**MS Scope and Sequence**

**Course Overview: 7th Grade ELA**

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| **Teacher: Anderson/Gooden** **Year: 2020-2021**  |
| **Course Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** A sophisticated reader gets beyond plot to think about deeper themes and an author’s craft (It’s not what a text is about, it’s how it’s about it)
* A convincing analytical writer makes a clear argumentative claim, backs it up with evidence, and organizes their work for maximum clarity
* A compelling creative writer uses literary techniques, vivid description, and an organized sequences of events to tell a story
 | **Course Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * Analytical Writing: Which writing tools are most effective for persuading someone to agree with our ideas?
* Narrative Writing: How can we mix an author’s ideas with our creativity to create something new?
* Core Reading: Which has a greater effect on our lives: our choices, or forces outside our control (destiny, laws, luck, etc.)?
* Independent Reading: What kinds of books bring me the most joy and expand my understanding of the world most significantly?
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| **Course Mission Statement/North Star:**By the end of this course, students will independently be able to * find and tackle books that are useful or enriching to their lives
* determine the type of writing necessary to a task at hand and draw upon their writing experiences in this course to know which writer’s tools will construct the best piece
 | **Priority Instructional Content Recommendations** * Provide sequences of questions that engage students deeply with the text and build understanding.
* Encourage students to cite specific text evidence (quotes and examples) when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener and constructively evaluating others’ use of evidence.
* Use text-based questions and tasks to focus on academic and domain-specific words that merit more attention (e.g., critical for understanding the text, part of large word families).
* Encourage the use of the targeted words from the anchor text throughout discussions and writing assignments.
* Regularly—and daily if possible—choose one complex and compelling sentence from the anchor text to deconstruct and reconstruct with students
* Design daily opportunities for students to process and extend their learning through collaborative, small-group or partner text-based discussions
* Include writing assignments connected to the literary texts students are reading that target perspective-taking and exploring the emotions and motivations of characters as an onramp to self-exploration and reflection.
* Choose content-rich texts to build students’ knowledge and maximize their breadth of exposure to academic vocabulary.
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**Pacing Guide – Purpose: Purposefully plan & pace toward course north star/mission**

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| **Unit #** | **Content** | **Major Writing Assignment** | **Major Deeper Learning Project** | **Approx. Length** |
| 1 | Summer Reading Debrief | PROCESS WRITING: Revise and create final draft of summer reading analytical | First seminar of 7th grade | 2 weeks |
| 2 | *La Linea* and Border Crossings | NARRATIVE WRITING: Switched Perspective Chapter | Multimedia group presentation | 7 weeks |
| 3 | *Witness* and Witnessing History | ANALYTICAL WRITING: Compare / contrast two characters’ values | Oral history witness project | 7 weeks |
| 4 | *The House on Mango Street* and Finding Your Voice | NARRATIVE WRITING: Memoir portfolio | Creative Writing Portfolios | 6 weeks |
| 5 | Nonfiction Reading Groups - Diving Deeper | ANALYTICAL WRITING:  | Student-led Seminars | 5 weeks |
| 6 | *Romeo and Juliet -* Choice or Destiny? | ANALYTICAL WRITING: Film Analysis Essay | Choice vs. Destiny Debate | 8 weeks |
|  |  |  |  | TOTAL: 35 weeks planned content + 3 weeks for flexibility |

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| **Unit 1 / Summer Reading Debrief** | **Duration: 2 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Being a part of a community of learners means agreeing on what norms and values will set us up for success, and sticking to them
* Good writing always requires revising
* To do well in an academic discussion, we must prepare, use evidence, and listen to others
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * How does someone get onto their “next track”?
* What steps and strategies in the revision process can strengthen a piece of writing?
* What do I have to do to be a part of a great academic discussion?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL1: Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
* WRITING:
	+ W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
* SPEAKING/LISTENING:
	+ SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and clearly expressing their own.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)** Understanding (and having a voice in!) the norms, expectations, and values that create a positive community of learners in ELA class
* Revising writing to strengthen it
* Preparing for a seminar, using evidence to back up ideas, and responding thoughtfully to those presented by others
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| **Unit 2 / *La Linea* and Border Crossings** | **Duration: 7 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Analytical Writing: Structure and essential components of an analytical paragraph
* Narrative Writing: how to take on another perspective
* Core reading: Annotation; character development
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * What could we change at the U.S./Mexico border so that kids who cross over are safe?
* How do you organize information in analytical writing to convince your reader to agree with your main idea?
* How can our writing show another person’s perspective?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL1: Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
	+ RL3: Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot)
	+ RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
* WRITING:
	+ W1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	+ W3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
* SPEAKING/LISTENING:
	+ SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation.
* READING INFORMATIONAL:
	+ Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Write a well-organized analytical paragraph about *La Linea* that presents a claim, supports with evidence, sets up evidence with context, and analyzes the evidence
* Write a chapter from *La Linea* from a different character’s perspective, including clearly establishing that character’s way of seeing things
* Present a multimedia presentation identifying one reason border crossings are dangerous for kids and their idea for how it could be made safer for them
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| **Unit 3 / *Witness* and Witnessing History** | **Duration: 7 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** People who witness history bring their own perspectives, concerns, and experiences to the event
* Individual decisions can shape a community and steer it in positive or negative directions
* There are helpful formulas to remember for how to assemble a persuasive compare/contrast essay
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * How do our perspectives affect the way we witness history?
* How can we break something complicated (like writing an essay) into smaller pieces so we can take it one step at a time?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.
	+ RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	+ RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
* WRITING:
	+ W1d: Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	+ W3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
* SPEAKING/LISTENING:
	+ SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Write an essay comparing and contrasting the values of two characters from the text
* Interview a person from their community about witnessing a moment in history, and present that person’s perspective using a medium of the student’s choice
* Hold seminars featuring close readings of texts and building on each others’ points
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| **Unit 4 / *The House on Mango Street* and Finding Your Voice** | **Duration: 6 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Figurative language, sensory details, and “show, don’t tell” can make a text engaging and help the reader imagine they are there
* Good narrative writing is organized using logical paragraphs, transitions, and FANBOYS
* Good writers give helpful feedback to other writers, and use feedback they receive in order to strengthen their writing
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * How do authors suggest huge ideas and emotions with only a few words?
* What techniques can we use as writers to take our powerful personal experiences and make them meaningful to someone else the way they are to us?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL3: Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot)
	+ RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.
* WRITING:
	+ W3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	+ W3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
	+ W3d: Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Write memoir pieces from their lives that include writing techniques such as figurative language, “show, don’t tell,” FANBOYS, and sensory details (building on mentor text *The House on Mango Street)*
* Incorporate feedback to strengthen their memoir pieces, and give helpful feedback to peers
* Recognize and analyze figurative language in *The House on Mango Street*
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| **Unit 5 / Nonfiction Reading Groups - Diving Deeper** | **Duration: 5 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Understanding a topic requires hearing multiple perspectives and experiences about it
* Working in a group requires communication, kindness, and purpose
* Good readers create questions about the text worth discussing
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * How can go beyond participants to become leaders of literature discussions?
* How can we deepen our understanding of a topic by hearing the individual experiences of different people?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** WRITING:
	+ W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
* SPEAKING/LISTENING:
	+ SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and clearly expressing their own.
* READING INFORMATIONAL:
	+ RI1: Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
	+ RI2: Determine a text’s central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
	+ RI5: Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.
	+ RI6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Collaborate with groups on a variety of reading and analytical tasks with their text sets
* Organize a seminar, including determining worthwhile questions and quotes to examine
* Read, compare, and contrast various perspectives on a topic to gain a more nuanced view of it
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| **Unit 6 / *Romeo and Juliet -* Choice or Destiny?** | **Duration: 8 weeks** |
| **Meaning** |
| **Enduring Understandings:***What do you want students to understand? What inferences should they be able to make?** Shakespeare presents existential questions like fate vs. free will but trusts the audience to decide the answer for themselves
* Shakespeare texts are old but still apply to modern day life
* Every production of a play includes choices that show those artists’ interpretation of the text
* Inequities, particularly gender inequality in Verona’s society lead to the suffering and death of many characters
 | **Essential Question(s):***What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* * Does fate or free will decide what happens to us?
* How can words from hundreds of years ago still matter today?
* How can different actors, directors, and other creators show their interpretation of a play by the way they put it all together?
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| **Acquisition** |
| **Content Standards:** *(CCSS, State, national, AP)** READING LITERATURE:
	+ RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
	+ RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images
* WRITING:
	+ W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
* SPEAKING/LISTENING:
	+ SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and clearly expressing their own.
* READING INFORMATIONAL:
	+ RI2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
 | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*SWBAT:* Regularly do written and oral close readings of Shakespeare lines that reveal important character traits, societal critiques, or important themes
* Write an essay explaining why one move version of *Romeo and Juliet* is better than another at presenting the important emotions, tone, or themes of the scene they choose
* As they read, trace the theme of fate vs. free will throughout the play, and, after finishing the play, debate which one caused Romeo and Juliet’s deaths
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