

7th Grade English
Curriculum Mapping for 2019-2020
Kristie Clark

Unit: <i>Basic Grammar Unit</i>		Time: <i>August-September 2019</i>
Standards Taught		
<ul style="list-style-type: none"> • 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • b. Spell correctly; consult references as needed • c. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie) • 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses precisely and concisely, recognizing and eliminating wordiness and redundancy 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i>	<i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to work together and move their desks in order to be able to work together. The environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i> • <i>Assignments coordinating with the day's lesson.</i> • <i>Assessments</i> • <i>Writing Activities, such as journals</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students needed to know what a noun was and its function in a sentence.</i>	<i>Pronoun Antecedent Verb Transitive Intransitive Adjective Adverb</i>	<i>Grammar test where students identified the various parts of speech.</i>
Reflection: <i>I felt that this unit was needed and went well. The basic parts of speech are needed to the building of writing. The review was definitely needed as the students did have a hard time beyond noun and verb.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What is a pronoun?</i> • <i>What is an antecedent?</i> • <i>How do we use pronouns and antecedents to create better writing?</i> • <i>What is a verb?</i> • <i>What is a transitive verb?</i> • <i>What is an intransitive verb?</i> 	

	<ul style="list-style-type: none"> • <i>What is an adjective?</i> • <i>What is an adverb?</i> • <i>How can we use adjectives and adverbs to improve our writing?</i>
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Unit: <i>Prepositions, Conjunctions, Interjections and Descriptive Writing</i>	Time: <i>September-October 2019</i>
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Standards Taught

<ul style="list-style-type: none"> • 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 7.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • d. Use precise words and phrases, relevant descriptive details, and figurative language and sensory language to capture the action and convey experiences and events. • 7.W.4 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.) • 7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7). • 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formal for personal enjoyment, interest, and academic tasks.
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Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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<i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i>	<i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to work together and move their desks in order to be able to work together. The environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i> • <i>Assignments coordinating with the day's lesson.</i> • <i>Assessments</i> • <i>Writing Activities, such as journals</i>
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Prior Knowledge Needed	Vocabulary	Assessments
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<i>Students needed to know what a complete sentence is.</i>	<i>Prepositional Phrase Object of a Preposition Coordinating Conjunction</i>	<i>Grammar test where students identified the</i>
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	<p><i>Correlating Conjunction</i> <i>Subordinating Conjunction</i></p>	<p><i>conjunctions and what they were conjoining.</i></p> <p><i>Each student created a written descriptive writing. They had to include at least 12 prepositional phrases and use each of the conjunctions.</i></p>
<p>Reflection: <i>The unit went well. Types of conjunctions was new to them. That part took more time than I predicted.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is a conjunction?</i> • <i>What is a prepositional phrase and how is it used in sentence to create clear meaning?</i> • <i>What are the three different types of conjunctions?</i> • <i>How do we punctuate a subordinating conjunction?</i> • <i>Why should conjunctions be used in writing?</i> 	
<p>Relevance:</p>		

<p>Unit: <i>Basic Sentence Parts and Personal Narratives</i></p>	<p>Time: <i>October 2019-November 2019</i></p>	
<p>Standards Taught</p>		
<ul style="list-style-type: none"> • 7.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters. • c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • e. Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre) • 7.W.4 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.) 		
<p>Differentiation/Assessment:</p>	<p>Classroom Management and Environment:</p>	<p>What will the students be doing?</p>
<p><i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i></p>	<p><i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to work together and move their desks in order to be able to work together. The</i></p>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i>

	<i>environment is structured and has rules and procedures in place.</i>	<ul style="list-style-type: none"> • <i>Assignments coordinating with the day's lesson.</i> • <i>Assessments</i> • <i>Writing Activities, such as journals</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students needed to know what nouns, verbs, adjectives, and prepositional phrases are.</i>	<i>Simple Subject</i> <i>Complete Subject</i> <i>Simple Predicate</i> <i>Complete Predicate</i> <i>Complement</i> <i>Direct Object</i> <i>Indirect Object</i> <i>Predicate Nominative</i> <i>Predicate Adjective</i>	<i>Grammar test where students identified the basic sentence parts.</i> <i>A personal narrative where the students needed to include at least 3 direct objects and 3 predicate parts.</i>
Reflection: <i>This was another productive unit. It was great review on the basic grammar portions as well as adding the new vocabulary.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What are the important components of a sentence?</i> • <i>How can we use subject complements to create clarity in our writing?</i> • <i>Why is it important to be able to put personal experiences into writing?</i> • <i>How do objects create better writing?</i> • <i>How do predicate parts help make writing more fluent?</i> • <i>How do we use transitions to create strong and fluent papers?</i> 	
Relevance:		

Unit: <i>Phrases and Clauses and Compare and Contrast Writing</i>	Time: <i>November-December 2019</i>
Standards Taught	
<ul style="list-style-type: none"> • 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 7.L.3 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. • 7.W.1 Write arguments to support claims with clear reasons and relevant evidence. • a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 	

<ul style="list-style-type: none"> • b. Support claim(s) which logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • d. Establish and maintain a formal style. • e. Provide a concluding statement or section that follows from and supports the argument presented. • 7.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • 7.W.4 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.) • 7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7). 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i>	<i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to work together and move their desks in order to be able to work together. The environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i> • <i>Assignments coordinating with the day's lesson.</i> • <i>Assessments</i> • <i>Writing Activities, such as journals</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Students needed to know the basic parts of speech to use as building blocks for phrases and clauses.</i>	<i>Phrases Clauses Verbals Participals Infinitives Simple Compound Complex Compare and Contrast</i>	<i>Grammar test where students were tested on the grammar portion of this unit. A compare and contrast paper where students needed to include at least 5 phrases and at least 5 clauses. They also needed at least each kind of sentence.</i>
Reflection: <i>Clauses and phrases seemed like a new</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What is a phrase?</i> 	

<p><i>concept for them that they did have some difficulty with. They had a hard time remembering the difference between the two. However, when the unit was over, they almost had it mastered!</i></p>	<ul style="list-style-type: none"> • <i>What is a clause?</i> • <i>What is the difference between a phrase and a clause?</i> • <i>How do phrases and clauses improve writing?</i> • <i>What is a verbal?</i> • <i>How do participals and infinitives enhance writing?</i> • <i>What does a simple sentence look like?</i> • <i>What does a compound sentence look like?</i> • <i>What does a complex sentence look like?</i> • <i>How does the use of different types of sentences create fluent and interesting writing?</i>
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<p>Unit: <i>Effective Sentences and Persuasive Writing</i></p>	<p>Time: <i>December 2019-January 2020</i></p>	
<p>Standards Taught</p>		
<ul style="list-style-type: none"> • 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 7.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • d. Use precise words and phrases, relevant descriptive details, and figurative language and sensory language to capture the action and convey experiences and events. • 7.W.4 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.) • 7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7). • 7.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formal for personal enjoyment, interest, and academic tasks. 		
<p>Differentiation/Assessment:</p>	<p>Classroom Management and Environment:</p>	<p>What will the students be doing?</p>
<p><i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i></p>	<p><i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to</i></p>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i>

	<i>work together and move their desks in order to be able to work together. The environment is structured and has rules and procedures in place.</i>	<ul style="list-style-type: none"> • <i>Assignments coordinating with the day's lesson.</i> • <i>Assessments</i> • <i>Writing Activities, such as journals</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>They need to know the basic sentence parts in order to determine what effective sentences look like.</i>	<i>Declarative sentences Interrogative sentences Imperative sentences Exclamatory sentences Compound parts Sentence length Fragments Run-ons</i>	<i>A grammar test was given to assess types of sentences and effective sentences.</i> <i>The students wrote a persuasive writing including each of the four types of sentences and compound parts without using fragments or run-ons.</i>
Reflection: <i>The unit went well. It was fun to watch them use all of the grammar skills to recognize and write effective sentences.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What is a declarative sentence?</i> • <i>What is an interrogative sentence?</i> • <i>What is an imperative sentence?</i> • <i>What is an exclamatory sentence?</i> • <i>Why is a variety of types of sentences effective when writing?</i> • <i>How do compound subjects and predicates make writing smoother?</i> • <i>Why is it important to exclude fragments and run-ons in writing?</i> 	

Unit: <i>Using Verbs and Research Papers</i>	Time: <i>January-February 2020</i>
Standards Taught	
<ul style="list-style-type: none"> • 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. • a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, include formatting (e.g. headings, etc.), graphics (e.g. charts, tables, etc), and multimedia when useful to aid comprehension. • b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 	

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 7.W.6 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; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 7.W.8 Gather relevant information from multiple print and digital sources.
 - a. Use search terms effectively.
 - b. Assess the credibility and accuracy of each source.
 - c. quote or paraphrase the data and conclusions of others while avoiding plagiarism.
 - d. Follow a standard format for citation.
- 7.W.8 Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
 - a. apply grade 7 Reading standards for literature to writing.
 - b. apply grade 7 Reading standards to informational texts to writing

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i>	<i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to work together and move their desks in order to be able to work together. The environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i> • <i>Assignments coordinating with the day's lesson.</i> • <i>Assessments</i> • <i>Writing Activities, such as journals</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>The students need to know the parts of speech and what a verb is.</i>	<i>Participial parts of verbs Present Present participle Past Past participle Regular verbs Irregular verbs</i>	<i>A grammar test evaluating the participial parts of verbs and the verb tenses.</i>

	<i>Verb tenses</i> <i>Future</i> <i>Present perfect</i> <i>Past perfect</i> <i>Future perfect</i>	<i>A research paper including a thesis statements and references page.</i>
Reflection: <i>The students did recall a thesis statement from prior classes. It went well overall. They did a nice job of citing and creating a correct reference page.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What are the participial parts of verbs?</i> • <i>Why are the different forms of verbs important?</i> • <i>What are regular verbs?</i> • <i>What are irregular verbs?</i> • <i>How do different verb tenses affect good writing?</i> • <i>What is a thesis statement?</i> • <i>Where is a thesis statement placed?</i> • <i>How do we correctly cite and create a reference page?</i> 	

Unit: <i>Punctuation and How-To Writing</i>	Time: <i>February-March 2020</i>	
Standards Taught		
<ul style="list-style-type: none"> • 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • b. Spell correctly; consult references as needed • c. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie) • a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <ul style="list-style-type: none"> • b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters. • c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i>	<i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to work together and move their desks in order to be able to work together. The environment is structured</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i> • <i>Assignments coordinating with the day's lesson.</i>

	<i>and has rules and procedures in place.</i>	<ul style="list-style-type: none"> • Assessments • Writing Activities, such as journals
Prior Knowledge Needed	Vocabulary	Assessments
<i>The students need to understand basic sentence format in order to know what kind of punctuation will be needed.</i>	<i>End marks Commas Semicolons Colons Quotation marks Underlining Hyphens apostrophes</i>	<i>A grammar test evaluating correct punctuation. A How-To Writing that includes all correct punctuation.</i>
Reflection: <i>The unit went well. The students really enjoyed the How-To writing.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What are the different kinds of end marks?</i> • <i>Why are end marks important?</i> • <i>When are semicolons used?</i> • <i>When are colons used?</i> • <i>Where are quotation marks used?</i> • <i>When is underlining used?</i> • <i>Why are hyphens important in writing?</i> • <i>How are apostrophes important when writing?</i> • <i>What is the format for How-To Writing?</i> • <i>Why is it important to know how to organize How-To writing?</i> 	

Unit: <i>Capitalization and Cause and Effect Writing</i>	Time: <i>March-April 2020</i>	
Standards Taught		
<ul style="list-style-type: none"> • 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, include formatting (e.g. headings, etc.), graphics (e.g. charts, tables, etc), and multimedia when useful to aid comprehension. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?

<i>Students who needed additional help received extra one-to-one assistance, extra practice, and shortened assignments.</i>	<i>The classroom is set up with individual desks in rows. There are 5 rows of students in the classroom. Students are given opportunities to work together and move their desks in order to be able to work together. The environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer and Review Activities</i> • <i>Assignments coordinating with the day's lesson.</i> • <i>Assessments</i> • <i>Writing Activities, such as journals</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>The students need to be able to remember the basic sentences parts that have been taught so they can understand how to capitalize properly.</i>	<i>Capitalization Proper nouns Proper adjectives Titles</i>	<i>A grammar test to evaluate correct capitalization. A cause and effect paper that includes proper capitalization.</i>
Reflection: <i>The unit went extremely well! The students have been retaining all of the information quite well!</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What is the importance of capitalization?</i> • <i>What is a proper noun and how does it affect capitalization?</i> • <i>What are proper adjectives?</i> • <i>How do we capitalize titles of people, places, and things?</i> 	

Unit: <i>Speaking with Writing</i>	Time: <i>April-May 2020</i>
Standards Taught	
<ul style="list-style-type: none"> • 7.SL.1 Engage effectively in a range of collaborative discussions (one-to-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. • a. 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. • b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • c. 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. 	

- d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 7.SL.2 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.
- 7.SL.3 Delineate (break down) a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 7.SL.4 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.
- 7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 7.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate.

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Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic grammar skills are required for students to correctly write and present it with speaking activities.</i>	<i>Informal speaking Formal speaking Types of speeches Multimedia presentation</i>	<i>An impromptu speech, a debate speech, and a multimedia presentation were given. After each speech, a peer was to write 3 strengths and 1 area of need for a peer.</i>
Reflection: <i>This was a challenge for the end of the school year.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What is informal speaking?</i> • <i>What is formal speaking?</i> 	

	<ul style="list-style-type: none">• <i>Why do we need to know how to properly complete both types of speaking?</i>• <i>What are the different kinds of speeches?</i>• <i>What are the benefits of being able to give the different kinds of speeches?</i>• <i>What is the importance of giving a multimedia presentation?</i>• <i>How do we properly present in front of an audience?</i>
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