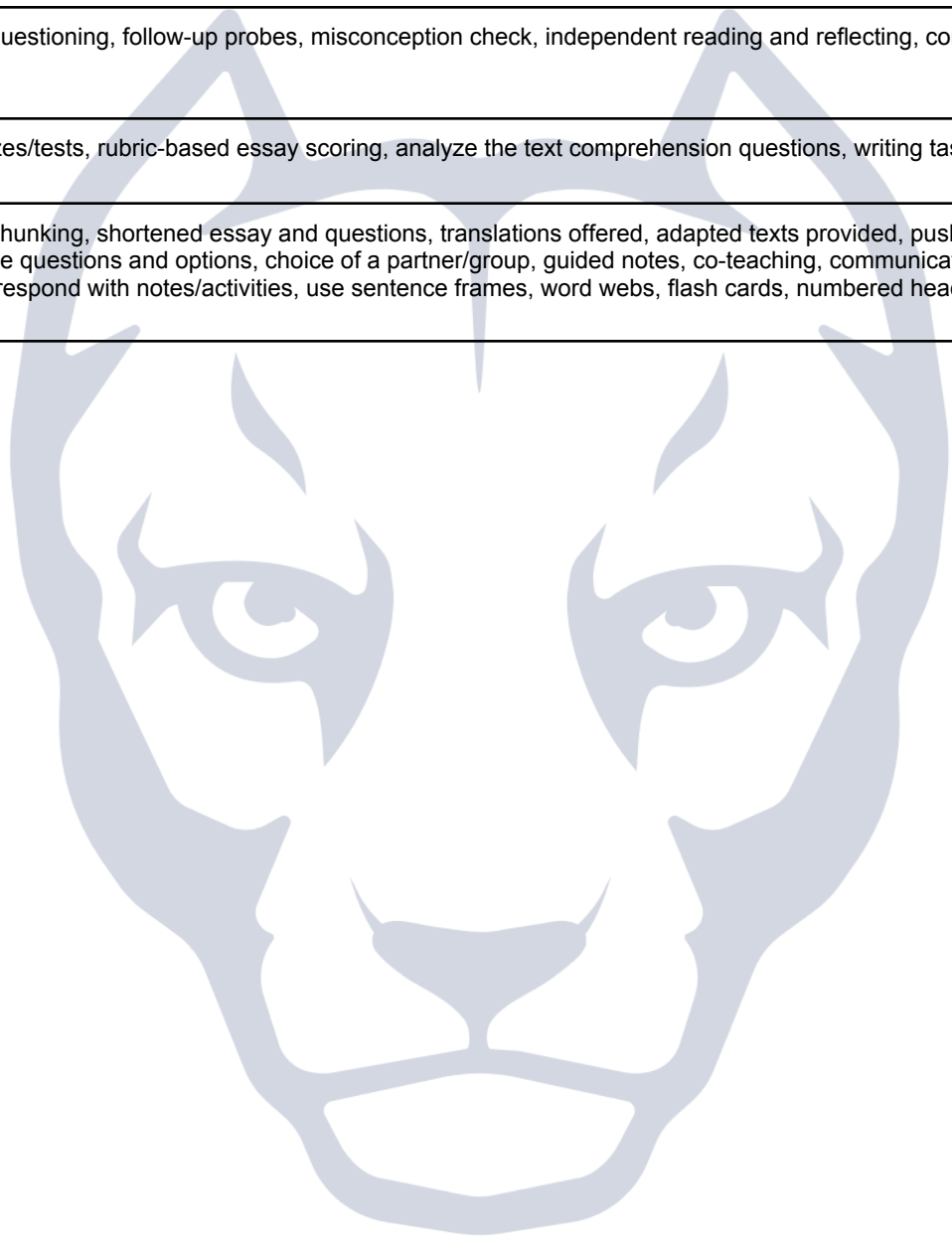
IAA Curriculum

Content Area	English Language Arts	Grade	7
Course Name	ELA 7		

Unit / Concept	UNIT 3: Narrative Writing (Inspired by Nature)					
Big Ideas	<ul style="list-style-type: none"> - Recognizing that stories are everywhere, hearing and telling stories, effective communication and storytelling, our experiences inspiring storytelling 					
Essential Question(s)	<ul style="list-style-type: none"> - How do real experiences inspire story writing? - Why do we tell stories? - What makes a good story? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> - Write a personal narrative about a personal experience - Employ and practice skills for planning, preparing, and organizing ideas and text - Develop a focused, structured draf - Use the memoir example as a model for form and content in developing narratives - Follow structural guidelines for narrative form, with an engaging introduction, a thesis statement, supporting details, and a conclusion. - Craft a story around a chronology of events that inspired insight or self-reflection. - Use vivid and specific sensory details to engage a reading audience. - Revise drafts, incorporating feedback from peers. - Use a rubric to evaluate writing - Write using vivid specific sensory detail - Incorporate grade level vocabulary - Incorporate point of view and characters - Analyze Memoir - Analyze Figurative Language 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
September 2021 - October 2021	READING <i>from Mississippi Solo</i> <ul style="list-style-type: none"> - Analyze characteristics of memoirs - Analyze memoirs - Analyze figurative 	READING <i>from Mississippi Solo</i> <ul style="list-style-type: none"> - Guided notes - Critical vocabulary - Send a Problem - Check your 	CC.1.2.7.J CC.1.3.7.J CC.1.4.7.P CC.1.4.7.D CC.1.4.7.X CC.1.4.7.Q.4	E07.D.2 E07.D.1 E07.E.1	E07.D.2.1.1 E07.D.1.2.2 E07.E.1.1.6	<ul style="list-style-type: none"> • Memoir • Narrative • Point of view • Perspective • Characters • Characterization

	<p><i>language</i></p> <ul style="list-style-type: none"> - <i>Research the importance of the Mississippi River</i> <p>WRITING</p> <ul style="list-style-type: none"> - Write a personal narrative - Employ skills for planning, preparing, and organizing ideas - Develop a focused, structured draft - Follow structural guidelines for narrative form - Write an engaging introduction, a thesis statement, supporting details, and a conclusion - Craft a story around a chronology of events. - Use vivid and specific sensory details to engage readers - Revise drafts, incorporating feedback from peers. - Use a rubric to evaluate writing - Write using vivid specific sensory detail and figurative language - Incorporate grade level vocabulary - Incorporate point of view and characters 	<p><i>understanding</i></p> <ul style="list-style-type: none"> - <i>Analyze the text</i> - <i>Research the importance of the Mississippi River</i> <p>WRITING</p> <ul style="list-style-type: none"> - Choice for personal writing prompt (provide list of prompt options) - Writing workshops (“coffee shop mode”) - One-on-one conferences - Scaffolding - Modeling writing - Gradual release model (I do, we do, you do) - Examples - Peer review - Self review - Reflection journal 	<p>CC.1.4.7.N CC.1.4.7.T CC.1.4.7.Q.1 CC.1.4.7.Q.3 CC.1.4.7.U CC.1.4.7.O</p>			<ul style="list-style-type: none"> ● Dialogue ● Word choice ● Paragraphs ● Figurative Language (simile, metaphor, personification) ● Active voice ● Passive voice ● Setting ● Sensory language ● Descriptive ● Introduction ● Thesis ● Topic sentence ● Body paragraph ● Conclusion ● Supporting details
<p>Resources</p>	<p><u>Ed: My Friend in Learning (HMH)</u>, PSSA Performance Coach English Language Arts 7 (Edition 2), Schoology, Google Applications, Noodletool</p>					
<p>Formative Assessments</p>	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), literature circles, at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy</p>					

	prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, conferences, writing workshops, drafts, graphic organizers
Summative Assessments	Selection quizzes/tests, rubric-based essay scoring, analyze the text comprehension questions, writing tasks, speaking tasks, final project
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, writing workshops, conferences



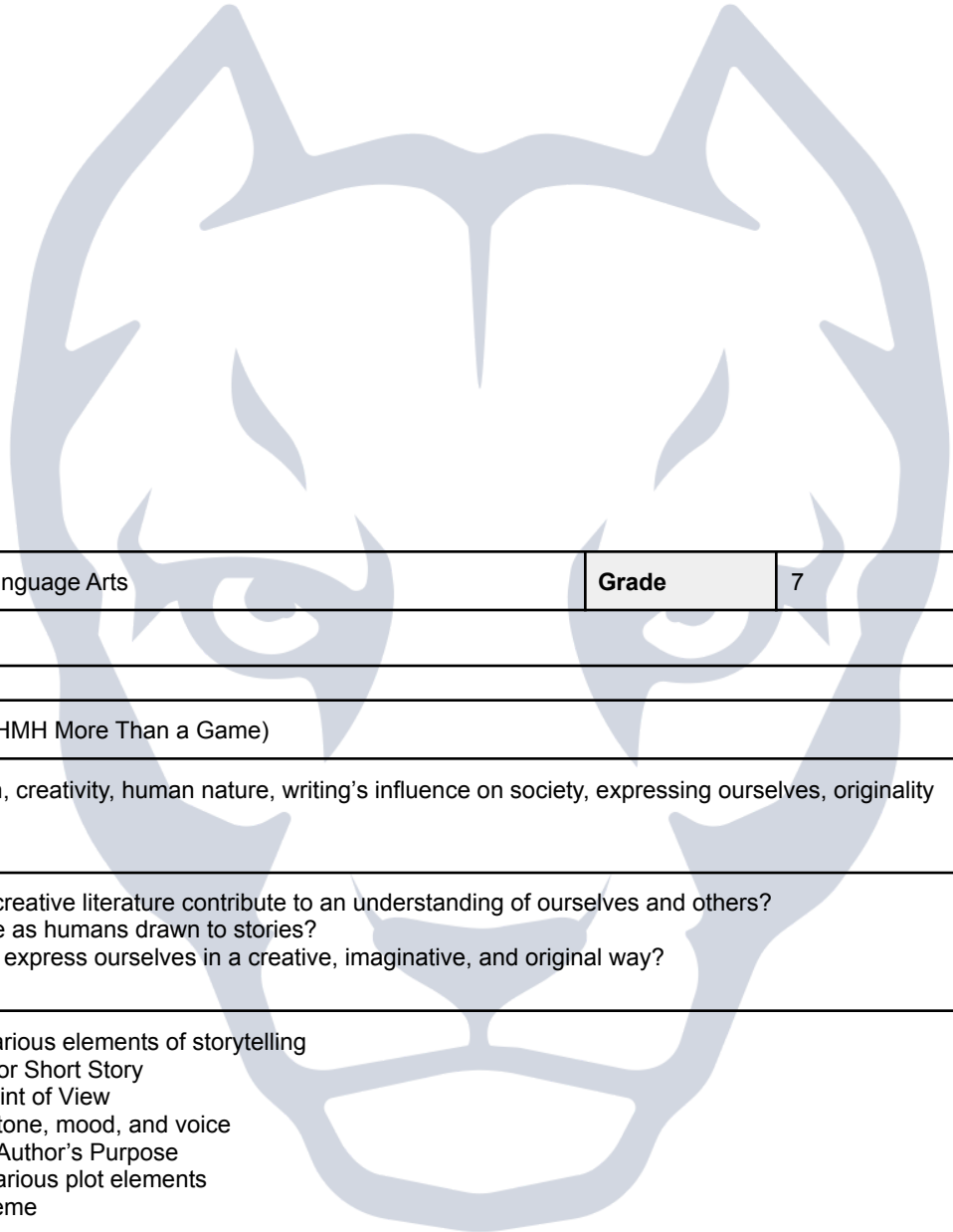
IAA Curriculum

Content Area	English Language Arts	Grade	7
Course Name	ELA 7		

Unit / Concept	UNIT 4: Argumentative Writing (HMH The Terror and Wonder of Space)					
Big Ideas	<ul style="list-style-type: none"> - Creating a writing product, pull together and express your thoughts, taking a stance on relevant worldly issues, persuade readers, provide viable evidence 					
Essential Question(s)	<ul style="list-style-type: none"> - How can you create written arguments to persuasively express your stance on relevant worldly issues? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> - Analyze author’s purpose - Recognize the use of rhetorical devices in argument - Use a print or online dictionary to study the history and origins of critical vocabulary - Discuss visuals - Use the Mentor Text as a model for writing a persuasive argument with supporting reasons and evidence - Social Media Debate™ Practice - Use commas in introductory phrases - Write an argument supporting or opposing a topic of their choice - Use strategies to plan and organize information. - Develop a focused, structured draft - Use the Mentor Text as a model for writing a persuasive argument with supporting reasons and evidence. - Recognize and use transitional words and phrases - Use a rubric and checklist to evaluate writing - Write a script for a podcast, working in groups to explain aspects of a complex task - Publish writing to share it with an audience 					
Dates (estimates only)	Smart Objectives (What do students have to do related to the content?)	Instructional Strategies and Activities (Used to develop the skills and knowledge)	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary (What is the essential vocabulary of the unit or concept?)

<p>March 2022 - April 2022</p>	<p>Challenges for Space Exploration</p> <ul style="list-style-type: none"> - Analyze characteristics of arguments - Analyze author's purpose - Analyze repetition 	<p>Challenges for Space Exploration</p> <ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Numbered Heads Together • Check your understanding • Analyze the text 	<p>CC.1.2.7.L CC.1.2.7.D CC.1.2.7.G</p>	<p>E07.B-C.2</p>	<p>E07.B-C.2.1.1</p>	<p>Reading: Lunar Desolation Red Planet Mars Steading</p> <p>General: Argument Topic Purpose Audience Evidence Author's Craft Agreement Pronoun Antecedent Indefinite pronoun Persuasive Rhetorical Devices</p>
<p>March 2022 - April 2022</p>	<p>Writing: Argumentative</p> <ul style="list-style-type: none"> - "Social Media Debate" Practice - Use commas in introductory phrases - Write an argument supporting or opposing a topic of their choice - Use strategies to plan and organize information. - Develop a focused, structured draft - Use the Mentor Text as a model for writing a persuasive argument with supporting reasons and evidence. - Recognize and use transitional words and phrases - Use a rubric and checklist to evaluate 	<p>Writing: Argumentative</p> <ul style="list-style-type: none"> - Social Media Activity - Choice for prompt - Writing workshops ("coffee shop mode") - One-on-one conferences - Scaffolding - Modeling writing - Gradual release model (I do, we do, you do) - Examples - Peer review - Self review - Reflection journal - Checklist Rubric 	<p>CC.1.4.7.X CC.1.4.7.K.3 CC.1.4.7.H CC.1.4.7.I CC.1.4.7.T CC.1.3.7.J CC.1.5.7.D CC.1.4.7.K.4 CC.1.2.7.J CC.1.4.7.Q.1 CC.1.4.7.V CC.1.3.7.B CC.1.4.7.U CC.1.4.7.J</p>	<p>E07.D.2 E07.A-K.1 E07.D.1</p>	<p>E07.D.2.1.1 E07.A-K.1.1.1 E07.D.1.2.2</p>	<p>Argument Topic Purpose Audience Evidence Author's Craft Pronoun-Antecedent Agreement Pronoun Antecedent Indefinite pronoun Persuasive Rhetorical Devices</p>

	<ul style="list-style-type: none"> - writing - Write a script for a podcast, working in groups to explain aspects of a complex task - Publish writing to share it with an audience 					
Resources	Ed: My Friend in Learning (HMH), PSSA Performance Coach English Language Arts 7 (Edition 2), Schoology, Google Applications, Noodletool					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), literature circles, at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, conferences, writing workshops, drafts, graphic organizers					
Summative Assessments	Selection quizzes/tests, rubric-based essay scoring, analyze the text comprehension questions, writing tasks, speaking tasks, final project					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, writing workshops, conferences					



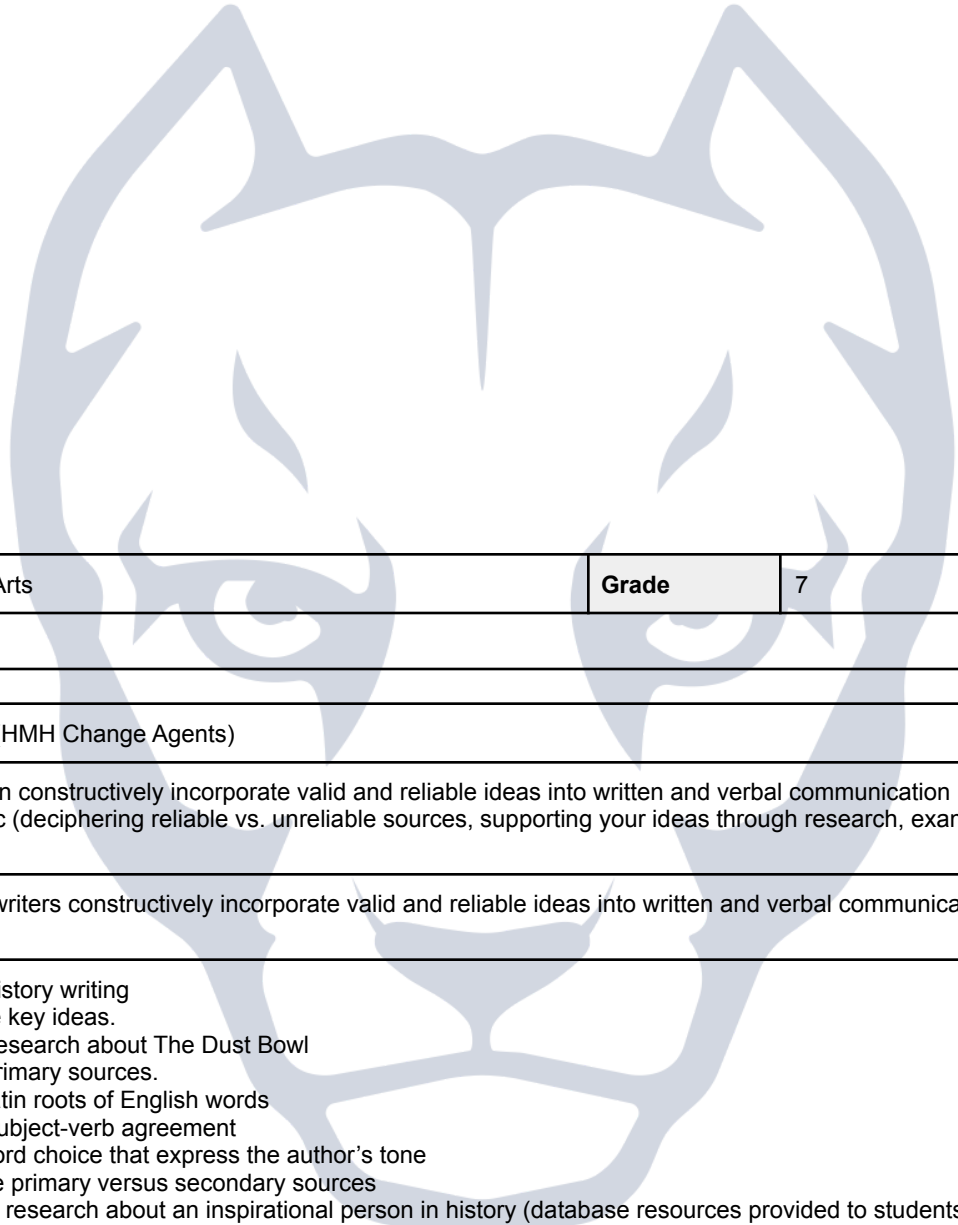
IAA Curriculum

Content Area	English Language Arts	Grade	7
Course Name	ELA 7		

Unit / Concept	Unit 5: Short Story (HMH More Than a Game)
Big Ideas	<ul style="list-style-type: none">- Imagination, creativity, human nature, writing's influence on society, expressing ourselves, originality
Essential Question(s)	<ul style="list-style-type: none">- How does creative literature contribute to an understanding of ourselves and others?- Why are we as humans drawn to stories?- How do we express ourselves in a creative, imaginative, and original way?
Key Learning Objectives & Skills	<ul style="list-style-type: none">- Examine various elements of storytelling- Read Mentor Short Story- Analyze Point of View- Determine tone, mood, and voice- Determine Author's Purpose- Decipher various plot elements- Analyze theme

	<ul style="list-style-type: none"> - Identify Setting - Recognize dialogue - Write a short story - Use strategies to plan and organize material. - Develop a focused, structured draft. - Use the mentor text as a model for writing strong introductions and descriptive language. - Revise drafts, incorporating feedback from peers. - Edit drafts for correct punctuation of dialogue. - Use a rubric to evaluate writing. - Publish writing to share it with an audience. - Language: Brainstorm ideas for a story, develop its essential elements, and then take a meaningful role in writing the story with classmates - Create a movie poster or picture book for your short story to present - Write an objective summary 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
May 2022- June 2022	Mentor Text: <i>Ball Hawk</i> <ul style="list-style-type: none"> ● Analyze characteristics of short stories ● Analyze point of view ● Set a purpose 	Mentor Text: <i>Ball Hawk</i> <ul style="list-style-type: none"> ● Guided notes ● Critical Vocabulary ● Think-Pair-Share ● Check your understanding ● Analyze the text 	CC.1.3.7.K CC.1.3.7.F CC.1.4.7.P CC.1.3.7.D CC.1.5.7 CC.1.5.7.D CC.1.3.7.K CC.1.2.7.J CC.1.4.7.V CC.1.3.7.B CC.1.4.7.Q.3 CC.1.3.7.C CC.1.4.7.S	E07.A-C.2 E07.A-C.2 E07.A-K.1 E07.A-K.1	E07.A-C.2.1. 3 E07.A-C.2.1. 1 E07.A-K.1.1. 1 E07.A-K.1.1. 3	Creative Writing Short Story Imagination Point of View First Person Point of View Third Person Point of View Second Person Point of View Author's Purpose Plot Exposition Rising Action Climax Falling Action Resolution Dialogue Word Choice Tone Mood Foreshadowing Irony
May 2022- June 2022	Writing: Short Story <ul style="list-style-type: none"> - Write a short story - Use strategies to plan and organize material. - Develop a focused, structured draft. - Use the mentor text as a model for writing strong introductions and descriptive 	Writing: Short Story <ul style="list-style-type: none"> - Choice for prompt - Writing workshops ("coffee shop mode") - One-on-one conferences - Scaffolding - Modeling writing - Gradual release model (I do, we do, you do) 	CC.1.4.7.P CC.1.4.7.X CC.1.4.7.Q.4 CC.1.4.7.N CC.1.4.7.T CC.1.3.7.J CC.1.2.7.J CC.1.4.7.Q.1 CC.1.4.7.Q.3	E07.D.2 E07.D.1 E07.A-K.1	E07.D.2.1.1 E07.D.1.2.2 E07.A-K.1.1. 3	

	<ul style="list-style-type: none"> - language. - Revise drafts, incorporating feedback from peers. - Edit drafts for correct punctuation of dialogue. - Use a rubric to evaluate writing. - Publish writing to share it with an audience. - Language: Brainstorm ideas for a story, develop its essential elements, and then take a meaningful role in writing the story with classmates - Create a movie poster or picture book for your short story to present - Write an objective summary 	<ul style="list-style-type: none"> - Examples - Peer review - Self review - Reflection journal - Checklist Rubric - Movie Posters - Presentations 	<p>CC.1.4.7.U CC.1.3.7.C CC.1.4.7.O</p>			<p>Characters Characterization Character Development Setting Theme Style Voice Symbol Narrator Narration Omniscient Objective Summary</p>
Resources	Ed: My Friend in Learning (HMH), PSSA Performance Coach English Language Arts 7 (Edition 2), Schoology, Google Applications, Noodletool					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), literature circles, at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, conferences, writing workshops, drafts, graphic organizers					
Summative Assessments	Selection quizzes/tests, rubric-based essay scoring, analyze the text comprehension questions, writing tasks, speaking tasks, final project					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, writing workshops, conferences					



IAA Curriculum

Content Area	English Language Arts	Grade	7
Course Name	ELA 7		

Unit / Concept	UNIT 6: Research (HMH Change Agents)
Big Ideas	<ul style="list-style-type: none">- Writers can constructively incorporate valid and reliable ideas into written and verbal communication by conducting thorough research about a given topic (deciphering reliable vs. unreliable sources, supporting your ideas through research, examining inspirational figures)
Essential Question(s)	<ul style="list-style-type: none">- How can writers constructively incorporate valid and reliable ideas into written and verbal communication?
Key Learning Objectives & Skills	<ul style="list-style-type: none">- Analyze history writing- Determine key ideas.- Conduct research about The Dust Bowl- Discuss primary sources.- Identify Latin roots of English words- Practice subject-verb agreement- Identify word choice that express the author's tone- Recognize primary versus secondary sources- Engage in research about an inspirational person in history (database resources provided to students)

	<ul style="list-style-type: none"> - Write minimum of three paragraphs of writing - Include pictures, graphic feature, etc. - Use strategies to plan and organize material - Develop a focused, structured draft - Use the teacher as a model for descriptive language, literary devices, and strong supporting detail - Revise drafts, incorporating feedback from peers - Edit magazine drafts to avoid plagiarism - Cite examples - Use a rubric to evaluate writing - Publish writing to share it with an audience - Language Write a research report using strong descriptive language - Practice citing evidence and examples - Participate in a panel discussion about chosen inspiration person - Practice presentation skills in less structured settings. - Use appropriate verbal and nonverbal techniques. - Listen actively to a presentation - Share information using the sentence stem “I am inspired by...” 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
	<p>from <i>The Story of the Triangle Factory Fire</i></p> <ul style="list-style-type: none"> • Analyze characteristics of informational texts • Paraphrase • Analyze text structure 	<p>from <i>The Story of the Triangle Factory Fire</i></p> <ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Pinwheel Discussion • Check your understanding • Analyze the text 	CC.1.2.7.L CC.1.2.7.A CC.1.2.7.C CC.1.3.7.H CC.1.2.7.D CC.1.4.7.W CC.1.2.7.E	E07.B-K.1 E07.B-K.1 E07.B-C.2	E07.B-K.1.1.2 E07.B-K.1.1.3 E07.B-C.2.1.2	Historical Text Point of View Primary Source Secondary Source Text Structure Sequence Structure Cause-and-effect structure Compare-and-contrast structure Graphic Features Pictures Timeline Map Flowchart Voice Tone
	<p>Writing Research Report</p> <ul style="list-style-type: none"> - Engage in research about an 	<p>Writing Research Report</p> <ul style="list-style-type: none"> - Webquest 	CC.1.4.7.C CC.1.4.7.D	E07.D.2 E07.E.1	E07.D.2.1.1 E07.E.1.1.4	Research Magazine

	<p>inspirational person in history (database resources provided to students)</p> <ul style="list-style-type: none"> - Write minimum of three paragraphs of writing - Include pictures, graphic feature, etc. - Use strategies to plan and organize material - Develop a focused, structured draft - Use the teacher as a model for descriptive language, literary devices, and strong supporting detail - Revise drafts, incorporating feedback from peers - Edit magazine drafts to avoid plagiarism - Cite examples - Use a rubric to evaluate writing - Publish writing to share it with an audience - Language Write a research report using strong descriptive language - Practice citing evidence and examples 	<ul style="list-style-type: none"> - MODELING (teacher written magazine report example) - Creating a class magazine - Examples - Provided resources to choose from - Choice for personal writing prompt (provide list of prompt options) - Writing workshops (“coffee shop mode”) - One-on-one conferences - Scaffolding - Gradual release model (I do, we do, you do) - Examples - Peer review - Self review - Reflection journal 	<p>CC.1.4.7.B CC.1.4.7.X CC.1.4.7.E.4 CC.1.4.7.K.1 CC.1.4.7.W CC.1.4.7.T CC.1.3.7.J CC.1.2.7.J CC.1.4.7.Q.1 CC.1.4.7.V CC.1.3.7.B CC.1.4.7.U CC.1.4.7.E.1 CC.1.4.7.E.3</p>	<p>E07.A-K.1</p>	<p>E07.A-K.1.1.1</p>	<p>Inspiration Inspirational Black History Month Graphic Features Point of View Primary Source Secondary Source Text Structure Resources Database Format MLA Citation Plagiarism Paragraph Draft Publishing Revision Proofread Peer Review Voice Tone</p>
	<p>Panel Discussion (Speaking Task)</p> <ul style="list-style-type: none"> - Participate in a panel discussion about chosen inspiration person - Practice presentation skills in less structured settings. - Use appropriate verbal and nonverbal techniques. - Listen actively to a presentation - Share information using the sentence stem “I am inspired by...” 	<p>Panel Discussion (Speaking Task)</p> <ul style="list-style-type: none"> - Panel discussion - Fishbowl discussion - Modeling - Examples - Peer Review - Gradual Release Model (I do, we do, you do) 	<p>CC.1.5.7.C CC.1.5.7.B CC.1.5.7 CC.1.5.7.D CC.1.5.7.E</p>	<p>E07.D.2 E07.E.1 E07.A-K.1</p>	<p>E07.D.2.1.1 E07.E.1.1.4 E07.A-K.1.1.1</p>	<p>Panel Discussion Presentation Eye Contact Verbal Techniques Nonverbal Techniques Tone Voice Volume Collaboration</p>
<p>Resources</p>	<p><u>Ed: My Friend in Learning (HMH)</u>, PSSA Performance Coach English Language Arts 7 (Edition 2), Schoology, Google Applications, Noodletool</p>					

Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), literature circles, at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, conferences, writing workshops, drafts, graphic organizers
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