

# 7th Grade Year At A Glance 2022-2023

Month MP1/MP2 MP3/MP4	AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	STRATEGIES
Subject											
<b>READING</b>  7 <sup>th</sup> Grade New Beginnings: READING Expectation of independent reading (at least 20 minutes nightly) throughout year  7.1, 7.2, 7.3: use oral communication as a strategy for learning and understanding literature--ongoing throughout year	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  7.5 <u>Reading Strategies:</u> monitoring comprehension  7.5 <u>Elements of Fiction:</u> plot, setting, genres, point of view, compare and contrast genres  Independent Reading  <b>Fall SRI Code of Behavior Test</b>  <u>Short Stories:</u> <i>Thank You, M'am, Scholarship Jacket, White Umbrella, All Summer in a Day, Tell Tale Heart</i>  <u>Animated Shorts:</u> <i>Kitbull, Small Step, Lost &amp; Found, Hair Love</i>	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  7.5 <u>Elements of Fiction:</u> character development, theme  7.5 <u>Book Clubs:</u> <i>Hoot</i>	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  7.5 <u>Elements of Fiction:</u> cause and effect, literary devices  7.5 <u>Finish Book Clubs:</u> <i>Hoot</i>	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  7.5 <u>Elements of Fiction:</u> figurative language, literary devices, connotations  7.5 <u>Poetry Book Club:</u> <i>The Crossover, Brown Girl Dreaming, Inside Out and Back Again, Long Way Down, Other Words for Home</i>	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, word reference materials  7.5 <u>Poetry:</u> word choice, imagery, figurative language, haiku, limerick, free verse, ballad, rhyme, rhythm, repetition, meter	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  7.3 <u>Communication:</u> Identify persuasive techniques in media, fact and opinion, evidence and inference, word choice to convey viewpoint  7.6 <u>Nonfiction Texts:</u> text features, organizational patterns, main idea, summarize, supporting details, cause and effect  7.6 <u>Narrative Nonfiction:</u> use of narrative structure in biography, autobiography, diary, memoir, personal narrative  Narrative Nonfiction Stories: <i>Nevertheless, We Persisted</i>  <u>Historical Nonfiction Book Clubs:</u> <i>March, They Called Us Enemy, Colored, The Best We Could Do</i>  <u>Research:</u> find, evaluate, and select appropriate resources for a research product  <u>History Integration:</u> WWII and Civil Rights  <b>Spring SRI</b>	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  7.6: <u>Elements of Nonfiction:</u> inference with explicit and implied textual evidence, fact vs opinion, source, viewpoint, purpose, word choice and language to convey author's viewpoint  7.3 <u>Communication:</u> Name calling/Innuendo, Glittering Generalities, Card Stacking, Bandwagon, Testimonials, Appeal to prestige, snobbery, or plain folks, Appeal to emotions	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  SOL Review  Test Taking Strategies  <u>Fiction Review</u>  <u>Nonfiction Review</u>  <u>Poetry Review</u>  7.1 <u>Begin Media Literacy:</u> What is media? What does it mean to be media literate?  Use media process skills to create Public Service Announcement  <b>SOL</b>	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  7.1 <u>Media Literacy Continued:</u> What is media? What does it mean to be media literate?  Use media process skills to create Public Service Announcement  <u>Choice of Literature Circles or Partner Reading:</u> Texts to be chosen by students  <b>EOY SRI</b>	7.4 <u>Word Study:</u> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials  <u>Choice of Literature Circles or Partner Reading:</u> Texts to be chosen by students  End of Year Media Literacy Project	READING: Literature Circles Mentor Texts  Guided reading Independent reading Journals Book talks Self reflections  Released test Pre-testing & Post testing IA's
Reading sources	Short Stories	Short stories & Hoot	<i>Hoot</i> <i>Nevertheless, We Persisted</i> , News Articles	Short Stories & Book Club Books	Greta Thurburg, Malala, Obama, & Lincoln Speeches, and News Articles	Historical Nonfiction Graphic Novel Book Clubs	<i>No Matter the Wreckage &amp; Poetry Book Club Books</i>	Short Stories	Choice Novels	Choice Novels	

<p><b>WRITING</b></p> <p>Writer's Notebook to be kept year-long for Writer's Workshop</p> <p>Grammar Study ongoing throughout year</p> <p>Study of writer's unique <u>voice</u> ongoing throughout year</p>	<p>Expository Writing</p> <p>7.7 Recursive writing Intended audience and purpose Prewriting and generating ideas</p> <p>Set-up Writer's Workshop process and Writer's Notebooks</p> <p><b>Writing Baseline - Expository</b></p>	<p>Expository Writing</p> <p>7.7 Fit form or topic Multiparagraph Elaboration &amp; unity</p>	<p>Expository Writing Study</p> <p>7.7 modifiers, standard coordination, and subordination in complete sentences</p> <p><b>Writing Prompt:</b> Community Improvements, Middle School, Helpful Inventions, Generation Struggles, Character Compare/Contrast</p>	<p>Expository Writing Study Continued</p> <p>7.8 Adjectives &amp; Adverbs to enhance writing</p>	<p>Expository Writing</p> <p>7.7 Clauses and phrases Sentence Variety</p> <p>7.8 Pronoun-antecedent Indefinite pronouns Subject-verb agreement Intervening phrases and clauses Verb tense and POV</p> <p><b>Revise &amp; Finalize Expository Writing</b></p>	<p>Persuasive Writing</p> <p>7.7 Central idea Incorporating Evidence Maintaining organized structure Formal style Clearly State Position Credible Sources Organize Reasons/Evidence Fact/Opinion</p> <p>7.9 <u>Research:</u> Formulate and revise questions Collect, organize, and synthesize information Analyze and evaluate sources Quote, summarize, and paraphrase information</p> <p><b>Writing Baseline - Persuasive</b></p>	<p>Persuasive Writing</p> <p>Figurative Language Descriptive Language Imagery Editing</p> <p><b>Writing Prompt:</b> Slam Poetry "I Am From" Poem</p>		<p>Continuation of Persuasive Writing</p> <p>Public Service Announcement pertaining to their chosen social justice cause</p> <p><b>Revise &amp; Finalize Persuasive Writing Prompt:</b> Social Justice Cause</p>	<p>Continuation of Persuasive Writing</p> <p>Public Service Announcement pertaining to their chosen social justice cause</p>	<p>Daily Oral Language Thinking Maps Writer's Workshop Journals</p>
<p><b>Library and Research</b></p>	<p>Library &amp; Makerspace Orientation</p> <p>Genre Picnic/Book Tasting (Types of Fiction)</p>	<p>Choosing Independent Reading Books/Stamina</p> <p>Whole Group Book: Hoot</p> <p>Intro to Book Clubs</p>	<p>Elements of Fiction (Cause &amp; effect, Literary Devices etc.) Centers</p>	<p>Reference Resources: Atlas, Almanac, Encyclopedias and Atlases</p> <p>Print &amp; Online</p>	<p>Poetry Unit/Figurative Language Scavenger Hunt</p> <p>Blackout Poetry Activity</p>	<p>Introduction to Research Process: Forming Questions, Note-taking, Summarizing</p> <p>Nonfiction Text Structures and Organization</p>	<p>Embryology Unit</p> <p>Choosing the Best Resources for Research</p> <p>Types of Communication (Media Literacy Intro) Primary &amp; Secondary Sources</p>	<p>Research for Writing</p> <p>Work Cited Page Format (Electronic Resources )</p> <p>Parenthetical Citations</p>	<p>SOL Review Lessons/Tutoring Groups</p> <p>Media Literacy Research Project</p>	<p>PWC Summer Reading Program</p> <p>Share Summer Reading Resources</p>	
<p><b>MATH Extended</b></p>	<p><u>Unit 1</u> 8.1, (Number Conversion and Ordering), 8.2 (Real Numbers) and, 8.3 (Square Roots) 8/27 - 9/21 Unit Test 9/21</p> <p><u>Unit 2</u> 7.3, 8.4 (Proportional Reasoning) and 7.5 (Similar Figures); 9/22 - 9/30</p>	<p><u>Unit 2 Continued</u> 10/1 – 10/22 Unit Test 10/22</p>	<p><u>Unit 3</u> 7.11 and 8.14a (Evaluating Expressions), 8.9 (Pythagorean Theorem) and 8.10 (Area and Perimeter); 10/25 - 11/30 Unit Test 11/30</p>	<p><u>Unit 4</u> 8.14b (Simplifying Algebraic Expressions), 8.17 (Equations) and 8.18 (Inequalities) 12/1 12/17</p>	<p><u>Unit 4 Continued</u> 1/3-1/11 Unit Test 1/11</p> <p><u>Unit 5</u> 8.15 (Relations and Functions), 7.10 (Slope), and 8.16 (Slope and Graphing) 1/12 – 1/31</p>	<p><u>Unit 5 Continued</u> 2/1 – 2/10 Unit Test 2/10</p> <p><u>Unit 6</u> 7-7 and 8.7 (Transformations) and 8.5 (Angle Relationships) 2/10 - 2/25 Unit Test 2/25</p>	<p><u>Unit 7</u> 8.4 (3D Models), 7.4 and 8.6 (Volume and Surface Area) 3/1 - 3/ 22 Unit Test 3/22</p> <p><u>Unit 8</u> 7.8 and 8.11 (Probability) and 8.12 and 8.13 (Box and Whisker Plots and Scatterplots) 3/23 - 3/31</p>	<p><u>Unit 8 continued</u> 4/1 - 4/22 Unit Test 4/22</p> <p><u>SOL Review</u></p>	<p><u>Review</u></p> <p><u>SOL Test</u></p> <p><u>Math and Writing</u> Following the SOL, we will be learning how to use mathematical tools, such as graphs and percent of change, in persuasive writing.</p>	<p><u>Math and Writing, Continued</u></p> <p>Persuasive Writing, Continued</p>	<p>Video Lessons; Canvas Practice Sessions, Breakouts, Assigned Kahoots, Mazes, Bingo</p>
<p><b>LIFE SCIENCE</b></p>	<p>August/September</p> <p><u>Classroom Rules Procedures and Expectations</u> <u>Porter Uniform Policy</u> <u>Lab Safety Contracts</u></p> <p><b>Unit 1: Cell Structure &amp; Function (LS.2 a-c)</b> a) development of the cell theory demonstrates the nature of science</p>	<p>October</p> <p><b>Unit 3: Photosynthesis &amp; Cellular Respiration (LS.4)</b> a) photosynthesis is the foundation of food webs b) photosynthesis and cellular respiration support life processes</p>	<p>November</p> <p><b>Unit 5: DNA &amp; Heredity (LS.10)</b> a) DNA has a role in making proteins that determine organism traits c) Punnett squares are mathematical models used to predict the probability of traits in offspring</p>	<p>December</p> <p><b>Unit 6: Classification of Living Things (LS.3c)</b> c) similar characteristics determine the classification of organisms</p> <p>&gt; <b>Science process skills &amp; NOS (infused)</b></p>	<p>January</p> <p><b>Unit 7: Evolution &amp; Genetic Variation (LS.11)</b> a) mutation, adaptation, natural selection, and extinction change populations b) fossil record, genetic information, and anatomical comparisons provide</p>	<p>February</p> <p><b>Unit 8: Energy Flow &amp; Cycling of Matter (LS.5)</b> a) matter moves through ecosystems via the carbon, water, and nitrogen cycles b) energy flow is represented by food webs and energy pyramids c) relationships exist among producers,</p>	<p>March</p> <p><b>Unit 9: Communities &amp; Interactions (LS.6)</b> a) relationships exist between predators and prey and these relationships are modeled in food webs b) the availability and use of resources may lead to competition and cooperation c) symbiotic relationships support the survival of</p>	<p>April</p> <p><b>Unit 11: Ecosystem Dynamics (LS.8, LS.9)</b> 8a) organisms respond to daily, seasonal, and long-term changes 8b) changes in the environment may increase or decrease population size 8c) large-scale changes such as eutrophication, climate changes, and</p>	<p>May</p> <p>9a) changes in habitat can disturb populations 9b) disruptions in ecosystems can change species competition 9c) variations in biotic and abiotic factors can change ecosystems</p> <p><b>Students are not responsible for defining the terms</b></p>	<p>June</p> <p>Family Life Education: Human Sexuality · Review of changes · Human reproduction · Media messages related to sexuality · Changing roles of peers, purposes of dating · Consequences of early sexual activity <b>Recommended Post-SOL Activities · Capstone or research</b></p>	

<p>b) cell structure and organelles support life processes c) similarities and differences between plant and animal cells determine how they support life processes Students are not responsible for identifying the contributions of specific scientists. Students are not responsible for explaining specific endothermic and exothermic metabolic Pathways.</p> <p><b>Cells Structure &amp; functions- Summative Assessment</b></p> <p><b>Unit 2: Cellular Transport &amp; Cellular Organization (LS.2e, LS.3a,b)</b> 2e) cellular transport (osmosis &amp; diffusion) is important for life processes 3a) patterns of cellular organization support life processes 3b) unicellular and multicellular organisms have comparative structures Students are not responsible for describing facilitated diffusion, tonicity, and active transport.</p> <p>&gt; Science process skills &amp; NOS (infused)</p> <p><b>2e,3a&amp;b - Summative Assessment</b></p>	<p>Students are not responsible for explaining or identifying the details of the complex chemical reactions for photosynthesis or respiration.</p> <p>4a&amp;b Summative Assessment</p> <p><b>Unit 4: Cell Growth &amp; Reproduction (LS.2d, LS.10b)</b> LS.2d) cell division (mitosis/meiosis) is the mechanism for growth &amp; reproduction LS.10b) the role of meiosis is to transfer traits to the next generation Students are not responsible for describing the stages of meiosis.</p> <p>&gt; Science process skills &amp; NOS (infused)</p> <p>2d&amp;10b Summative Assessment</p>	<p>Students are not responsible for identifying the contributions of specific scientists. Students are not responsible for identifying multi-trait crosses, multiple alleles, incomplete dominance, and sex-linked crosses.</p> <p>&gt; Science process skills &amp; NOS (infused)</p> <p>10a&amp;c Summative Assessment</p>	<p>3c Summative Assessment</p>	<p>evidence for evolution c) environmental factors and genetic variation influence survivability and diversity of organisms Students are not responsible for identifying types of genetic mutations.</p> <p>&gt; Science process skills &amp; NOS (infused)</p> <p>11a,b &amp;c Summative Assessment</p>	<p>consumers, and decomposers Students are not responsible for identifying names of nitrogen fixation, nitrification, ammonification, and de-nitrification.</p> <p>&gt; Science process skills &amp; NOS (infused)</p> <p>5a,b,c -Summative Assessment</p>	<p>different species d) the niche of each organism supports survival</p> <p>6a,b,c - Summative Assessment</p> <p><b>Unit 10: Ecosystems &amp; Adaptations (LS.7)</b> a) biotic and abiotic factors define land, marine, and freshwater ecosystems b) physical and behavioral characteristics enable organisms to survive within a specific ecosystem.</p> <p>&gt; Science process skills &amp; NOS (infused)</p> <p>7a&amp;b Summative Assessment</p>	<p>catastrophic disturbances affect ecosystems</p> <p>8a,b,c, Summative Assessment</p> <p>&gt; Science process skills &amp; NOS (infused)</p>	<p><b>torpor, and aestivation.</b></p> <p>&gt; Science process skills &amp; NOS (infused)</p> <p>9a,b,c- Summative Assessment.</p>	<p><b>project · Engineering design challenges</b></p> <p>&gt; Science process skills &amp; NOS (infused)</p>	
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<p style="text-align: center;"><b>SOCIAL STUDIES</b> USII 1865 to the Present</p>	<p><b>Unit 1:</b> Reconstruction (USII.3a-c; 4c) <b>Reconstruction Assessment</b> Historical Thinking Focus: Sourcing, using evidence, Corroboration</p>	<p><b>Unit 2:</b> Westward Movement/Geography (post-Civil War) – (USII.2a-c; 4a-c) <b>Westward Expansion Assessment</b> Historical Thinking Focus: Sourcing, Contextualization  LA Integration: FlipGrid Summaries- Inventions</p>	<p><b>Unit 3:</b> Industrialization and Progressive Movement – (USII.2b,4b-d) <b>Industrialization Assessment</b> Historical Thinking Focus: Sourcing, Contextualization  <b>Reporting Category 1: Reconstruction and Industrialization</b>  LA Integration: Jim Crow Laws Activity</p>	<p><b>Unit 3:</b> Industrialization and Progressive Movement – (USII.4b-e,5a-b) <b>Progressive Movement and SPANAM War Assessment</b> Historical Thinking Focus: Sourcing, Contextualization</p>	<p><b>Unit 4:</b> America as a World Power (USII. 5c) <b>WWI Assessment</b> Historical Thinking Focus: Sourcing, Contextualization  <b>Reporting Category 2: Progressivism and WWI</b></p>	<p><b>Unit 5:</b> 20<sup>th</sup> Century Changes (USII.6a-d) <b>20<sup>th</sup> Century Changes Assessment</b> Historical Thinking Focus: Sourcing, Contextualization, Corroboration, Close Reading  LA and Encore Integration: Arts and Culture of the 1920's Project</p>	<p><b>Unit 6:</b> World War II (USII.7a-c; 8a) <b>WWII Assessment</b> Historical Thinking Focus: Sourcing, Contextualization, Corroboration, Close Reading</p>	<p><b>Unit 7:</b> The Cold War (USII.8b-d) <b>Cold War Assessment</b> Historical Thinking Focus: Sourcing, Contextualization, Corroboration, Close Reading</p>	<p><b>Unit 8:</b> A Changing America (Social, Economic) (USII.8e; 9a-d) <b>Modern Day Assessment</b> Historical Thinking Focus: Sourcing, Contextualization, Corroboration, Close Reading</p>	<p>Unit 8: Modern Day America (USII.8e; 9a-d) <b>Modern Day Assessment</b> Historical Thinking Focus: Sourcing, Contextualization, Corroboration, Close Reading  <b>Reporting Category 3: Post WWII</b></p>	
COMPUTER	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum	Student-Created Websites/Interactive Activities to Support Core Curriculum
ART	<p>Art Citizenship  Square 1 Art Torn fruit/veg on font background  Getting to know you activity. Community: Artistic license</p>	<p>Commercial Designer collage: candy wrapper background with stitched fabric lillipops</p>	<p>Elements of Art. Pinwheel. Form  Math: 2-point perspective tree house.</p>	<p>Review clay stages.  Clay slab: candle holder  Contour vs Blind Contour. Graphite. Hand</p>	<p>Watercolor techniques.  H2O color plant/animal cells</p>	<p>Value scale with tortillon stump.  Plant with color value pot. Tint/shade</p>	<p>Math: review 1-point perspective  2-point perspective bird houses. Colored pencils.</p>	<p>Mixed media: textile art and painted flowers</p>	<p>Review clay stages.  Clay slab castle. Form., texture</p>	<p>Art History and Elements of Art review  <u>The dot</u> project</p>	-----
PE/HEALTH	Virtual Team Building Activities, "Choice Led Health Courses," Practice throwing, striking, dribbling, Integration of Core Curriculum	Virtual Team Building Activities, "Choice Led Health Courses," Practice throwing, striking, dribbling, Integration of Core Curriculum	Fitness Pre-testing aerobic, flexibility, upper body & abdominal, Fitness Plan Skill Analysis & Feedback	Balance & center of gravity physiological principals of warm-up, cool-down Stress reducing actives	Cooperative & tactical activities Offensive & Defensive tactics & strategies Demonstrate skill related components of fitness	Cooperative & tactical activities Offensive & Defensive tactics & strategies Demonstrate skill related components of fitness post-Fitness tests aerobic, abdominal, flexibility & upper body	Post Fitness Tests till mastery Analyze movement skills of self & others Demonstrate use of technology Self assess level of physical activity SMART goals	Post Fitness Tests till mastery Tactical & dynamic offensive & defensive strategies Heart rate monitoring Etiquette, respect, integrity & teamwork in Physical activities	Post Fitness Tests till mastery Mature form & skill combinations in dynamic & unpredictable situations Demonstrate movement learning progression	Post Fitness tests till mastery Demonstrate competence & apply movement concepts in modified versions of various game/sport activities	
MUSIC	Integration of Core Curriculum through Band, Strings and Chorus	→	→						→		
Spanish I	Alphabet, Greetings & Farewells. Expressing Courtesy, Numbers 0-100	Spanish Speaking Countries & Capitals, Age, Birthday, Telling Time, Cognates  Exam Unit 1	Ser & tener verbs, Present Tense Interrogatives	Classroom vocabulary, School Schedule, School uniform, school/outside activities	Season & weather, clothing, colors  Exam Unit 2	Family, physical and personality characteristics, Possessive Adjectives	Hobbies, sports, <i>me gusta o no me gusta</i> , have to do or want to do, Present tense continued  Exam Unit 3	Community, places, foods & drinks, flavors, changing verbs  Exam Unit 4	Writing & Speaking CPA	Listening & Reading CPA	