



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 7

Content Area and/or Course Title: Unit 1

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Identity in the Middle Ages	Unit 1	<p>1. Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.MSHS. - Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>1.2.MSHS. - Organization: Students demonstrate the ability to compose a clear, concise beginning, middle and end in their writing.</p> <p>1.3.MS Details: Student demonstrates ability to select and incorporate relevant supporting evidence.</p> <p>1.4.MSHS. - Voice and Tone: Students adapt writing style and word choice in a way that is appropriate for topic, task, and audience.</p> <p>1.5.MS Writing Process: Student plans/outlines the assignment, attempts multiple drafts, and revises writing based on feedback.</p> <p>3. Discussion: Students demonstrate respectful listening and active engagement across a range of forums for dialogue, discussion, and debate.</p> <p>3.1.MS: Student refers to provided evidence in order to support/refute claims in discussions on grade 7-8 topics.</p> <p>3.2.MSHS: Students listen to respond constructively to others' ideas and questions, and pose questions of their own.</p> <p>4. Reading: Students can read, comprehend, and analyze a wide range of literary and informational texts to draw conclusions about the text, themselves, and the greater community.</p> <p>4.1.MS: Student identifies the main idea and/or theme of a text.</p> <p>4.2.MS: Student identifies literary elements in a text and can begin to analyze development and purpose.</p>

		<p>4.3.MS: Student cites relevant textual evidence to support analysis of the text.</p> <p>4.4.MS: Student makes connections between text and self, world, and / or other texts to further understanding of a topic or theme.</p> <p>6. Language: Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p> <p>6.1.MS: Students accurately use grade-level appropriate conventions.</p> <p>6.2.MSHS. - Students use figurative language, and analyze both literal and figurative meanings of words and phrases.</p> <p>6.3.MS Students can acquire and accurately use new vocabulary words, including content-specific vocabulary.</p>
Americans All	Unit 2	<p>1. Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.MSHS. - Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>1.2.MSHS. - Organization: Students demonstrate the ability to compose a clear, concise beginning, middle and end in their writing.</p> <p>1.3.MS Details: Student demonstrates ability to select and incorporate relevant supporting evidence.</p> <p>1.4.MSHS. - Voice and Tone: Students adapt writing style and word choice in a way that is appropriate for topic, task, and audience.</p> <p>1.5.MS Writing Process: Student plans/outlines the assignment, attempts multiple drafts, and revises writing based on feedback.</p> <p>2. Presentation: Students can present information, findings, and supporting evidence on a topic, conveying a clear and distinct perspective to an authentic audience.</p> <p>2.1.MSHS Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>2.5.MS Student uses digital technologies, artifacts, and/or demonstrations to enhance presentation.</p> <p>3. Discussion: Students demonstrate respectful listening and active engagement across a range of forums for dialogue, discussion, and debate.</p> <p>3.1.MS: Student refers to provided evidence in order to support/refute claims in discussions on grade 7-8 topics.</p> <p>3.2.MSHS: Students listen to respond constructively to others' ideas and questions, and pose questions of their own.</p> <p>4. Reading: Students can read, comprehend, and analyze a wide range of literary and informational texts to draw conclusions about the text, themselves, and the greater community.</p> <p>4.1.MS: Student identifies the main idea and/or theme of a text.</p>

		<p>4.2.MS: Student identifies literary elements in a text and can begin to analyze development and purpose.</p> <p>4.3.MS: Student cites relevant textual evidence to support analysis of the text.</p> <p>4.4.MS: Student makes connections between text and self, world, and / or other texts to further understanding of a topic or theme.</p> <p>5. Listening: Students can comprehend, evaluate, and use information provided in different auditory formats.</p> <p>5.1.MSHS: Students can identify the speaker’s main point in grade level appropriate auditory materials.</p> <p>5.2.MS: Students can identify and explain a speaker’s point of view.</p> <p>5.3.MS: Students can identify relevant evidence and explain how it supports their analysis.</p> <p>6. Language: Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p> <p>6.1.MS: Students accurately use grade-level appropriate conventions.</p> <p>6.3.MS Students can acquire and accurately use new vocabulary words, including content-specific vocabulary.</p>
Language and Power	Unit 3	<p>1. Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.MSHS. - Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>1.2.MSHS. - Organization: Students demonstrate the ability to compose a clear, concise beginning, middle and end in their writing.</p> <p>1.3.MS Details: Student demonstrates ability to select and incorporate relevant supporting evidence.</p> <p>1.4.MSHS. - Voice and Tone: Students adapt writing style and word choice in a way that is appropriate for topic, task, and audience.</p> <p>1.5.MS Writing Process: Student plans/outlines the assignment, attempts multiple drafts, and revises writing based on feedback.</p> <p>2. Presentation: Students can present information, findings, and supporting evidence on a topic, conveying a clear and distinct perspective to an authentic audience.</p> <p>2.1.MSHS Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>2.2.MSHS Organization: Students organize main points in an effective, logical manner.</p> <p>2.3.MS Details: Student selects and incorporates relevant evidence.</p> <p>2.4.MSHS Voice and Tone: Students use language and tone that is appropriate for topic, task, and audience.</p>

		<p>2.5.MS Student uses digital technologies, artifacts, and/or demonstrations to enhance presentation.</p> <p>3. Discussion: Students demonstrate respectful listening and active engagement across a range of forums for dialogue, discussion, and debate.</p> <p>3.1.MS: Student refers to provided evidence in order to support/refute claims in discussions on grade 7-8 topics.</p> <p>3.2.MSHS: Students listen to respond constructively to others' ideas and questions, and pose questions of their own.</p> <p>4. Reading: Students can read, comprehend, and analyze a wide range of literary and informational texts to draw conclusions about the text, themselves, and the greater community.</p> <p>4.1.MS: Student identifies the main idea and/or theme of a text.</p> <p>4.2.MS: Student identifies literary elements in a text and can begin to analyze development and purpose.</p> <p>4.3.MS: Student cites relevant textual evidence to support analysis of the text.</p> <p>4.4.MS: Student makes connections between text and self, world, and / or other texts to further understanding of a topic or theme.</p> <p>5. Listening: Students can comprehend, evaluate, and use information provided in different auditory formats.</p> <p>5.1.MSHS: Students can identify the speaker's main point in grade level appropriate auditory materials.</p> <p>5.2.MS: Students can identify and explain a speaker's point of view.</p> <p>5.3.MS: Students can identify relevant evidence and explain how it supports their analysis.</p> <p>6. Language: Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p> <p>6.1.MS: Students accurately use grade-level appropriate conventions.</p> <p>6.2.MSHS. - Students use figurative language, and analyze both literal and figurative meanings of words and phrases.</p> <p>6.3.MS Students can acquire and accurately use new vocabulary words, including content-specific vocabulary.</p>
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