

PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Writing Review (Simple, Compound, Complex Sentences & Paragraph Writing- Topic, Detail, & Concluding Sentence & Transitions) (Ongoing) Teacher-made materials (Hamburger model used for paragraph writing) & Globe Fearon Paragraph Exercise Book		Unit 2: Grammar: Capitalization; Punctuation (end marks, commas, semicolon, apostrophe, and quotation marks); Parts of Speech (noun, verb, pronoun, adjective, adverb, conjunctions, & prepositions); proper word usage (proper suffixes used, subject-verb agreement). (Ongoing) Text: <u>Daily Language Review Gr. VII</u> (by Evan-Moor)		Unit 3: Vocabulary (Ongoing) <u>Language Fundamentals VI</u> (by Evan-Moor); Teacher made Greek and Latin Roots unit	
Priority Standard(s) - W.8.2 Write text in a variety of modes. - W.8.3 Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. - W.8.5 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 the purpose and audience have been addressed.		Priority Standard(s) - L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Punctuation to recognize a pause or break c. Correct spelling		Priority Standard(s) - L.8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials. a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - L.8.3 Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	
Supporting Standard(s) W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce writing and present the relationships between information and ideas efficiently.		Supporting Standard(s)		Supporting Standard(s)	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level
- How to use Google Docs, Google Slides, Google tools (for editing help) - Reading and comprehension level of 4th grade and above - Able to complete a provided graphic organizer to use as their writing draft. - Able to write a simple sentence independently - Differentiate between a subject and predicate		- The word I is always capitalized. - Names, months, days, and holidays are always capitalized. - The first word of a sentence is always capitalized. - A sentence must have an end mark.		- What a root word is - What a prefix/suffix is - Words can have multiple meanings - How to use a glossary/dictionary	

Students will understand (abstract ideas) Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) Ex. connections, relationships, frameworks, etc.	DOK Level
- How conjunctions and transitions help sentences and paragraphs flow and make sense - How to logically organize details in a sentence - Understand how details need to be related to the topic		- Rules for capitalization - Rules for punctuation - Differentiate between a noun, verb, pronoun, adjective, adverb - Subjects and verbs must agree		- Greek and Latin affixes and roots - Homophones, synonyms, antonyms - Types of figurative language- similes, metaphors, idioms, personification, hyperbole - Connotations	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
Students will: - Write text in a variety of modes: simple, compound, and complex sentences; informative, persuasive, how-to, and narrative paragraphs; and informative essays. - Use a variety of transitions to create clarity and cohesion among ideas and concepts. - Create writing that provides an introduction, details that support and clarify the purpose and topic throughout the text, and a concluding sentence that ties the writing together. - Develop and strengthen writing by planning, revising, and rewriting with the focus on how well the purpose of the writing has been addressed.		Students will: - Identify and apply the appropriate use of the conventions of standardized English involving capital letters: at the beginning of sentences, on names/proper nouns and proper adjectives, streets/roads/countries/states, titles, events in history, locations/direct addresses, family relationships, nationalities, months/holidays/days, trademarks/brands, and companies/businesses. - Identify and apply the appropriate use of the conventions of standardized English involving punctuation: periods (end of a statement, end of a command, initials, abbreviations, in run-ons, when outlining); exclamation marks, question marks, commas (dates, in a series, when using quotation marks, after an introductory word(s), around an appositive, before a coordinating conjunction, and when addressing someone), and quotation marks around words people speak. - Discern when the use of standardized English is necessary based on the context of their writing, especially subject verb agreement.		Students will: - Analyze meaningful word parts such as grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - Identify and analyze various forms of figurative language in texts to enhance comprehension. - Understand relationships between words to enhance comprehension, especially when using given vocabulary words in a contextual example. - Understand relationships between words to enhance comprehension, especially when determining synonyms/antonyms for given vocabulary words. - Determine the denotative and connotative meanings of words and phrases used in texts and explain how they are different	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
Indent, Subject, Predicate, Transition, Conjunction, Introduction, Conclusion, Pertaining to the topic/main idea, dependent clause, independent clause		Adjective, adverb, conjunction, preposition, suffix, subject-verb agreement, declarative sentence, imperative sentence, exclamatory sentence, and interrogative sentence		Affix, prefix, suffix, Greek/Latin words, figurative language terms (simile, metaphor, idiom, personification, hyperbole), synonym, antonym, connotation	
Assessments: Formal: Summative		Assessments: Formal: Summative		Assessments: Formal: Summative	

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Unit 4: Career Writing-resume, applications, career inventory	Unit 5: Summarizing	Unit 6: Major Writing- Narrative, Persuasive, & Expository Essays
Teacher-made materials & web-generated materials	Current Event News Articles and Summarizing Graphic Organizer	
Priority Standard(s) - W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. - W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism	Priority Standard(s) - W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. - R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text.	Priority Standard(s) - W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. - W.8.2 Write text in a variety of modes: a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. - W.8.3 Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. - W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.

		W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism
Supporting Standard(s). - W.8.5 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 the purpose and audience have been addressed - L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Punctuation to recognize a pause or break c. Correct spelling	Supporting Standard(s) SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Supporting Standard(s) - W.8.5 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 the purpose and audience have been addressed - W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce writing and present the relationships between information and ideas efficiently. - L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English - L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level	Students need to know (concrete knowledge)	DOK Level
Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.		Ex. vocabulary, facts, concepts, etc.	
- How to use Google Docs, Google tools (for editing help) - How to write complete sentences		- How to use Google Docs, Google tools (for editing help) - Able to complete a provided graphic organizer to use as their writing draft. - How to write complete sentences - How to write and organize paragraphs		- How to use Google Docs, Google tools (for editing help) - Able to complete a provided graphic organizer to use as their writing draft. - How to write complete sentences - How to write and organize paragraphs	
Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level	Students will understand (abstract ideas)	DOK Level
Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.		Ex. connections, relationships, frameworks, etc.	
- Purpose for a resume and references - Why an application and resume need to be neat in appearance with words spelled correctly - What skills/hobbies to put in a resume (i.e. sleeping is not a hobby to put on an application)		- How to logically organize details in a sentence - Understand how details need to be related to the topic - Rules for capitalization - Rules for punctuation - That it is wrong to plagiarize. - That any facts taken directly from the article needs to be cited.		- Rules for capitalization - Rules for punctuation - That writing an essay requires pre-planning and brainstorming - That an essay has an introduction, body, and conclusion - Transitions must be used to help make ideas flow and connect - That a rough draft is written first	

				- That the rough draft must be edited/revised - That they may have to complete research - That it is wrong to plagiarize. - That any information taken when researching needs to be cited.	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
Students will: - Produce a clear and coherent simple resume to use as a future reference - Gather relevant information from credible, multiple digital sources, and paraphrasing the data to produce a clear and coherent one to two page essay researching a career of their choice - Produce a clear and coherent job application		Students will: - Summarize texts, specifically short news passages, to determine themes and central ideas - Produce clear and coherent summaries after completing a graphic organizer based on the news article that was read. - Integrate a visual display into the summary to clarify information		Students will: - Gather relevant information from credible, multiple digital sources and paraphrase the data to produce a clear and coherent one to two page expository essay - Produce clear and coherent graphic organizers for prewriting. - Produce clear and coherent writing including a narrative essay, persuasive essay, and expository essay. - Create writing that provides an introduction, details that support and clarify the purpose and topic throughout the text, and a concluding sentence that ties the writing together. - Use a variety of transitions to create clarity and cohesion among ideas and concepts. - Develop and strengthen writing by planning, revising, and rewriting with the focus on how well the purpose of the writing has been addressed. - Will create a works cited page after gathering relevant information from credible, multiple digital sources.	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
Resume, application, career, qualifications, references		Summarize/summary, plagiarism		thesis, expository/Inform, persuade/convince, narrative, transitions, summary, MLA format (citation generator), plagiarism	
Assessments: Formal: Summative		Assessments: Formal: Summative		Assessments: Formal: Summative	

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Unit 7: Literary Terms & Text- The Diary of Anne Frank (play version) (6 to 9 weeks) (Quarter 4)		Unit 8: N/A		Unit 9: N/A	
Teacher-made materials & web-generated materials & Book: CounterPoint In Literature “The Diary of Anne Frank”					
Priority Standard(s) - R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL) - R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. - SL.8.1 Engage effectively in a range of collaborative discussions (in groups and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing one’s thinking clearly. - W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. - W.8.5 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 the purpose and audience have been addressed		Priority Standard(s)		Priority Standard(s)	
Supporting Standard(s) W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce writing.		Supporting Standard(s)		Supporting Standard(s)	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) Ex. vocabulary, facts, concepts, etc.	DOK Level
- That story elements make up a story and that the story elements go beyond the setting and characterization - How to use Google Docs, Google Slides, Google tools (for editing help) - Reading and comprehension level of 5th grade					

and above • Able to complete a provided graphic organizer to use as their writing draft. • Rules for capitalization • Rules for punctuation • How to write complete sentences • How to write and organize paragraphs					
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level
• Describe the setting of a passage/story • Identify and describe the protagonist, antagonist, and supporting characters of a story • Explain the conflict of the story (who is involved, what the conflict is) • Summarize the plot of the story • Identify and describe the climax of the story • Explain the resolution of the story • Explain the theme of the story • Become familiar with terms and places associated with the Holocaust. • Will read and comprehend literature • Make informed inferences based on what is read and historical facts • Understand how events in history impacted people’s lives • Compare and contrast the play with the video format • Discuss if prejudice is still evident in our society today.		•		•	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
Students will: • Determine the meaning of words and phrases, and analyze the impact of specific word choices on meaning, tone, and mood. • Locate and cite specific evidence from the text that directly supports their analysis of comprehension tasks. • Engage effectively in collaborative discussions (teacher-led group) by building on others’ ideas and expressing one’s thinking clearly. • Produce a clear and coherent book review that includes the following story elements: setting, characters, plot, conflict, and theme. • Produce a clear and coherent expository essay		•		•	

about Anne Frank. • Create writing that provides an introduction, details that support and clarify the purpose and topic throughout the text, and a concluding sentence that ties the writing together. • Use a variety of transitions to create clarity and cohesion among ideas and concepts. • Develop and strengthen writing by planning, revising, and rewriting with the focus on how well the purpose of the writing has been addressed. • Create a works cited page after gathering relevant information from credible, multiple digital sources.					
Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary
• Characterization, Setting, Theme, Mood, Tone, Plot, Climax, Resolution, protagonist, antagonist, historical fiction, expository writing, compare, contrast, inference	•	•	•	•	•
Assessments: Formal: Summative					