Scope and Sequence: A Pathway to Learning for English Language Arts

7th grade

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary general English course that does the following:

- Prioritizes standards that have a high impact on student learning
- Identifies supporting standards used to teach priority standards
- Creates equity of learning between sites
- Provides an easy to follow framework for personalized learning

Due to the open-ended and broad nature of Arizona's ELA standards, the team started by reviewing the vertical alignment of standards and evaluating the need for preparation for the next grade level, endurance of concepts and skills, rigor of the standards and if assessed on an external exam, i.e AASA. Using our adopted curriculum, grade level content was reviewed and standards were listed next to curriculum teaching opportunities. Within each unit there are one or more essential questions and identified course work activities that teach specific standards. As the content expert, teachers have the freedom to add to and plan lessons based on student needs around the framework and resources provided in this document.

Overview of ELA Standards

The Arizona ELA standards focus on five strands:*Reading Informational and Narrative grade level text* with an emphasis on text complexity and the growth of comprehension; *Writing* with a writing-reading connection where students must develop their ideas and support them with evidence from the text; *Speaking and Listening* to promote flexible communication, collaboration, and interpersonal skills; and *Language* which is designed to teach the rules of standard English and develop students understanding and nuances of vocabulary words and phrases.

Framework for Success

One of the major goals of this scope and sequence is to provide a definitive framework for teachers to design their units around. By emphasizing priority standards, homogenizing *some* key concepts and vocabulary, and providing a topic wide emphasis (essential questions), teachers can then focus on creating rigorous, engaging, and creative units while ensuring what one student is learning at one school will be similar to another student at a different school. This framework does not prescribe activities for each topic or have scripted lessons. Instead, it frees up teachers to focus more on the "how" of teaching instead of the "what". Each classroom has learners with different needs, so it is of the utmost importance that teachers focus on meeting those learners where they are but still maintain some equity across sites.

Flexible Document

As teachers work with the document throughout the school year, there will inevitably be feedback for improvements, additions, and/or refinement, and that feedback will be crucial for all parties to continue to make decisions that are focused on student learning. This is a version of a scope and sequence, and may change or evolve to meet the needs of teachers and the district. However, this scope and sequence represents a starting point for future editions and provides a foundation going forward.

The Office of Learning and Instruction extends special gratitude to the Amphitheater educators who were contributing members of this curricular resource development team.

7th Grade
Scope and Sequence/Pathway to Learning

ANPHITHEATER
Public Schools

Amphitheater Public Schools
PORTRAIT OF A GRADUATE

Link to Priority and Supporting Standards

Unit: 1	Suggested Time Frame:
Reality Check	6 weeks - Does not include Reader's Choice tasks

Essential Question(s): What can blur the lines between what is real and what is not?

Analyze and Apply Text Selections: (10-15 Days)	Student Choice:	Skills and strategies tested on Unit Assessment:
Mirror Image (6 days) Short Story by Lena Coakley *Resources and Instructional Support: TE pp 4A-4D*	pp 17 Diary Entry 7.W.3 News Report 7.SL.3 Turn a Mirror on Looks **7.SL.1**	Analyze Plot **7.RL.3** Flashback **7.RL.3** Analyze Characters **7.RL.3** Context Clues **7.RL.4** Suffixes **7.L.4.b**
MENTOR TEXT: *Not Everything it Seems* (4 Days) Article (informational text) by Arnetta Carter *Resources and Instructional Support: TE pp 20A-D*	pp 29 Good or Bad influence? **7.W.1.b** Informal Debate 7.SL.4 Make a Meme 7.SL.5	Determine Author's Purpose **7.RI.6** Cite Evidence **7.RI.1** Reference Resources **7.L.4.c** Correlative Conjunctions 7.L.1.b
Two Legs or One? (3 days) Folktale by Joseph Sherman *Resources and Instructional Support: TE pp 32A-D*	pp 38 Critique the Twists 7.W.9.b Retell the Tale 7.SL.6 Trickster Tales 7.W.7	Analyze Folktales **RL.7.3** Analyze Humor **RL.7.1** Glossary **7.L.4c** Commas **7.L.2.a**

Collaborate and Compare Text Selections: (5-10 Days)	Student Choice:	Skills and Strategies on Unit Assessment:
COMPARE MOODS: *The Song of Wandering Aengus* Poem by W. B. Yeats, pp. 42–49 *El Dorado* Poem by Edgar Allan Poe, pp. 50–55 (6 days) *Resources and Instructional Support: TE pp 42A-D*	pp 53 Write a mystery poem 7.W.3a,b,d Perform a Choral Reading 7.SL.6 Illustrate sketchy moments 7.SL.5	Analyze rhyme 7.RL.5 Analyze rhyme scheme and mood **7.RL.4** Analyze sound devices and mood 7.RL.5 Compare moods **7.RL.4**
COMPARE VERSIONS: *from **Monster Screenplay*** by Walter Dean Myers, pp. 56–68 from ***Monster: A Graphic Novel Graphic Novel*** by Walter Dean Myers, pp. 69–83 (6 days) Resources and Instructional Support: TE pp 50A-D Compare Versions: p. 82-83	pp 79 Write a Character Analysis 7.W.9 Panel discussion **7.SL.1, 7.SL.4** Create a Storyboard 7.SL.5	Analyze narrator 7.RL.6 Analyze graphic novels **7.RL.3** Compare text formats 7.RL.7 Word origins **7.L.4** Complex sentences 7.L.1b Subordinating conjunctions 7.L.1b

Readers Choice: (Flexible Timeline) Lexiles (grade appropriate reading levels) included

SHORT READS: These leveled texts are accessible only in the HMH digital text. Students may choose to access texts visually or auditorily. See page 1C for additional options.
7.RL.10, 7.RI.10

Way Too Cool (610L)

Genre: Short Story

Forever New (1030L)

Genre: Informational Text

He-y, Come on Ou-t (840L)

Genre: Short Story

A Priceless Lesson in Humility (930L)

Genre: Personal Essay

LONG READS (Novel Studies): Teachers can incorporate Long reads for independent reading, Literature Circles or Guided Reading. See page 1D for additional information. **7.RL.10**

Tip: type a title in the HMH ED search bar to access editable study guides for novels.

My Life as an Ice Cream Sandwich, By Ibi Zoboi

A Christmas Carol, By Charles Dickens *Purchased by District?

Planet Middle School, by Niki Grimes

Monster, by Walter Dean Myers

Where the Mountain Meets the Moon, by Grace Lin

End of Unit Tasks: (5 days)

Write an Informative essay (TE pp 86A-B, 86-91)-- Connect to Mentor Text **7.W.2, 7.W.4**

Reflect and Extend (see pp 95):
Write a narrative short story 7.RL.7
Create a SketchNote **7.W.4**

Curriculum Based Assessments:

Assessments:

- Quick Checks
- Assessment Practice
- Analyze the Text Questions
- Choices
- Selection Tests (editable)
- Unit Test (editable)
- Short Read Selection tests*

- Long Read Study Guides (Daily discussion & comprehension checks, Notice and Note summative responses, and project choices are linked in each HMH Novel Study Guide- *editable PPT and word documents*)*
- *Level-Up* tutorials and practice tests *

*Additional Assessment options