

KPBSD ELA CURRICULUM

7TH GRADE UNIT 3

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> W4: Clear writing W5: Edit and revise W6: Use technology W9: Draw evidence W7: Conduct Research W8: Gather Information L6: Use grade-appropriate language 	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write an argumentative paragraph. Use textual evidence to support an opinion/argument. Determine the central idea and support it with textual evidence. Determine the difference in author's purposes from similar informational texts. Use correct grammar skills. Use collaborative skills. Create and present to peers. 	
<p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> RI4: Determine meaning of words and phrases L4: Determine/clarify meaning of unknown words L5: Figurative language <p>RI2: Determine Central idea</p> <ul style="list-style-type: none"> RI3: Analyze interactions RI8: Trace and evaluate argument and claims SL3: Delineate a speaker's argument 	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Writing a strong argumentative paragraph requires textual evidence to support the conclusion. Determining the author's purpose directly relates to the central idea of the informational text. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How is textual evidence used effectively? What is author's purpose? How are words used to influence meaning? What skills are needed in collaborative discussion? What skills are needed in the writing process (i.e. drafting, revising, and editing)?
<p>RI6: Determine Author's purpose</p> <ul style="list-style-type: none"> RI7: Compare written to audio/media version RI9: Analyze multiple author's writing on same topic SL2: Analyze main ideas <p>SL1: Collaborative Discussions</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> SL5: Include multimedia SL6: Adapt speech <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> How to write an argumentative paragraph. How to use textual evidence to support an opinion/argument. How to determine the central idea and support it with textual evidence. How to determine the difference in author's purposes from similar informational texts. How to use correct grammar skills. How to use collaborative skills. How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing an argumentative paragraph.

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Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraphs describing an opinion supporting with textual evidence from multiple sources in groups and independently. Brainstorm multiple positions to a controversial issue. Compare arguments from multiple authors on similar topics. Peer edit each other's writing and then finish with teacher edit. Work in collaborative groups to determine the effect of word choice in informational texts and present findings to class with supporting evidence. Independently determine the effectiveness of an argument. Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. Produce conclusions to comprehensive textual questions written in complete sentences for informational texts. Explain connotative (emotional) meaning of words from informational texts. Summarize the main events from a text. Recognize main character's similarities between texts both literary and informational independently and in groups. Create and present a digital presentation of an argument with textual evidence from multiple sources. Take notes from a digital source. Compare a written speech to its delivery. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Persuasion Ethos Pathos	Logos Argument Fact	Opinion Text Dependent Analysis (TDA)

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Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply my existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Explain and use a hyperlink within my work.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Produce a multimedia product.
- Back up files on storage medium.
- Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
- Apply existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced key word searches and choose relevant sources when creating a product.
- Develop and use criteria to evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and behave in an ethical manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.
- Access online catalogs and databases for online research.
- Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance.