



# 7<sup>th</sup> Grade English Language Arts ADV

## 7<sup>th</sup> Grade Language Arts Adv – Year at a Glance

Course # 1001050, #1001055

**A Note to Parents:** State standards require your student’s language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, and cultural spectrum. Students are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher’s goal is to create a safe learning environment for all students while actively engaging them in every aspect of literacy.

**Please note the units of study listed below indicate the course sequence. Instructional pacing may vary.**

### Course Description

The purpose of this course is to provide grade 7 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**General Notes:** The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
  - analysis of literature and informational texts from varied literary periods to examine:
    - text craft and structure
    - elements of literature
    - arguments and claims supported by textual evidence
    - power and impact of language
    - influence of history, culture, and setting on language
    - personal critical and aesthetic response
  - writing for varied purposes
    - developing and supporting argumentative claims
    - crafting coherent, supported informative/expository texts
    - responding to literature for personal and analytical purposes
    - writing narratives to develop real or imagined events
    - writing to sources (short and longer research) using text-based claims and evidence
  - effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Cambridge Pre-AICE Program Note:** The Cambridge Pre-AICE is a prestigious college preparatory program. It is designed for advanced students with a commitment to excellence, and provides a more rigorous, faster-paced instruction in the core subjects of math, science, and language arts. Advanced students can obtain high school credits toward acceleration in the subjects of Geometry, Algebra, Physical Science, Spanish and Emerging Technology.

### CPALM Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Language Arts 2 Advanced: <https://www.cpalms.org/PreviewCourse/Preview/4952>

M/J English 2 Cambridge Lower Secondary: <https://www.cpalms.org/PreviewCourse/Preview/7412>

	Unit of Study	Sample Texts
<b>Quarter 1</b> Aug 10 – Oct 12	<b><i>Everyone Loves a Mystery:</i></b> What attracts us to the mysterious?	<ul style="list-style-type: none"> <li>• The Tell-Tale Heart (Fiction)</li> <li>• Monster (Fiction/Drama)</li> <li>• Let 'Em Play God (Informational Text)</li> <li>• Sympathy (Poetry)</li> <li>• Ten Days in a Mad-House (Chapter IV) (Informational Text)</li> <li>• The Lottery (Fiction)</li> <li>• The Graveyard Book (Fiction)</li> <li>• The Conjure-Man Dies: A Mystery Tale of Dark Harlem (Fiction)</li> <li>• The Monkey's Paw (Fiction)</li> <li>• Phineas Gage: A Gruesome but True Story About Brain Science (Informational Text)</li> <li>• The Gift of the Magi (Fiction)</li> </ul>
<b>Quarter 2</b> Oct 13 – Dec 22	<b><i>Past and Present:</i></b> What makes you, you?  <b><i>Novel Unit:</i></b> <b><i>The Outsiders (Fiction)</i></b>	<ul style="list-style-type: none"> <li>• I'm Nobody! Who are you? (Poetry)</li> <li>• Commencement Address to the Santa Fe Indian School (Argumentative Text)</li> <li>• Curtain Call (Informational Text)</li> <li>• So where are you from? (Informational Text)</li> <li>• Slam, Dunk, &amp; Hook (Poetry)</li> <li>• Abuela Invents the Zero (Fiction)</li> <li>• Inside Out and Back Again (Fiction)</li> <li>• Theories of Time and Space (Poetry)</li> <li>• The Road Not Taken (Poetry)</li> <li>• The House on Mango Street (Fiction)</li> </ul>
<b>Quarter 3</b> Jan 11 – Mar 11	<b><i>No Risk, No Reward:</i></b> Why do we take chances?	<ul style="list-style-type: none"> <li>• The Vanishing Island (Informational Text)</li> <li>• A Night to Remember (Informational Text)</li> <li>• Address to the Nation on the Explosion of the Space Shuttle Challenger (Argumentative Text)</li> <li>• A Kenyan Teen's Discovery: Let There Be Lights to Save Lions (Informational Text)</li> <li>• Mother to Son (Poetry)</li> <li>• Learning to Read (Poetry)</li> <li>• Narrative of the Life of Frederick Douglass, an American Slave (Informational Text)</li> <li>• The Day I Saved a Life (Informational Text)</li> <li>• The Call of the Wild (Fiction)</li> <li>• Cocoon (Poetry)</li> <li>• The Invisible One (Fiction)</li> </ul>
<b>Quarter 4</b> Mar 22 – May 27	<b><i>Hear Me Out:</i></b> How do you choose the right words?  <b><i>Novel Unit:</i></b> <b><i>The Hobbit (Fiction)</i></b>	<ul style="list-style-type: none"> <li>• HUG (Fiction)</li> <li>• Gaming Communities (Informational Text)</li> <li>• Denee Benton: Broadway Princess (Informational Text)</li> <li>• Cover Letter to LucasArts (Informational Text)</li> <li>• On Virtue (Poetry)</li> <li>• Speech to the Ohio Women's Conference: Ain't I a</li> </ul>

		Woman? (Argumentative Text) <ul style="list-style-type: none"> <li>• Across Five Aprils (Fiction)</li> <li>• To America (Poetry)</li> <li>• Letters of a Civil War Nurse (Informational Text)</li> <li>• Gettysburg Address (Argumentative Text)</li> <li>• The Adventures of Tom Sawyer (Chapter Two) (Fiction)</li> <li>• Blind (Fiction)</li> </ul>
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**Course Resources**

**Core Textbook:**

Florida Studysync 8 (McGraw Hill)- students log in through <https://my.sarasotacountyschools.net/>

**Other Resources:**

i-Ready-students log in through <https://launchpad.classlink.com/sarasota>

Florida Assessment of Student Thinking (FAST) Portal <https://flfast.org/>

FAST Overview: <https://flfast.org/-/media/project/client-portals/florida-fast/pdf/fast-facts.pdf>

For additional supplemental resources, please see your child's syllabus.