



# Mequon-Thiensville School District

## Middle School ELA Course Scope & Sequence

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<b>Description of Subject Area</b>	<p>ELA instruction includes four distinct areas: reading, writing, speaking and listening, and language. ELA has a broad emphases on:</p> <ul style="list-style-type: none"><li>• ELA as an integrated discipline,</li><li>• ELA instruction building an understanding of the human experience,</li><li>• Literacy is an evolving concept, and becoming literate is a lifelong learning process,</li><li>• Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective ELA, instruction and attributes desired for Wisconsin graduates,</li><li>• Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.</li></ul> <p>Through instruction in ELA, all students will:</p> <ul style="list-style-type: none"><li>• Demonstrate independence,</li><li>• Build strong content knowledge,</li><li>• Respond to varying demands of audience, task, purpose, and discipline,</li><li>• Comprehend as well as critique,</li><li>• Value evidence,</li><li>• Use technology and digital media strategically and capably, and</li><li>• Come to understand other perspectives and cultures.</li></ul>
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<b>Grade Levels</b>	6-8
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<b>Courses</b>	<p><b><u>Middle School</u></b> <a href="#">6th Grade - SpringBoard ELA: Change</a> <a href="#">7th Grade - SpringBoard ELA: Choice</a> <a href="#">8th Grade - SpringBoard ELA: Challenges</a></p>
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# Mequon-Thiensville School District

## Middle School ELA Course Scope & Sequence

<b>Course Name:</b> Grade 6 English Language Arts	<b>Department:</b> English
<b>Grade Level:</b> 6	<b>Duration:</b> All year

**Course Overview:** English language arts (ELA) is taught using the integrated literacy model of instruction. reading, writing, speaking, thinking and listening are interrelated. Sub skills of the literacy program, such as spelling, grammar and vocabulary analysis are taught and reinforced through a unified curriculum. Technology is utilized as a research tool and curriculum crosswalks ensure students are taught digital citizenship.

**Primary Resource:** [SpringBoard Program](#)

Topics/Units:	Time Frame:
1. <b>Stories of Change</b> - Immerses students in model narratives. In reading, annotating, and analyzing various narratives, students learn how authors develop their ideas using effective narrative techniques, purposeful sequencing, and descriptive language. In the first half of the unit, students apply their understanding of narrative by crafting a personal narrative. The second half concludes with students writing their own original short story.	37 days
2. <b>The Power of Change</b> - Engages students in a novel study where they analyze the internal and external forces that cause a character to change. Students practice finding textual evidence through the use of a double-entry journal. Students' gleanings are then used to engage in Literature Circle discussions where they practice the skills of questioning the text, examining how language impacts meaning, summarizing and connecting. The first half of the unit concludes with students writing an explanatory response to the novel. The second half of Unit 2 prepares students to craft a multi-paragraph explanatory essay. In this half, students apply close-reading strategies to diverse informational texts. Students conduct research and practice synthesizing information across different informational genres, such as essay, memoir, news column, and biographical film.	39 days
3. <b>Changing Perspectives</b> - Students study the art of argument. The unit begins with students defining the terms argument and controversy and exploring current issues in society. Through various informational and argumentative texts, students develop an understanding of the elements characteristic of an argument - claim, reasoning, and evidence. Students learn how to research and evaluate a debatable topic affecting their school, community or society. In the second half, students further analyze various texts, learning the intricacies of a written argument. They learn the rhetorical appeals of logos and pathos and explore argumentative writing, focusing on development, organization, and formal language.	31 days
4. <b>The Final Act</b> - immerses students in Shakespeare. Students begin the unit reading articles and informational texts focused on Shakespeare and his society. In developing knowledge about Shakespeare, they generate additional questions and seek out answers through their research. In the second half of the unit, students delve into excerpts of the Shakespearean comedy, <i>The Taming of the Shrew</i> . Through close reading and analysis, students develop a deep understanding of which they in turn use to interpret and perform a Reader's Theater scene orally.	34 days



# Mequon-Thiensville School District

## Middle School ELA Course Scope & Sequence

<b>Course Name:</b> Grade 7 English Language Arts	<b>Department:</b> English
<b>Grade Level:</b> 7	<b>Duration:</b> All year

**Course Overview:** English language arts (ELA) is taught using the integrated literacy model of instruction. Reading, writing, speaking, thinking and listening are interrelated. Sub skills of the literacy program, such as spelling, grammar and vocabulary analysis are taught and reinforced through a unified curriculum. Technology is utilized as a research tool and curriculum crosswalks ensure students are taught digital citizenship.

**Primary Resource:** [SpringBoard Program](#)

Topics/Units:	Time Frame:
1. <b>The Choices We Make</b> - Immerses students in the art of storytelling. In the first half of the unit, students learn and use key literary terms to guide their analysis of various model narratives. As they develop an understanding of the content, structure, and language of narrative, students draft a tale and engage in the revision process. The second half veers from narrative to myth. Students read a host of traditional myths to solidify their understanding of story structure and character development. They research mythical gods and goddesses and develop knowledge around symbolism. The unit concludes with students writing and illustrating a myth.	28 days
2. <b>What Influences My Choices?</b> - Students read a host of informational texts to gain insight around specific advertising techniques used to influence youth. Students research the topic further and write an explanatory essay that explains the role of advertising in the lives of youth. The second half of the unit engages students in reading and researching a controversial issue. Students conclude the unit by developing an effective argumentative essay.	34 days
3. <b>Choices and Consequences</b> - Students engage in a novel study where they analyze character motivation and actions through the exploration of setting, point of view, and language. Students use a double-entry journal to help them trace character choices and consequences and effectively participate in Literature Circle discussions. Students' experiences reading, writing, and discussing the novel, are then used to write a literary analysis essay. The second half of the unit explores the lives of prominent world leaders whose choices have made an positive impact on society and the world. Students research an individual who has made a lasting positive change in the world and create a biographical multimedia presentation.	35 days
4. <b>How We Choose to Act</b> - Students are exposed to a variety of poems, monologues, and dialogues to develop their understanding of how writers use language for effect. With a focus on language, students generate a monologue and engage in an oral performance. In the second half of the unit, students study Shakespeare's play, Twelfth Night. Through careful analysis, students learn how visual delivery, staging, and theatrical elements can elicit a convincing performance.	42 days



# Mequon-Thiensville School District

## Middle School ELA Course Scope & Sequence

<b>Course Name:</b> Grade 8 English Language Arts	<b>Department:</b> English
<b>Grade Level:</b> 8	<b>Duration:</b> All year

**Course Overview:** English language arts (ELA) is taught using the integrated literacy model of instruction. Reading, writing, speaking, thinking and listening are interrelated. Sub skills of the literacy program, such as spelling, grammar and vocabulary analysis are taught and reinforced through a unified curriculum. Technology is utilized as a research tool and curriculum crosswalks ensure students are taught digital citizenship.

**Primary Resource:** [SpringBoard Program](#)

Topics/Units:	Time Frame:
1. <b>The Challenge of Heroism</b> - Students explore the Hero's Journey archetype. Through close reading, students develop an understanding of the plot pattern exemplifying a hero archetype and compose an original Hero's Journey narrative. In the second half of the unit, students delve into various literary and informational texts to form a unique definition of heroism, concluding the unit by writing a definition essay.	36 days
2. <b>The Challenge of Utopia</b> - Students engage in a novel study where they explore concepts of utopia and dystopia. Through the novel study, students develop a deeper understanding of the Hero's Journey archetype and use their increased knowledge to write an explanatory essay. In the second half of the unit, students develop a compelling argument, focusing on research and the importance of understanding one's audience. Students showcase their knowledge by writing a research-based argumentative essay about a controversial topic.	37 days
3. <b>The Challenge to Make a Difference</b> - Students read various poems and novel excerpts to explore the theme "finding light in the darkness." Students then engage in a book study of a Holocaust narrative. Following the book study, students conduct a panel discussion in which they explain how the central idea of "finding light in the darkness" comes to fruition in the novel. In the unit's second half, students research different challenges apparent in today's society. Students read a host of print and online informational texts to gather information and analyze the techniques of an argument. Students select an issue of global or national significance and work collaboratively to create a multi-media plan designed to convince their peers to take action.	39 days
4. <b>The Challenge of Comedy</b> - Students explore how authors create humor. Students identify and analyze levels of comedy and elements of humor. Working collaboratively, students write a multi-paragraph analysis of a humorous text. The focus on humor continues in the second half of the unit, as students study Shakespeare's <i>A Midsummer Night's Dream</i> . Along with close reading, students engage in a comparative analysis of a film and use their interpretation to perform a scene from this Shakespearean comedy.	43 days