



GRADE 7: SCOPE & SEQUENCE ~ College Board, *SpringBoard*
2017-2018

<i>SpringBoard</i> UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	Pre-AP/College Readiness Skills
Unit 1 <i>The Choices We Make</i>	Students will explore the art of storytelling as readers and writers. They encounter contemporary and classic stories about choices and consequences, and they write about their own real and imagined experiences. Students think figuratively and creatively, and they learn to appreciate the writer’s craft through their study and practice. Through attentive study of a published author’s style and craft, students are encouraged to emulate the writing style and techniques in the original narratives and myths they will write.	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.10	RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 RI.7.10	W.7.2 W.7.3 W.7.4 W.7.5 W.7.7 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.4 SL.7.5	L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	<ul style="list-style-type: none"> Analyzing literature using the language of literary analysis Making careful observations of textual detail Reading widely from fiction and non-fiction Creating reflective writing Using strategies to revise the content and organization of a text
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 7, Unit 1 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 7, Unit 1				Essential Questions: How do authors use narrative elements to create a story? What are the elements of effective revision?		
Unit 2 <i>What Influences My Choices?</i>	This unit shifts from the art of storytelling to the craft of informing, explaining, and convincing. Students learn to generate ideas through close reading, purposeful research, and productive collaboration. After learning how to write effective expository texts, students build on this knowledge to create convincing argumentative texts on relevant and engaging topics that focus on the issue of targeted marketing of products to youths.		RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9 RI.7.10	W.7.2 W.7.4 W.7.5 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.6	L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	<ul style="list-style-type: none"> Analyzing the connection between content, purpose, and audience Analyzing and interpreting samples of good writing Identifying and explaining an author’s use of rhetorical strategies and techniques Creating and sustaining an argument based on readings, research, and/or personal experience Producing effective expository compositions
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 7, Unit 2 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 7, Unit 2				Essential Questions: What role does advertising play in the lives of youth? What makes an effective argument?		

<i>SpringBoard</i> UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	Pre-AP/College Readiness Skills
Unit 3 <i>Choices and Consequences</i>	This unit explores the idea of choices and consequences through a novel, <i>Tangerine</i> , that focuses on one young man’s emerging realizations about himself, his family, and the society he lives in. In this unit, students interpret, analyze, and evaluate a novel in terms of point of view, character, structure, and other key literary elements that create a unique text. Students analyze the choices made by the characters in the novel and relate the concept of choices and consequences to their own lives and the lives of prominent leaders whose choices have made positive impacts on society and the world.	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.10	RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.6 RI.7.7 RI.7.9 RI.7.10	W.7.2 W.7.3 W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.3 SL.7.4 SL.7.5	L.7.1 L.7.3 L.7.4 L.7.5 L.7.6	<ul style="list-style-type: none"> Using AP strategies and close reading to analyze how a literary text conveys meaning Analyzing literature using the language of literary analysis Writing a literary-response essay that discusses the effects of literary elements and uses textual evidence to support analysis Paying conscious attention to strategies for revising the content and organization of an essay Synthesizing information from a variety of genres
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 7, Unit 3 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 7, Unit 3				Essential Question: What is the relationship between choices and consequences? What makes a great leader?		
Unit 4 <i>How We Choose to Act</i>	In this unit, students explore a range of contemporary and classic poems, monologues, and dialogues to refine their understanding of how writers use language for effect. Students learn how to take their understanding of the written word and express meaning through vocal and visual delivery. Students have worked on collaboration skills all year, and in this unit they will collaborate to perform an original monologue as well as selected scenes from the comedy <i>Twelfth Night</i> by William Shakespeare.	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.5 RL.7.6 RL.7.7 RL.7.9 RL.7.10	RI.7.2 RI.7.4 RI.7.10	W.7.2 W.7.3 W.7.4 W.7.5 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6	L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	<ul style="list-style-type: none"> Analyzing literary texts using the language of literary analysis Analyzing the connection between content, purpose, and audience Making meaning of a wide variety of texts of literary merit Writing responses to literary texts that discuss the effects of literary elements and using textual evidence to support analysis Writing for a variety of purposes
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 7, Unit 4 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 7, Unit 4				Essential Question: How do writers and speakers use language for effect? How do performers communicate meaning to an audience?		

GRADE 7: ELA Assessment Overview 2017-18

Name of Assessment	Time Frame	Assessed Standards
District Interim #1	October 2-13 th	Standards: RL.1, RL.2, RL.3, RL.4 L1, L2, L4, L5, W3,W7
District Interim #2	January 22 nd - February 2 nd	Standards: RI.1, RI.2, RI.4, RI.6, RI.9 L1, L2, L4, W9
SBAC Testing Window	April 16 th – June 1 st	ALL

Additional Assessment Opportunities

Unit 1: The Choices We Make	<p>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</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Revising a Personal Narrative about Choice 2. Creating an Illustrated Myth
Unit 2: What Influences My Choices?	<p>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</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Writing an Expository Essay and Participating in a Collaborative Discussion 2. Writing an Argumentative Essay
Unit 3: Choices and Consequences	<p>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</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Writing a Literary Analysis Essay 2. Creating a Biographical Presentation
Unit 4: How We Choose to Act	<p>Analytical Writing Prompts: Activities 4.2, 4.5 Expository Writing Prompt: Activity 4.14 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</p>	<p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Creating and Presenting a Monologue 2. Performing a Shakespearean Dialogue

