



# 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): 10**

**Content Area and/or Course Title: ELA, Diversity and Power**

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Diversity and Power	Unit 1	<p><b>Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</b></p> <p>1.3. - Students' writing contains appropriate details/evidence.</p> <p><b>Presentation: Students can present information, findings, and supporting evidence on a topic, conveying a clear and distinct perspective to an authentic audience.</b></p> <p>2.3. - Students incorporate relevant, accurate information &amp; details to support points.</p> <p>2.4. - Students use verbal and nonverbal communication techniques appropriate to the task/audience.</p>
	Unit 2	<p><b>Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</b></p> <p>1.1. - Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>1.2. - Organization: Students demonstrate the ability to compose a clear, concise beginning, middle and end in their writing.</p> <p>1.3. - Students' writing contains appropriate details/evidence.</p> <p><b>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.</b></p> <p>4.2. - Students analyze the development and purpose of literary elements in a text.</p> <p>4.3. - Students independently cite evidence that supports analysis of the text.</p> <p><b>Language: Students can accurately use conventions of Standard English,</b></p>

		<p>figurative language, strategies to support an expanding vocabulary.</p> <p>6.1. - Students independently and accurately use grade-level appropriate conventions.</p> <p>6.3. - Students can independently acquire and accurately use new vocabulary words, including content-specific vocabulary.</p>
	Unit 3	<p>Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.2. - Organization: Students demonstrate ability to compose a clear, concise beginning, middle and end in their writing.</p> <p>Presentation: Students can present information, findings, and supporting evidence on a topic, conveying a clear and distinct perspective to an authentic audience.</p> <p>2.2. - Organization: Students organize main points in an effective, logical manner.</p> <p>2.3. - Details: Student selects and incorporates relevant evidence.</p>
	Unit 4	<p>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.HS. - Students identify the main idea and/or theme of a text.</p> <p>4.3.HS. - Students cite relevant textual evidence to support analysis of the text.</p> <p>4.4.HS. - Students make connections between text and self, world, and/or other texts to further understanding of a topic or theme.</p> <p>Discussion: students demonstrate respectful listening and active engagement across a range of forums of dialogue, discussion, and debate.</p> <p>3.1.HS. - Student refers to provided evidence in order to support/refute claims in discussions on grade 7-8 topics.</p> <p>3.2.HS. - Students listen to respond constructively to others' ideas and questions, and pose questions of their own.</p>
	Unit 5	<p>Language: Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p> <p>6.1. - Students independently and accurately use grade-level appropriate conventions.</p> <p>6.3. - Students can independently acquire and accurately use new vocabulary words, including content-specific vocabulary.</p> <p>Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1. - Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p>

		<p>Writing 1.5. - Students plan/outline the assignment, attempt multiple drafts, and revise writing based on feedback.</p> <p>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.HS. - Students identify the main idea and/or theme of a text.</p> <p>4.3.HS. - Students cite relevant textual evidence to support analysis of the text.</p> <p>3.1.HS - Students refer to provided evidence in order to support/refute claims in discussions on grade 7-8 topics.</p> <p>3.2.HS. - Students listen to respond constructively to others' ideas and questions, and pose questions of their own.</p>
--	--	--