**2016-17 Middle School Scope & Sequence Overviews**

[Literature & Composition](#LitComp) | [History](#History) | [Math](#Math) | [Science](#Science)   
**Specials:** [Dance](#Dance) |[Beginning Orchestra](#Orchestra) | [Choir](#Choir)

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| **Middle School Literature and Composition** | | |
| **Grade 5** | | |
| **Unit Order** | **Literature** | **Composition** |
| 1 | *Wonder by RJ Palacio\** | *Wonder\** |
| 2 | *World War II & Danish Resistance/ Number the Stars* | The Holocaust and Petr Ginz |
| 3 | Humans & Nature (Anthology Unit) | Polynesian Navigation |
| 4 | Esperanza Rising by Pam Munoz\* | Migrant Workers, the Dust Bowl, and *Esperanza Rising\** |
| 5 | Cleopatra | Ancient Egypt |
| 6 | Roll of Thunder, Hear my Cry by Mildred Taylor | Call to Action (aligned to *Roll of Thunder*) |
| **Grade 6** | | |
| **Unit Order** | **Literature** | **Composition** |
| 1 | *The Outsiders by SE Hinton* | *The Outsiders* |
| 2 | *Twice Towards Justice: Claudette Colvin* | Civil Rights (*Claudette Colvin*-aligned) |
| 3 | Tales from Ancient Empires\* | Ancient Civilizations: Cross-Genre Comparison\* |
| 4 | *Shackleton: Shipwrecked at the Bottom of the World*\* | Globalization and Me OR Contemporary Explorers: Guided Research\* |
| 5 | *The Giver* by Lois Lowry\* | *The Giver\** |
| 6 | *Twelve Angry Men* by Reginald Rose | Independent Research |
| **Grade 7** | | |
| **Unit Order** | **Literature** | **Composition** |
| 1 | *The Giver* | *The Giver* |
| 2 | *Night* | *Night* |
| 3 | *Call of the Wild* | Paul Revere |
| 4 | *Raisin in the Sun* | Andrew Jackson |
| 5 | Love Poetry | Harlem Renaissance |
| 6 | *The Narrative of the Life of Fredrick Douglass\** | Science and Ethics[[1]](#footnote-1) |
| 7 |  | Interdisciplinary Research |
| **Grade 8** | | |
| **Unit Order** | **Literature** | **Composition[[2]](#footnote-2)** |
| 1 | *Dark Stories* | Dark Short Stories |
| 2 | *Animal Farm* | 2016 Election |
| 3 | *Lord of the Flies* | The Value of Education + Personal Statements |
| 4 | American Voices | *Lord of the Flies* as Biblical Allegory |
| 5 | *Their Eyes Were Watching God\** | The Poetry of Oppression |
| 6 | *A Midsummer Night’s Dream* | Immigration |
| 7 |  | Independent Research |

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| **Middle School History** | | |
| **Grade 5** | | |
| **Unit Order** | **Topic** | **OPTIONAL: Additional Notes** |
| 1 | Early Humans | (Human-environmental interaction, Neolithic Revolution) |
| 2 | Early Agrarian Civilizations | (Mesopotamia, China, Olmec) |
| 3 | Early World Religions | (Judaism, Christianity, Hinduism, Buddhism) |
| 4 | Classical Empires and States | (Greeks, Han China, Rome) |
| 5 | Postclassical Empires | (Rise and fall of Roman and Han Empires) |
| **Grade 6** | | |
| **Unit Order** | **Topic** | **OPTIONAL: Additional Notes** |
| 1 | Postclassical Islamic Empire | (Development of Islam and spread of Islamic Empire) |
| 2 | Long-Distance Trade | (Silk Roads, Indian Ocean Trade Network, Saharan Trade Route) |
| 3 | Postclassical Empires and Trade | (West African Empires, the Mongols) |
| 4 | Land-based Empires | (Ming and Mughal, Aztecs and Inka) |
| 5 | Maritime Empires | (Rise and fall of feudal Europe, Spanish and Portuguese maritime empire) |
| **Grade 7** | | |
| **Unit Order** | **Topic** | **OPTIONAL: Additional Notes** |
| 1 | Pre-colonial North America, European encounter, and the nature of historical interpretation |  |
| 2 | The US Constitution in context and the balance between freedom and order |  |
| 3 | The coming of the Civil War | (Long history of the market economy, expansion, the slavery debate, and sectional divide) |
| 4 | Reconstruction |  |
| 5 | Progressivism |  |
| **Grade 8** | | |
| **Unit Order** | **Topic** | **OPTIONAL: Additional Notes** |
| 1 | US Expansion and Imperialism |  |
| 2 | Contested American identity in the early 20th century | (Includes New Negro Movement and modernism/traditionalism conflict) |
| 3 | Great Depression and WWII |  |
| 4 | Modern Civil Rights Struggle |  |
| 5 | The Cold War and contemporary foreign policy | (US identity and role in the modern world) |

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| **Middle School Math** | | | |
| **Grade 5** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Understanding Place Value | Place value topics have been moved to Unit 1; Volume has been moved to Unit 4 |
| 2 | Whole Number Multiplication |
| 3 | Whole Number Division |
| 4 | Volume |  |
| 5 | Additional and Subtraction of Fractions and Decimals |  |
| 6 | Multiplication of Fractions and Decimals |  |
| 7 | Division of Fractions and Decimals |  |
| 8 | 2D Geometry |  |
| 9 | Understanding the Coordinate Plan and Patterns |  |
| **Grade 6** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Whole Number and Decimal Operations | This sequence of units has not changed |
| 2 | Division of Fractions |
| 3 | Understanding and Representing Rational Numbers + Coordinate Geometry |
| 4 | Understanding Ratios and Rates |
| 5 | Applications of Ratios and Rates |
| 6 | Algebraic Expressions |
| 7 | Understanding, Writing, and Solving Equations and Inequalities |
| 8 | Area |
| 9 | Volume and Surface Area |
| 10 | Representing and Analyzing Data |
| **Grade 7** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Adding and Subtracting Rational Numbers | This sequence of units has not changed |
| 2 | Multiplying and Dividing Rational Numbers |
| 3 | Expressions and Rational Number Operations |
| 4 | Equations and Inequalities |
| 5 | Understanding and Applying Proportional Relationships |
| 6 | Understanding and Applying Proportional Relationships to Percents |
| 7 | Probability |
| 8 | Statistics |
| 9 | Area, Surface Area, and Volume |
| 10 | Constructing with Angles |
| **Grade 8** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Understanding Angle Relationships | This sequence of units has not changed |
| 2 | Understanding Rigid Transformations and Congruence |
| 3 | Understanding Dilations and Similarity |
| 4 | Functions |
| 5 | Linear Equations |
| 6 | Bivariate Data |
| 7 | Systems of Linear Equations |
| 8 | Integer Exponents and Scientific Notation |
| 9 | Volume |
| 10 | Understanding and Applying Irrational Numbers |

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| **Middle School Science** | | | |
| **Grade 5** | | | |
| **Unit Order** | **Topic** | **Notes**  *The content of 5th grade will remain the same, but there may be some reorganization.* | |
| 1 | Modeling Matter | Matter is currently taught as two separate units. The final scope and sequence will still begin with matter, but it is possible that material across units 1 and 2 may be reorganized. | |
| 2 | Changes in Matter |
| 3 | Space Systems | It is possible this may move to become the final unit. | |
| 4 | Matter and Energy in Organisms and Ecosystems |  | |
| 5 | Earth’s Systems | Similar to matter, there may be some reorganization of materials across units 5 and 6. | |
| 6 | Protecting Earth’s Resources and Environment |
| **Grade 6** | | | |
| **Unit Order** | **Topic** | **Note:** NY and CT have begun to release more information about their NGSS transitions and some of this info as only recently been released. If we are pushing in lesson level resources in this grade, we may need to change the S&S to ensure a coherent progression to full transition by 2018-19. The S&S below is what was originally planned, but there is an alternate version. This does not affect the curricular items that will be released in the 3/17 big purchase list. | |
| 1 | Phase Change |
| 2 | Chemical Properties and Reactions |
| 3 | Growth & Development of Organisms |
| 4 | Interdependent Relationships in Ecosystems |
| 5 | Earth Materials and Systems |
| 6 | Earth History & Large Scale Interactions |
| 7 | Weather & Climate |
| 8 | Ecosystems Dynamics, Functioning, & Resilience |
| **Grade 7** | | | |
| **Unit Order** | **Topic** | | **Notes** |
| 1 | Chemical Processes | |  |
| 2 | Conservation of Energy and Energy Transfer | |  |
| 3 | Structure & Function in Cells | |  |
| 4 | Inheritance & Variation of Traits | |  |
| 5 | Cycles of Matter and Energy Transfer in Ecosystems | |  |
| **Grade 8** | | | |
| **Unit Order** | **Topic** | **Notes** | |
| 1 | Types of Interactions |  | |
| 2 | Relationship Between Energy and Forces |  | |
| 3 | Forces and Motion Part 1 | Materials between these two units may be rearranged from 15-16 to create more coherence. | |
| 4 | Forces and Motion Part 2 |
| 5 | Wave Properties |  | |
| 6 | Evidence of Common Ancestry & Diversity |  | |
| 7 | Earth and the Solar System |  | |

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| **Middle School Dance**  The network recommendation is that middle schools follow either a “Majors Only” or “Major/Minor” model for specials, outlined in the Specials Program Overview. The below Scope and Sequences represent programs where scholars are in each course throughout the year, at least three days per week. Because the actual dates of instruction may vary depending on the model, teachers should follow the numbered days of instruction as they fit with their schedules, and therefore may progress through a Scope and Sequence at a different pace than another teacher in the network. | | |
| **Grade 5** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Routines and procedures of dance class | This is a four day intensive unit to clarify strong routines and procedures, and should be combined with Unit 2 to integrate content. |
| 2 | Laban-body, effort and space |  |
| 3 | Props and Costumes |  |
| 4 | Rhythm/Music |  |
| 5 | Fitness |  |
| 6 | Improvisation |  |
| 7 | Choreographic Tools |  |
| 8 | Creating Dances |  |
| **Grade 6** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Routines and procedures of dance class | This is a four day intensive unit to clarify strong routines and procedures, and should be combined with Unit 2 to integrate content. |
| 2 | Laban-body, effort and space |  |
| 3 | Props and Costumes |  |
| 4 | Rhythm/Music |  |
| 5 | Fitness |  |
| 6 | Gymnastics |  |
| 7 | Improvisation |  |
| 8 | Hip Hop |  |
| 9 | Choreographic Tools |  |
| 10 | Creating Dances |  |

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| **Middle School Beginning Orchestra**  The network recommendation is that middle schools follow either a “Majors Only” or “Major/Minor” model for specials, outlined in the Specials Program Overview. The below Scope and Sequences represent programs where scholars are in each course throughout the year, at least three days per week. Because the actual dates of instruction may vary depending on the model, teachers should follow the numbered days of instruction as they fit with their schedules, and therefore may progress through a Scope and Sequence at a different pace than another teacher in the network. | | |
| **Grade 5** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Basic Rhythms |  |
| 2 | Instrument basics + posture/position |  |
| 3 | Right hand 1 – pizzicato |  |
| 4 | Right hand 1 – bow |  |
| 5 | Left hand 1 |  |
| 6 | Left hand 2 |  |
| 7 | Chameleon |  |
| 8 | I Will Survive - easier |  |
| 9 | Let’s Groove Tonite |  |
| 10 | Bad |  |
| 11 | Play That Funky Music |  |
| 12 | Celebration - harder |  |
| 13 | No More Drama |  |
| 14 | Ladies Night |  |
| 15 | Hello |  |
| 16 | I Will Survive - harder |  |
| 17 | I Wish |  |
| 18 | Funkytown |  |

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| **Middle School Choir**  The network recommendation is that middle schools follow either a “Majors Only” or “Major/Minor” model for specials, outlined in the Specials Program Overview. The below Scope and Sequences represent programs where scholars are in each course throughout the year, at least three days per week. Because the actual dates of instruction may vary depending on the model, teachers should follow the numbered days of instruction as they fit with their schedules, and therefore may progress through a Scope and Sequence at a different pace than another teacher in the network. | | |
| **Grade 5 & 6 Beginning Choir** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Selecting music |  |
| 2 | Musical Structure and Notation |  |
| 3 | Evaluating Music |  |
| 4 | Interpreting Music |  |
| 5 | Rehearsing and Refining |  |
| 6 | Performance Etiquette |  |
| **Grade 7 & 8 Intermediate Choir** | | |
| **Unit Order** | **Topic** | **Notes** |
| 1 | Selecting music |  |
| 2 | Musical Structure and Notation |  |
| 3 | Evaluating Music |  |
| 4 | Interpreting Music |  |
| 5 | Rehearsing and Refining |  |
| 6 | Performance Etiquette |  |

1. The specific focus of this unit will be on genetic engineering, but will become even more narrow after reviewing potential texts [↑](#footnote-ref-1)
2. Shift in order due to election timeline.

   \*New Book/ Unit [↑](#footnote-ref-2)