

7th Grade LA Overview

Quarter 1

Benchmark	Accelerated	Mentor Activities and Texts	Student Use Texts
Introduction to Writing Studio ** See first 17 days of writing studio for more details	Introduction to Writing Studio ** See first 17 days of writing studio for more details		
ARGUMENT WRITING (NON-FICTION) - Students will read informative texts about health/fitness/wellness to gather information from both sides of the issue. - Claim is prompted for all (Argue whether general health/wellness policies in schools, towns, etc. are necessary or not). - Direct quotes are expected with proper in-text citations. - R- to be determined based on claim - A- to be determined based on claim - F- to be determined based on claim - T- health/fitness/wellness policies	ARGUMENT WRITING (NON-FICTION) - Students will read informative texts about health/fitness/wellness to gather information from both sides of the issue. Students may also read about advertising and media. - Claim is guided but not prompted (Argue whether general health/wellness policies in schools, towns, etc. are necessary or not). - Direct quotes are expected with proper in-text citations. - R- to be determined based on claim - A- to be determined based on claim - F- to be determined based on claim - T- health/fitness/wellness policies	Use sample argument essays to trace and evaluate the argument and claims to assess reasoning and evidence using argumentative mentor text. Use sample argument essays to model multiple stages of the writing process, from researching to publishing. http://www.slate.com/articles/business/moneybox/2013/07/abolish_tipping_it_s_bad_for_servers_customers_and_restaurants.html	http://teamnutrition.usda.gov/healthy/wellnesspolicy.html http://www.schoolwellnesspolicies.org/ http://www.cdc.gov/healthyyouth/npa/wellness.htm http://michaelpollan.com/ http://www.cdc.gov/obesity/childhood/index.html http://www.timeforkids.com/news-archive/health http://www.timeforkids.com/news/get-your-healthy-lunches/92646 http://www.timeforkids.com/news/so-long-sweets/95126 http://www.timeforkids.com/news/big-drinks-are-back/84276 http://www.timeforkids.com/news/healthier-happy-meal/58966 http://www.timeforkids.com/news/goodbye-big-drinks/46886

			http://www.timeforkids.com/news/first-lady-fights-fat-kids/11886 http://www.timeforkids.com/news/get-and-move/11636 http://www.timeforkids.com/news/not-enough-exercise/22486 http://www.timeforkids.com/news/healthier-happy-meal/6846 http://www.timeforkids.com/news/hot-potato-issue/16206 http://www.timeforkids.com/news/bye-bye-junk-food/40966 http://usatoday30.usatoday.com/yourlife/food/diet-nutrition/2010-12-02-school-vending-machines_N.htm http://htekidsnews.com/whats-on-your-plate/ http://htekidsnews.com/nutrition-bill/ http://www.washingtonpost.com/national/health-science/adding-exercise-to-a-diet-plan-may-not-help-obese-kids-lose-weight/2013/06/24/94898772-da74-11e2-9df4-895344c13c30_story.html
			Call #s 613, 150

Benchmark	Accelerated	Mentor Activities and Texts	Student Use Texts
INFORMATIVE WRITING (TEXT STRUCTURE HANDBOOK)	INFORMATIVE WRITING (TEXT STRUCTURE HANDBOOK)		
INFORMATIVE WRITING (CAUSE & EFFECT) - Students will select a topic from their writing territories and will gather information. - As students gather information, they will meet in invitational groups with the teacher to determine the role, audience, and format they will use. - Final piece will be between 3-5 paragraphs. - R- TBD in invitational group - A- TBD in invitational group - F- TBD in invitational group - T- student choice	INFORMATIVE WRITING (CAUSE & EFFECT) - Students will select a topic from their writing territories and will gather information. - As students gather information, they will meet in invitational groups with the teacher to determine the role, audience, and format they will use. - Final piece will be between 3-5 paragraphs. - R- TBD in invitational group - A- TBD in invitational group - F- TBD in invitational group - T- student choice		
INFORMATIVE WRITING (COMPARE/CONTRAST) - Students will select a topic from their writing territories and will gather information. - As students gather information, they will meet in invitational groups with the teacher to determine the role, audience, and format they will use. - Final piece will be between 4-6 paragraphs. - R- TBD in invitational group - A- TBD in invitational group - F- TBD in invitational group - T- student choice	INFORMATIVE WRITING (PROBLEM/SOLUTION) - Students will select a topic from their writing territories and will gather information. - As students gather information, they will meet in invitational groups with the teacher to determine the role, audience, and format they will use. - Final piece will be between 3-5 paragraphs. - R- TBD in invitational group - A- TBD in invitational group - F- TBD in invitational group - T- student choice		

	INFORMATIVE WRITING (COMPARE/CONTRAST) <ul style="list-style-type: none"> - Students will select a topic from their writing territories and will gather information. - As students gather information, they will meet in invitational groups with the teacher to determine the role, audience, and format they will use. - Final piece will be between 4-6 paragraphs. - R- TBD in invitational group - A- TBD in invitational group - F- TBD in invitational group - T- student choice 		
--	---	--	--

Quarter 3

Benchmark	Accelerated	Mentor Activities and Texts	Student Use Texts
INFORMATIVE WRITING (DESCRIPTIVE) <ul style="list-style-type: none"> - Students will select a topic from their writing territories and will gather information. - As students gather information, they will meet in invitational groups with the teacher to determine the role, audience, and format they will use. - Final piece will be between 3-5 paragraphs. - R- TBD in invitational group - A- TBD in invitational group - F- TBD in invitational group - T- student choice 			

<p>ARGUMENT WRITING (LITERATURE)</p> <ul style="list-style-type: none"> - Connect to a book student is using in reading or short stories if novels aren't being used in reading class - Claim is prompted for all (Choose a character from the novel who displays admirable qualities, and argue why he/she is a good role model.) - Direct quotes are expected with proper in-text citations. - Final editorial will be posted online with links to internet sources. - R- Journalist for a student magazine - A- middle school teachers and students - F-2-3 page editorial - T- a grade-level appropriate novel 	<p>ARGUMENT WRITING (LITERATURE)</p> <ul style="list-style-type: none"> - Connect to a banned book - Claim is open for ORE students and prompted for others (Argue that humankind is or is not inherently cruel.) - All students have secondary claim as well (Argue why this book should or should not be banned from a public middle school library.) - Direct quotes and paraphrases are expected with proper in-text citations. - Final editorial will be posted online with links to internet sources. - R- Journalist for news magazine - A- educated, well-read adults - F- 3-6 page editorial in 4 parts (primary claim, secondary claim, social/political context of novel, should it be banned?) with associated images and a works cited page - T-a banned book 		<ul style="list-style-type: none"> - Benchmark students will use the novel they read for their reading literature circles. - Accelerated students will use a book from the challenged book list. They will also find their own resources (print and electronic) about the social, political, and historical context of their book. <p>Banned book list</p> <ul style="list-style-type: none"> - The Adventures of Tom Sawyer (Twain) - Speak (Anderson) - Fahrenheit 451 (Bradbury) - Lord of the Flies (Golding) - The Chocolate War (Cormier) - A Separate Peace (Knowles) - To Kill a Mockingbird (Lee) - Call of the Wild (London) - The Crucible (Miller) - The Lord of the Rings: The Fellowship of the Rings (Tolkien) - The Golden Compass (Pullman) - The Adventures of Huckleberry Finn (Twain)
<p>INFORMATIVE AND ARGUMENT WRITING (PODCAST)</p> <ul style="list-style-type: none"> - Groups of 2 selected based on topics - Research and drafting will be done individually by each student on 2 segments (informative and argument); research will be from a minimum of 3 sources, at least 1 online and at least 1 print - Groups will determine which segments to include in final broadcast and will refine these segments 	<p>NARRATIVE, INFORMATIVE, AND ARGUMENT WRITING (PODCAST)</p> <ul style="list-style-type: none"> - Groups of 3 selected based on topics - Research and drafting will be done individually by each student on 2 segments (narrative biography and informative) - Each student will choose a topic and a minimum of 2 resources for argument segment before group chooses 1 subtopic for Switzerland groups (which will be scripted into a 		<ul style="list-style-type: none"> - Students will find their own resources (print and electronic) for this unit.

<ul style="list-style-type: none"> - Each member will deliver one segment for final broadcast - Bibliography and scripts will be submitted. - R- commentator - A- general public - F- short 3-8 minute broadcast - T- varies 	<ul style="list-style-type: none"> debate) - Research will be from a minimum of 4 sources (including 2 sources for argument), at least 1 online and at least 1 print - Groups will determine which segments to include in final broadcast and will refine these segments - Each member will deliver one segment for final broadcast - Bibliography and scripts will be submitted. - R- commentator - A- general public - F- short 4-8 minute broadcast - T- varies 		
--	---	--	--

Quarter 4

Benchmark	Accelerated	Mentor Activities and Texts	Student Use Texts
NARRATIVE WRITING (RESEARCHED NARRATIVE) <ul style="list-style-type: none"> - Topic selected from list - Research (on guided notes) is from 3+ sources, at least 1 online and at least 1 print - Final product is 3-6 page narrative with “cover” illustration - Bibliography and guided notes are attached. - Final editorial will be posted online with links to internet sources. - R- historical fiction author - A- 6th-8th grade students - F- 3-6 page short story - T- any narrative that connects clearly to your chosen historical area of study 	NARRATIVE WRITING (RESEARCHED NARRATIVE) <ul style="list-style-type: none"> - Topic is student-selected - Research is from 6+ sources, at least 1 online, at least 1 print, and at least 1 audio/video source - Final product is 5+ page narrative with “cover” illustration, “for more information” section (annotated bibliography), and “fact vs. fiction” section - Final editorial will be posted online with links to internet sources. - R- historical fiction author - A- 6th-8th grade students - F- 5+ page short story with a section describing what is true and what is 		<ul style="list-style-type: none"> - Students will find their own resources (print and electronic) for this unit.

	made up after the story and an annotated bibliography - T- any narrative that connects clearly to your chosen historical area of study		
--	---	--	--

Quarter 1 Argument Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Self	Advertising Executive	Defense Statement	Health/fitness/wellness
Journalist/news reporter	Parents	Appeal speech	
Student council member	Citizens in community	Blog entry	
Citizen in community	General population	Petition	
Class president	Magazine readers	Proposal	
Doctor	Middle school students	Editorial	
Advertising Executive	Principal or other administrators	Complaint letter	
	School board		

Quarter 2 Descriptive Informative Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Car dealer	A particular company/business	Announcements	
CEO of company	Car owners	Biographical sketches	
Citizen in community	Citizens in community	Blog entry	
Class president	General population	Breaking News report	
Doctor	Magazine readers	Brochure	
Employee	Middle school students	Employee manual	
Fire fighter	Musician	Encyclopedia entries	
Homeless person	New students	Eulogy	
Journalist/news reporter	Newspaper columnist	Exposé/cover story	
Magazine editor	Parents	Fact Sheets	
Parent	President	Frequently asked questions	
Police officer	Principal or other administrators	Historical accounts	
Public official	Professional athlete	Journal entry	
Restaurant owner	School board	letter (application cover)	
School counselor	Students in the grade below yours	Letter (recommendation)	
School librarian	Teachers at school	Memo	
Scientist	TV audience	Museum guide	
Self		Newspaper/Magazine article	
Sports coach		Obituary	
Student council member		Owner's manual	
Town mayor		Paraphrases	
Witness (expert)		Photo essay	
		PSA	
		Summaries	
		Testimony	
		Travel guide	
		Travelog	
		Undercover report	

Quarter 2 Chronological Informative Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
CEO of company	A particular company/business	Advice column	
Characters from a story	Car owners	Announcements	
Class president	Citizens in community	Biographical sketches	
Doctor	General population	Blog entry	
Fire fighter	Magazine readers	Breaking News report	
Historian	Middle school students	Brochure	
Journalist/news reporter	Musician	Business plan	
Magazine editor	New students	Commercial	
Parent	Newspaper columnist	Consumer guide or report	
Police officer	Parents	Employee manual	
Public official	President	Encyclopedia entries	
Restaurant owner	Principal or other administrators	Environmental impact reports	
School counselor	Professional athlete	Exposé/cover story	
School librarian	School board	Journal entry	
Self	Teachers at school	Obituary	
Sports coach	TV audience	Proposal	
Student council member		Timeline	
Town mayor			

Quarter 2 Compare/Contrast Informative Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Car dealer	A particular company/business	Brochure	
CEO of company	Car owners	Commercial	
Citizen in community	Citizens in community	Encyclopedia entries	
Class president	General population	Exposé/cover story	
Doctor	Magazine readers	Historical accounts	
Employee	Middle school students	Internal memo	
Journalist/news reporter	Musician	Journal entry	
Magazine editor	New students	letter (application cover)	
Parent	Newspaper columnist	Letter (resignation)	
Police officer	Parents	Monologue	
Public official	President	Panel discussion	
Restaurant owner	Principal or other administrators	Public notices	
School counselor	Professional athlete	Recipe	
School librarian	School board	Speech	
Scientist	Students in the grade below yours	Testimony	
Self	Teachers at school	Travel guide	
Sports coach	TV audience	Undercover report	
Student council member			
Town mayor			

Quarter 2 Problem/Solution Informative Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Car dealer	A particular company/business	Advice column	
CEO of company	Car owners	Announcements	
Citizen in community	Citizens in community	Business plan	
Class president	General population	Directions/how-to	
Doctor	Magazine readers	Employee manual	
Employee	Middle school students	Environmental impact reports	
Fire fighter	Musician	Fact Sheets	
Journalist/news reporter	New students	Frequently asked questions	
Magazine editor	Newspaper columnist	Internal memo	
Parent	Parents	Museum guide	
Police officer	President	Newspaper article	
Public official	Principal or other administrators	Owner's manual	
Restaurant owner	Professional athlete	Testimony	
School counselor	School board	Travel guide	
School librarian	Students in the grade below yours	Undercover report	
Scientist	Teachers at school		
Self	TV audience		
Sports coach			
Student council member			
Town mayor			

Quarter 2 Cause and Effect Informative Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Car dealer	A particular company/business	Breaking News report	
CEO of company	Car owners	Brochure	
Citizen in community	Citizens in community	Business plan	
Doctor	General population	Commercial	
Employee	Magazine readers	Directions/how-to	
Fire fighter	Middle school students	Fact Sheets	
Homeless person	Musician	Frequently asked questions	
Journalist/news reporter	New students	Journal entry	
Parent	Newspaper columnist	Newspaper/Magazine article	
Public official	Parents	Photo essay	
Restaurant owner	President	PSA	
School counselor	Principal or other administrators	Recipe	
Scientist	Professional athlete	Travel guide	
Self	School board	Travelog	
Sports coach	Students in the grade below yours	Undercover report	
Student council member	Teachers at school		
Town mayor	TV audience		

Quarter 3 Argument Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Journalist for student magazine	Middle school teachers/students	Editorial	Novel- character who is a role model
Journalist for news magazine	Educated, well-read adults		Challenged book- should it be banned? Inherent cruelty of humans

Quarter 3 Informative/Argument Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Commentator	General public	Filmed broadcast with lead story and editorial segments	
		Filmed broadcast with lead story, narrative biography, and editorial segments	

Quarter 4 Narrative Writing RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Historical Fiction author	6 th -8 th grade students	Short story	Historical time period
		Short story with fact/fiction section and annotated bibliography	