


SCOPE & SEQUENCE
GR. 7 - LANGUAGE ARTS

Student Task

GRADE 7: English Language Arts

TASK: Vocabulary Development Web

PRODUCTIVITY TOOL: Mind Mapping Tool

TIMELINE: 1 Class






LEVEL OF DIFFICULTY: ☺ Easy

Using concept mapping software, students will brainstorm a list of words in a variety of categories in order to enhance vocabulary development in their writing.

For example,

The girl went to Edmonton.

First brainstorm methods of transportation:

-  by car
-  by bus
-  by plane
-  by foot
-  etc.

Then brainstorm words to describe that method of transportation.

By Foot

-  walked
-  ran
-  ambled
-  raced
-  dawdled
-  dragged her heels
-  skipped
-  jogged
-  etc.

Based on the classroom experience, the student will create his/her own sentence and vocabulary development web, then trade web ideas with a partner for peer suggestions and editing.



ICT Outcomes

The learner will:

- C1** 3.5 analyze and synthesize information to create a product
- C5** 3.2 use networks to brainstorm, plan and share ideas with group members
- C6** 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action
- C7** 3.2 make connections among related, organized data, and assemble various pieces into a unified message
- F1** 3.1 demonstrate an understanding that information can be transmitted through a variety of media
 - 3.3 apply terminology appropriate to the technology being used at this division level
- F4** 3.1 identify aspects of style in a presentation
- P1** 3.4 use appropriate communication technology to elicit feedback from others
- P4** 3.3 emphasize information, using placement and colour






Curriculum Outcomes


GRADE 7: English Language Arts

TASK: Vocabulary Development Web


GO 1.1 Discover and Explore, Bullet 6

-  use appropriate terminology to discuss developing abilities in personal language learning and use


GO 1.2 Clarify and Extend, Bullet 3

-  talk with others to elaborate ideas, and ask specific questions to seek helpful feedback




GO 2.1, Strategies and Cues, Bullet 4

-  use concept mapping and mental rehearsal to remember main ideas and relevant details




GO 3.4 Create Original Text, Bullet 1

-  choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts


GO 3.3 Organize, Record and Evaluate, Bullets 1, 2 and 3

-  organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose
-  produce oral, print and other media texts with well-developed and well-linked ideas and sections
-  make notes, using headings and subheadings or graphic organizers appropriate to a topic


GO 4.1 Enhance and Improve, Bullets 4, 6 and 7

-  revise to eliminate unnecessary repetition of words and ideas
-  choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
-  identify how the format of documents enhances the presentation of content


GO 4.2 Attend to Conventions, Bullet 5

-  use reference materials to confirm spellings and to solve spelling problems when editing and proofreading

GO 4.3 Present and Share, Bullet 1

-  present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions

GO 5.2 Work Within a Group, Bullet 1

-  contribute collaboratively in group situations, by asking questions and building on the ideas of others

