

SCOPE AND SEQUENCE – GRADE 7 ELA

White Brook Middle School, Easthampton, MA

School year 2014-2015

OVERVIEW

Unit 1:

Title: Author's Craft and The Elements of Fiction	
Duration: 10 weeks	
Core Course Objectives: RL 7.1, RL 7.3, RL 7.6, RL MA 7.8.A	Major Writing Goals: Introduce multi-paragraph essay (W. 7.1a-e)
Other Important Tasks: Summer Reading Project (should relate to/ enhance content of Unit 1)	Common Assessment/s: DDM (pre/post test covering Units 1 and 2)
Text Types: Appropriate grade level extended fiction text with rich possibilities for analysis of author's craft, symbolism, tone and mood, and the elements of fiction (plot, setting, conflict, characterization, theme); and/or: a selection of short stories and poetry with rich possibilities for analysis of the same elements; at least one piece of informational writing on a theme related to one or more of the fiction selections.	

Unit 2:

Title: Exerting Influence: Explanation vs. Argument in Informational Texts	
Duration: 10 weeks	
Core Course Objectives: RI 7.1, RI 7.2, RI 7.6, RI 7.8, RI 7.9	Major Writing Goals: -Differentiate between informative/ explanatory writing (expository writing) and argument (persuasive writing) -Persuasive Essay W 7.2a-f, W 7.1a-e, W 7.9b
Other Important Tasks: Short research project with presentation W 7.7, W 7.8, S/L 7.4, S/L 7.5	Common Assessment/s: DDM (pre/post test covering Units 1 and 2)
Text Types: Selection of different genres of informational text, including news writing, narrative nonfiction, encyclopedia entries, examples of persuasive writing, etc.	
Multimedia: Unit should include exposure to and analysis of multimodal literacies: audio-visual, Internet-based, etc.	

Unit 3:

Title: Theme and Purpose in Fiction and Nonfiction Texts	
Duration: 8 weeks	
Core Course Objectives: RL 7.2, RL 7.5 RI 7.2, RI 7.3, RL 7.5	Major Writing Goals: Extended narrative writing W 7.3a-e Expository writing (suggested task: summary of nonfiction text) W 7.2a-f
Other Important Tasks: Prepare for MCAS Long Composition	Common Assessment/s: Essay examining shared theme in paired fiction and nonfiction texts.
Text Types: Set of paired fiction and nonfiction texts with related theme; include fiction, nonfiction, and poetry.	

Unit 4:

Title: Historical Fiction	
Duration: 8 weeks	
Core Course Objectives: RL 7.9, RL 7.3, RI 7.3,	Major Writing Goals: Compare/contrast essay (fictionalized account vs. historical account) W 7.1a-e, W 7.9a
Other Important Tasks: Research project W 7.7	Common Assessment/s: TBD
Text Types: Extended text: Appropriate grade level historical fiction text; this should be set in a place and time about which we have access to enough nonfiction sources for students to be able to compare historical fiction to nonfiction writing about history. Shorter texts: A variety of nonfiction sources, including both primary and secondary sources. Also include poetry related to time period and/or theme of extended text.	

Year-long:

Title: Vocabulary Building: Greek and Latin Roots
Duration: ongoing- year-long
Core Course Objectives: L 7.4, L 7.4b, L 7.6

Notes:

These are important! Please read:

- Order of Units 1 and 2 may be switched. DDM pre-and-post test covers BOTH units.
- Order of Units 3 and 4 may be switched.

-*Optional:* Instead of embedding targeted poetry study in Units 3 and 4, teachers may choose to shorten one or both units in order to include a short poetry unit (suggestion: teachers may want to align this with timing of National Poetry Month in April).

-**At least 1 text chosen for Units 1, 3, or 4** should include a fiction text that may be paired with an AVAILABLE audio, filmed, staged, or multimedia version of the text in order to meet standard RL 7.7.

-Teachers may choose to include the second research project in Unit 3 instead of Unit 4 (however, teachers should bear in mind that, due to Science Fair, computer access may be limited during Unit 3 if this unit is taught during third quarter of school year.

-For research projects, it is suggested that teachers collaborate with 8th grade Science teachers in order to prepare students for research element of Science Fair projects in following year.

*Note: **Bold** and * in following Scope/Sequence denotes Core Course Objective*

Resources:

Model Unit Plans, Suggested Texts, and Other Resources

Unit #1:

- WBMS Unit Plan/Text: Reading for Life / *Touching Spirit Bear* by Ben Mikaelson

Unit #2:

- WBMS Unit Plan: Exerting Influence (Amazon Rainforest)
- WBMS Unit Plan: The Plight of the Honeybee and Colony Collapse Disorder

Unit #3:

- Suggested unit focus/extended text:
The “Lost Boys” of Sudan / *A Long Walk to Water* by Linda Sue Park
Other resource: EngagedNY unit on *A Long Walk to Water*

Unit #4:

- WBMS Unit Plan: *The Book Thief* by Markus Zusak