



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): 9

Content Area and/or Course Title: ELA, Struggle and Hope,

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Struggle and Hope	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.HS. - Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</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.HS. - Writing Process: Student plans/outlines the assignment, writes multiple drafts, uses resources to make revisions, and revises writing based on feedback</p> <p>6. Language: Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p> <p>6.1.HS. - Students independently and accurately use grade-level appropriate conventions.</p> <p>6.2.MSH. - Students use figurative language, and analyze both literal and figurative meanings of words and phrases.</p>
	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. HS - Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</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. - HS. - Writing Process: Student plans/outlines the assignment, writes multiple drafts, uses resources to make revisions, and revises writing based on feedback.</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. HS. - Students identify the main idea(s) and theme(s) of a text, and can analyze how a theme develops or how multiple themes build on one another.</p> <p>4.2.HS. - Students analyze the development and purpose of literary elements in a text.</p> <p>4.3.HS. - Students independently cite evidence that supports analysis of the text.</p> <p>6. Language: Students can accurately use conventions of Standard English, figurative language, strategies to support an expanding vocabulary.</p> <p>6.1.HS - Students independently and accurately use grade-level appropriate conventions.</p>
	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.HS. - Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</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.HS. - Writing Process: Student plans/outlines the assignment, writes multiple drafts, uses resources to make revisions, and revises writing based on feedback</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.HS. - Students identify the main idea(s) and theme(s) of a text, and can</p>

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	Unit 4	<p>Writing: Students can write effectively for a range of purposes, genres, and audiences across multiple disciplines.</p> <p>1.1.HS. - Purpose: Student demonstrates understanding of assignment and maintains focus on a specific topic.</p> <p>1.2.HS. - Organization: Students demonstrate the ability to compose a clear, concise beginning, middle and end in their writing.</p> <p>1.3.HS. - Details: Students demonstrate ability to select and incorporate relevant supporting evidence to advance their purpose.</p> <p>1.5.HS. - Writing Process: Student plans/outlines the assignment, writes multiple drafts, uses resources to make revisions, and revises writing based on feedback.</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.HS. - Students identify the main idea(s) and theme(s) of a text, and can analyze how a theme develops or how multiple themes build on one another.</p> <p>4.2.HS. - Students analyze the development and purpose of literary elements in a text.</p> <p>4.3.HS. - Students independently cite evidence that supports analysis of the text.</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.HS. - Students independently select and refer to evidence to support/refute claims in discussions on grade 9-12 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>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.HS. - Students identify the main idea(s) and theme(s) of a text, and can analyze how a theme develops or how multiple themes build on one another.</p> <p>4.2.HS. - Student analyzes development and purpose of literary elements in a text.</p> <p>4.3.HS. - Students independently cite evidence that supports analysis of the text.</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.HS. - Students independently select and refer to evidence to support/refute claims in discussions on grade 9-12 topics.</p> <p>3.2.HS. - Students listen to respond constructively to others' ideas and questions, and pose questions of their own.</p>
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