Seventh Grade students use the Springboard Program. The following sequence provides extra calendar time which allows teachers to innovate and differentiate to meet the needs of their students.

It is expected that all teachers use this document in conjunction with the Learning Sequence in Writing and that all students read the bolded texts throughout.

Additional resources are easily accessible through the Course Description in CPALMS.

Department of Teaching and Learning: English-Language Arts, Reading, and MTSS.

Sarah Adams Morton

2015-2016
Seventh Grade Language Arts Learning Sequence

District-Wide Goals

Writing: Design and implement a K-12 district-wide writing calendar. Identify mutually supportive standards that are emphasized in the content areas in order to support the writing plan.

Resource Alignment: Align resources within the core adopted Reading/Language Arts series to the writing calendar and use AVID strategies to build collaborative student-centered classrooms.

Standards Implementation: Use Professional Learning Communities to implement the writing calendar and incorporate effective student-centered teaching strategies.
# Grade 7 Curriculum Map

## Unit 1: The Choices We Make (September-October)

### Reading

**Goals:** To analyze genres and their organizational structures  
To examine the function of narrative elements  

**Genres:** poetry, a novel excerpt, an autobiography excerpt, a memoir excerpt, an essay, myths, a fable, film clips  

**Key Texts:** “The Road Not Taken,” “Choices,” excerpts from *Staying Fat for Sarah Byrnes*, *Dust Tracks in the Road*, and *Bad Boy*, “Why Couldn’t I Have Been Named Ashley?” “Phaethon,” “Daedalus and Icarus,” “Arachne,” Aesop’s “The Lion, the Fox, and the Stag,” film clips from *The Mighty*, “Raven and the Sources of Light”

### Embedded Assessments

1. Revising a Personal Narrative about Choice  
2. Creating an Illustrated Myth

### Essential Questions

How do authors use narrative elements to create a story?  
What are the elements of effective revision?

### Targeted Language Arts Florida Standards

- LAFS.7.RL.1.1, 1.2, 1.3, 2.4, 2.6, 4.10;  
- LAFS.7.RI.1.1, 1.2, 1.3, 2.5, 2.6, 4.10;  
- LAFS.7.W.1.2, 1.3, 2.4, 2.5, 3.7, 3.9, 4.10;  
- LAFS.7.SL.1.1, 1.2, 2.4, 2.5;  
- LAFS.7.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6

### Writing and Research

**Goals:** To apply techniques to create coherence and sentence variety in writing  
To apply revision techniques in preparing drafts for publication  

**Focus Area:** Narrative

### Language and Writer’s Craft

**Goals:** To apply techniques to create coherence and sentence variety in writing  
To apply revision techniques in preparing drafts for publication  

**Focus Areas:** verb tenses, coherence and sentence variety, analogies, coordinate adjectives, pronouns and antecedents

### Speaking and Listening

- Sharing and Responding in Writing Groups  
- Sharing and Discussing Textual Evidence  
- Collaborating to Analyze Text

### Vocabulary

**Academic:** effect, effective, consequences, coherence, internal coherence, external coherence, theme, objective, subjective  

**Literary:** genre, denotation, connotation, stanza, narrative, sensory details, figurative language, characterization, myth, plot, symbol, symbolism, objective camera angle,

### Additional Assessment Opportunities

**Narrative Writing Prompts:** Activities 1.6, 1.7, 1.13,  
**Citing Textual Evidence:** Activities 1.3, 1.4, 1.5, 1.6, 1.9, 1.11, 1.12, 1.13, 1.14, 1.18  
**Revision:** Activities 1.8, 1.9, 1.10  
**Researching a Phenomenon and Creating a Poster:** Activities 1.15, 1.17, 1.18  
**Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing  
**Unit Assessment:** online

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**Embedded Assessments**

1. Revising a Personal Narrative about Choice  
2. Creating an Illustrated Myth

**Essential Questions**

How do authors use narrative elements to create a story?  
What are the elements of effective revision?

**Targeted Language Arts Florida Standards**

- LAFS.7.RL.1.1, 1.2, 1.3, 2.4, 2.6, 4.10;  
- LAFS.7.RI.1.1, 1.2, 1.3, 2.5, 2.6, 4.10;  
- LAFS.7.W.1.2, 1.3, 2.4, 2.5, 3.7, 3.9, 4.10;  
- LAFS.7.SL.1.1, 1.2, 2.4, 2.5;  
- LAFS.7.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6

**Writing and Research**

**Goals:** To apply techniques to create coherence and sentence variety in writing  
To apply revision techniques in preparing drafts for publication  

**Focus Area:** Narrative

**Language and Writer’s Craft**

**Goals:** To apply techniques to create coherence and sentence variety in writing  
To apply revision techniques in preparing drafts for publication  

**Focus Areas:** verb tenses, coherence and sentence variety, analogies, coordinate adjectives, pronouns and antecedents

**Speaking and Listening**

- Sharing and Responding in Writing Groups  
- Sharing and Discussing Textual Evidence  
- Collaborating to Analyze Text

**Vocabulary**

**Academic:** effect, effective, consequences, coherence, internal coherence, external coherence, theme, objective, subjective  

**Literary:** genre, denotation, connotation, stanza, narrative, sensory details, figurative language, characterization, myth, plot, symbol, symbolism, objective camera angle,

**Additional Assessment Opportunities**

**Narrative Writing Prompts:** Activities 1.6, 1.7, 1.13,  
**Citing Textual Evidence:** Activities 1.3, 1.4, 1.5, 1.6, 1.9, 1.11, 1.12, 1.13, 1.14, 1.18  
**Revision:** Activities 1.8, 1.9, 1.10  
**Researching a Phenomenon and Creating a Poster:** Activities 1.15, 1.17, 1.18  
**Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing  
**Unit Assessment:** online

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Grade 7 Curriculum Map  
Unit 1: The Choices We Make (September-October)
# Grade 7 Curriculum Map

## Unit 2: What Influences My Choices? (Suggested Time: November-January)

### Goals:
- To understand how our lives are affected by media and advertising
- To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts

### Genres:
Informational texts, online texts, documentary film excerpts, news articles, essays, speeches

### Key Texts:
- “$211 Billion and So Much to Buy—American Youths, the New Big Spenders,” Facts About Marketing to Children,” excerpts from the documentary film *Consuming Kids: The Commercialization of Childhood*, “Marketing to kids gets more savvy with new technologies,” “America, The Not-So-Beautiful,” “Ain’t I a Woman?”

### Essential Questions
- What role does advertising play in the lives of youth?
- What makes an effective argument?

### Targeted Language Arts Florida Standards
- LAFS.7.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10
- LAFS.7.W.1.2, 2.4, 2.5, 3.7, 3.8, 3.9, 4.10
- LAFS.7.SL.1.1, 1.2, 2.6
- LAFS.7.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6

### Additional Assessment Opportunities
- Expository/Explanatory Writing Prompts: Activities 2.4, 2.5, 2.6, 2.8, 2.9, 2.10
- Argumentative Writing Prompts: Activities 2.14, 2.15, 2.16
- Citing Textual Evidence: Activities 2.3, 2.6, 2.8, 2.9, 2.12, 2.13, 2.14, 2.15
- Understanding Text Features: Activities 2.2, 2.3, 2.6, 2.7, 2.12, 2.14, 2.16
- Evaluating Sources: Activity 2.3, 2.6, 2.13
- Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
- Unit Assessment: online
Grade 7 Curriculum Map
Unit 3: Choices and Consequences (Suggested Time: February-March)

### Reading

**Goals:** To use textual evidence to support analysis and inferences
To evaluate, analyze, and synthesize a variety of informational texts

**Genres:** a novel, film clips, a news article, poetry, biography and autobiography excerpts, nonfiction text, speeches

**Key Texts:** *Tangerine*, “A stunning tale of escape traps its hero in replay” “To an Athlete Dying Young,” film clips from *Sandlot* and *Invictus*, Nobel Peace Prize Biography of Nelson Mandela, excerpt from *A Long Walk to Freedom*, “Invictus,” excerpts from *Playing the Enemy: Nelson Mandela and the Game that Made a Nation*, Nelson Mandela’s Nobel Prize Acceptance Speech, Speeches by Great Leaders

### Embedded Assessments

1: Writing a Literary Analysis Essay
2: Creating a Biographical Presentation

### Essential Questions

What is the relationship between choices and consequences?
What makes a great leader?

### Targeted Language Arts Florida Standards

- LAFS.7.RL.1.1, 1.2, 1.3, 2.4, 2.6, 4.10;
- LAFS.7.RI.1.1, 1.2, 1.3, 2.5, 2.6, 3.7, 3.9, 4.10;
- LAFS.7.W.1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 4.9, 4.10;
- LAFS.7.SL.1.1, 1.2, 1.3, 2.4, 2.5;
- LAFS.7.L.1.1, 1.3, 2.4, 2.5, 2.6

### Writing and Research

**Goals:** To write a literary analysis essay
To create and present a biographical research project

**Focus Areas:** Literary analysis; multimedia research presentation

### Language and Writer’s Craft

**Focus Areas:** subordinate clauses, coordinating conjunctions, active and passive voice, adjectival and prepositional phrases, correcting dangling and misplaced modifiers

### Speaking and Listening

Sharing and Responding in Writing Groups
Sharing and Discussing Textual Evidence
Collaborating for Discussions
Collaborating for Research
Collaborating to Present Information
Collaborating to Create Visuals
Viewing Diverse Media

### Additional Assessment Opportunities

- **Expository/Explanatory Writing Prompts:** Activities 3.4, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12
- **Citing Textual Evidence:** Activities 3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.17, 3.19, 3.20
- **Book Cover Design:** Activity 3.14
- **Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing
- **Unit Assessment:** online

### Vocabulary

**Academic:** prediction, inference

**Literary:** imagery, motif, setting, flashback, foreshadowing, point of view
Grade 7 Curriculum Map
Unit 4: How We Choose to Act (Suggested Time: April-May)

**Goals:** To increase textual analysis skills across genres

**Genres:** poetry, monologues, informational text, drama, film

**Key Texts:** “Stopping By Woods on a Snowy Evening,” “Mother to Son,” “It Happened in Montgomery,” clip from “Jerry Seinfeld: I’m Telling You for the Last Time,” “The Raven,” “Little Red Riding Hood and the Wolf,” “Casey at the Bat,” “Outlaws and Highwaymen,” “The Highwayman,” “We Wear the Mask,” excerpts from *Twelfth Night*, both drama and film

**Embedded Assessments**
1: Creating and Presenting a Monologue
2: Performing a Shakespearean Dialogue

**Essential Questions**
How do writers and speakers use language for effect?
How do performers communicate meaning to an audience?

**Targeted Language Arts Florida Standards**
- LAFS.7.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10
- LAFS.7.RI.1.2, 3.4, 4.10
- LAFS.7.W.1.2, 1.3, 2.4, 2.5, 3.9, 4.10
- LAFS.7.SL.1.1, 1.2, 2.4, 2.5, 2.6
- LAFS.7.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6

**Vocabulary**
**Academic:** precise, structure, modify, romantic, realistic, improvise, diagram

**Literary:** persona, oral interpretation, rhyme, alliteration, assonance, consonance, monologue, pantomime, syntax, poetic devices, internal rhyme, parody, vocal delivery, visual delivery, dialogue, stage directions

**Additional Assessment Opportunities**

**Writing and Research**

**Focus Areas:** Narrative and Creative Writing

**Language and Writer’s Craft**

**Focus Areas:** varying syntax for effect, correcting dangling and misplaced modifiers

**Speaking and Listening**

**Goals:** To strengthen verbal and nonverbal communication skills
To improve oral fluency and presentation skills
To collaborate on a Shakespearean production

**Creative Writing Prompts:** Activities 4.3, 4.6, 4.8
**Citing Textual Evidence:** Activities 4.2, 4.4, 4.6, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
**Creating Visuals:** Activities 4.10, 4.11
**Performance/Presentation:** Activities 4.4, 4.6, 4.7, 4.13, 4.14
**Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing
**Unit Assessment:** online