

**Text**

	SEPTEMBER RESPECT	OCTOBER Patience	NOVEMBER Compassion	DECEMBER Honesty	JANUARY cooperation	FEBRUARY Courage	MARCH Courtesy	APRIL Sense of Humor	MAY Responsibility	JUNE Perseverance	STRATEGIES
<p><b>READING</b></p> <p>7<sup>th</sup> Grade</p> <p>Variations: READING Expectation of independent reading (at least 20 minutes nightly) throughout year</p> <p>7.1, 7.2, 7.3: use oral communication as a strategy for learning and understanding literature--ongoing throughout year</p>	<p>Code of Behavior <b>Code of Behavior Test</b> 7.4 <b>Word Study:</b> Origins of words, prefix, suffix, root word, synonym, antonym, word reference materials 7.5 <b>Reading Strategies:</b> monitoring comprehension 7.5 <b>Elements of Fiction (Narrative Structure):</b> plot, setting, character, conflict, theme, point of view, foreshadowing, genre, author's purpose Academic vocabulary 7.4b 7.5c 7.5d 7.5 Fiction elements 7.5a <b>SUMMER READING &amp; VRC (MUST READ 4 before MAY Library VOTE)</b> <b>SOCRATIC CIRCLES</b> <i>The Diner Party/Ribbons/The Treasure of Lemon Brown/</i> <b>IA Pretesting</b></p>	<p>7.5 <b>Elements of Fiction continued:</b> figurative language, character development, cause and effect, word choice, imagery <b>History Integration:</b> <b>IA: Elements of Fiction</b> 7.5 Begin Narrative Nonfiction Intro. to <b>Partner Reading</b> and <b>Literature Circle</b> processes using <b>TANGERINE</b></p>	<p>7.5 <b>Narrative Nonfiction:</b> use of narrative structure in biography, autobiography, diary, memoir, personal narrative  Fiction/Narrative Nonfiction Review  <b>History Integration:</b> Narrative nonfiction  <b>IA: Benchmark 1</b> <b>Partner Reading:</b> Novels to be chosen by students from classroom/library sets</p>	<p>7.6 <b>Elements of Nonfiction:</b> internal text structures, organizational patterns, main idea and supporting details, draw conclusions, make inferences, fact, opinion  <b>History Integration:</b> diary entries, memoirs, articles, photos, etc.  <b>IA: Elements of Nonfiction/ Word Study</b>  <b>Literature Circles:</b> <i>A long way from Chi/A year down/Out of the Dust/The bread winner/No Promises in the wind/Dark Days</i></p>	<p>7.5, 7.6 Review Elements of Fiction/Nonfiction <b>IA: Benchmark 2</b> 7.5 <b>Poetry:</b> word choice, imagery, figurative language, haiku, limerick, free verse, ballad, rhyme, rhythm, repetition  <b>History Integration:</b> Poetry <b>IA: Poetry</b> Begin Research unit <b>Partner Reading:</b> Novels to be chosen by students from classroom/library sets <b>Literature Circles</b> Selections from text &amp; <i>Driving Miss Daisy</i></p>	<p>7.9 <b>Research:</b> find, evaluate, and select appropriate resources for a research product  <b>History Integration:</b> stories/poetry/ research <b>IA: Research</b>  <b>Literature Circles:</b> <i>After the Holocaust/Hitler's Canary/We Rode the Orphan Trains/Surviving Hitler/The Devil's Arithmetic</i></p>	<p>7.5/7.6 <b>Persuasive Fiction and Nonfiction texts:</b> emphasis on audience, purpose, voice and tone in mentor texts  7.1 Begin Media Literacy <b>History Integration:</b> stories/poetry WWII  <b>Partner Reading:</b> Novels to be chosen by students from classroom/library sets <i>Diary of Anne Frank/Number the Stars/Klipfish Code/The Cay</i></p>	<p>7.1 <b>Media Literacy:</b> What is media? What does it mean to be media literate? Use media process skills to create Public Service Announcement  <b>History Integration:</b> stories, memoirs, diary entries, poetry  <b>IA: Media Literacy</b> <b>IA: SOL Simulation</b>  <b>Literature Circles:</b> <i>Malcolm X/Mandela/The Power of One/Through My Eyes/The Watsons Go to Birmingham VRC DUE (4 books)</i></p>	<p>SOL Review  Test Taking Strategies  <b>Reading SOL</b>  <b>Literature Circles:</b> Novels to be chosen by students from classroom/library sets  Identify literary devices Lit. Circles <i>La Linea/Catch A Tiger by the Toe/Witness/Immigrant Kids/Island of Hope</i>  Review!  <b>SOL</b></p>	<p>End of Year Projects and Writing  <b>Choice of Literature Circles or Partner Reading:</b> <i>All Summer in a Day,/ The Monsters Are do on Maple Street</i> Reading for enjoyment/ <b>Consumer Information Self reflections</b> Lit. Circles: Text Selections: <i>All Summer in a Day,/ The Monsters Are do on Maple Street</i>  <b>IA Writing</b></p>	<p>READING: <b>Literature circles Partner Reading:</b>  Guided reading Independent reading <b>Journals</b> Book talks <b>Self reflections</b> Desk Side conferences <b>Socratic Circles</b>  Released test Pre-testing &amp; Post testing IA's</p>
<p><b>Change in society</b></p>	<p><i>Park's Quest &amp; How to Enjoy Poetry</i> 7.5</p>	<p><i>Phineas Gage</i> Core text book &amp; articles <i>Short stories</i> 7.6/7.5</p>	<p>Newspaper/Internet Articles <i>Ashes of Roses</i></p>	<p><i>A Christmas Carol</i> <i>A Ghost in the Snow</i> Text book/articles 7.5/7.6</p>	<p>Text book/Articles 7.5/7.6</p>	<p>Text book : <i>Bill of Rights&amp; Pledge of allegiance /Newspaper</i> 7.7/7.6/7.5</p>	<p>Text readings: <i>Poetry/Newspaper</i> 7.5/7.6</p>	<p><i>Myth/Fable</i> 7.5/7.6/7.7</p>	<p>Newspapers/Text book; Essays: <i>Persuasive &amp; Expository</i>  7.7/7.6/7.5</p>	<p>Students own writings: Essays and Articles</p>	<p>Journals Self reflections</p>
<p>WRITING</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 voice ongoing throughout year</p>	<p>Writing Process Review writing process and SOL domains  On Demand Writing Prompt – Descriptive Writing  Set-up Writer's Workshop process and Writer's Notebooks  (SOL 7.7, 7.8) <b>Diagnostic writing samples</b> Paragraphing w/ Supported Details 7.8/7.9 <b>Monthly Book Report "Fantasy" 10/11</b></p>	<p>Descriptive Writing Study  Free Writing  Writing folders <b>Descriptive writing</b> Subject-verb agreement Compound sentences Use of transitions 7.8/7.9 <b>Monthly Book Report "Biography/ Auto" 11/08</b></p>	<p>Expository/Informational Writing Study  Five-paragraph essay Introduction/ conclusion Formatting Apostrophe use Transitions Pronoun/antecedent agreement Note taking  <i>Ashes of Roses</i> 12/06</p>	<p>Expository/Informational Writing Study  Free Writing Continued 7.8/7.9  <b>Monthly Book Report</b> <b>Elements of Fiction poster</b> <b>"A Play"</b> 12/21</p>	<p>Narrative Writing Writing Study Semi-colon use Quotation marks Complex sentences Sentence variety Transitions Mechanics 7.8/7.9 <b>Monthly Book Report "Historical Fiction" 1/26</b></p>	<p>On- Demand Writing Prompt - Narrative Writing Narrative Writing Study Free Writing Continued 7.8/7.9 <b>Monthly Book Report "Biography/ Auto" 2/24</b></p>	<p><b>Persuasive writing</b> Review writing forms  Mechanics 7.8/7.9  "Fiction" 3/2</p>	<p><b>Persuasive writing</b> Review writing forms Transitions Mechanics 7.8/7.9  "Mystery/Detective" 4/27</p>	<p><b>Poetry /Stories</b> Free Choice Writing- Writing in any genre Free Writing Continued 7.8/7.9 <b>Monthly Book Report "Science Fiction" 5/26</b></p>	<p>Creative Fiction Writing  Free Writing REVIEW 7.8/7.9 Monthly Book Report "Your Own Poetry/Stories writings" 6/10</p>	<p>Daily Oral Language <b>Thinking Maps</b> Writer's Work shop <b>Journals</b>/self reflections</p>
<p><b>Library and Rserach</b></p>	<p>Virginia Reader's Choice Poetry  <b>MLA FORMATING</b> Independent reading (continued all year)</p>	<p>Research: Science Fair (SCI) Electronic data base use (continued all year)</p>	<p>Types of Research sources <b>Works Cited Format</b> Genetic Disorders (SCI)</p>	<p>Research Strategies (continued all year)  Spelling Bee</p>	<p>Nonfiction Text Structures and organization Almanacs Research: Biomes (SCI)</p>	<p>Biographies</p>	<p>Research for Writing</p>	<p><b>VRC Voting</b></p>	<p><b>VRC Celebration</b></p>	<p>Book selection <b>Library Research</b> Electronic Databases <b>Primary/secondary sources</b> MLA</p>	
<p><b>MATH Extended</b></p>	<p>Review of Integers 9/4 – 9/10 <b>PRETEST</b> – 9/11-9/12 <b>Unit 1</b> 8.5, 8.2 Real #s 9/13 - 9/21 <b>Unit 2</b> 7.16, 7.13a, 8.1 Properties and Expressions 9/24 - 9/28</p>	<p><b>Unit 2 Continued</b> 10/1 – 10/12 <b>Unit 3</b> 7.13b, 8.4 Order of Operations 10/15 - 10/19 <b>Unit 4</b> 8.15a,c Equations 10/22 - 10/31  <b>Benchmark 1: 10/31</b></p>	<p><b>Unit 4 Continued</b> 11/1 - 11/9 <b>Unit 5</b> 8.15b Inequalities 11/13 - 11/20 <b>Unit 6</b> 7.4, 8.3, 7.14b, 7.6 Problem Solving 11/26 - 11/30</p>	<p><b>Unit 6 Continued</b> 12/3-12/21</p>	<p><b>Unit 7</b> 7.9, 8.12 Probability 1/2 - 1/11 <b>Unit 8</b> 8.13 Statistics 1/14 - 1/24 <b>Unit 9</b> 8.6, 8.8, 7.8 Angles, Transformations 1/27 - 1/31 <b>Benchmark 2: 1/24 - 1/28</b></p>	<p><b>Unit 9 Continued</b> 2/4 – 2/22 <b>Unit 10</b> 8.10, 8.11 2-D 2/25 - 2/28</p>	<p><b>Unit 10 Continued</b> 3/1 – 3/15 <b>Unit 11</b> 8.9, 7.5, 8.7 3-D Figures 3/18 - 3/29  <b>Benchmark 3: 3/25 – 3/29</b></p>	<p><b>Unit 11 Continued</b> 4/1 – 4/5 <b>Unit 12</b> 7.12, 8.14, 8.16, 8.17 Patterns, Functions, and Algebra 4/8 – 4/30</p>	<p><b>Unit 12 Continued</b> 5/1 – 5/3  Review</p>	<p>SOL Test  Review</p>	<p>Interactive Notebook Warmup, Number sense Notebook Centers/Choice Weekly Quizzes Review Websites</p>
<p><b>SCIENCE</b></p>	<p>September Scientific Investigation LS 1(a,b,c,f,h,i)  IA unit test on Scientific Investigation  Cell Organelles LS 2(a-6,b-2,c-2)</p>	<p>October  Patterns of cellular organization-cells, tissues,organs, organ systems LS4 Basic Needs of organisms LS4a-Plant Needs LS4b Animal Needs</p>	<p>November LS1Investigation a Organization of data. LS1f Variables &amp; Constants LS1g Control of variables. LS1h Line Graphs.</p>	<p>December LS 5 Classification of organisms LS5aKingdoms LS5b Phyla LS5c Species  LS13(a-g) Heredity</p>	<p>January  LS 13(e-g) Inheritance, Genetic Engineering , Historical contributions LS14 Evolution and Genetic Variation.</p>	<p>February LS10 Biomes and Adaptations  LS7 Ecosystems LS7a-Carbon, Water &amp; Nitrogen cycles LS7b Flow of Energy LS7c Complex</p>	<p>March  LS8a Competition, Cooperation, Social Hierarchy  LS9 Interactions Among Populations LS9a relationships in</p>	<p>April LS11 Changes in environment LS11b population dynamics  LS12 Ecosystem Dynamics and Human Activity</p>	<p>May LS8 Interactions in the Environment  LS13 DNA LS13c Genotypes &amp; Phenotypes LS13f Genetic Engineering</p>	<p>June LS7 Energy Flow  LS14a Natural selection  LS 10.Biomes &amp; Adaptations.</p>	

	Plant & Animal Cells, Cell Theory	LS4c-Life Processes LS6a,b,c Photosynthesis <b>IA Benchmark1</b> 10/29-11/2	LS2 Cells LS2aCell Structure LS2d CellDivision LS3-Patterns of Cellular organization LS3b Life Functions LS4-Basic needs of organisms LS6 Photosynthesis LS3b, LS4 Life Processes	DNA, Genes & Chromosomes, Genotype and Phenotype, Expression of traits,	LS14(a-c) Natural selection Evidences of Evolution. Diversity of organisms.  <b>IA Benchmark2</b> 1/21-1/25	relationships LS7d Energy Flow  <b>Sci. Fair</b> 12 <sup>th</sup> Feb, 2015	Food webs, LS9b Relationships between predators and prey. LS9c Competition & Cooperation LS9d Symbiotic relationships LS9e Niches	LS12a Food production LS12b Habitat size	<b>IA Benchmark3</b>	<b>IA Benchmark4</b>	
<b>SOCIAL STUDIES</b>	Review of Historical Thinking Skills  Unit 1: Reconstruction - USII.3a-c; 4c  Historical Thinking Focus: Sourcing, using evidence, Corroboration  Unit 1 Assessment  LA Integration - Reconstruction Mini-Q	Unit 2: Westward Movement (post-Civil War) - USII.2a,c; 4a, c  Historical Thinking Focus: Sourcing, Contextualization  Unit 2 Assessment  LA Integration - Gold Rush Mini-Q	Unit 3: Industrialization and Progressivism - USII.2b,4b,d  Historical Thinking Focus: Sourcing, Contextualization  Benchmark #1	Unit 3: Industrialization and Progressivism - USII.4b-d  Historical Thinking Focus: Sourcing, Contextualization  Unit 3 Assessment  LA Integration - Progressivism Mini-Q	Unit 4: America as a World Power USII.5a-c  Unit 4 Assessment  LA Integration: Philippines Mini-Q	Unit 5: Boom and Bust USII.6a-d  Unit 5 Assessment  Benchmark #2  LA Integration: Prohibition Mini-Q	Unit 6: World War II USII.7a-c; 8a  Unit 6 Assessment  LA Integration: Pearl Harbor Mini-Q  Marine Corps Museum Field Trip	Unit 7: The Cold War USII.8b-d  LA Integration: Containment Mini-Q	Unit 8: Social Policies post-1950 USII.8e; 9a-d	Benchmark #3  DC Field Trip	
<b>COMPUTER</b>	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	
<b>ART</b>	Artist Journals Elements of Art and Principles of Design	Integration of core curriculum through discussion and production of artwork using a variety of media	----->	----->	----->	----->	----->	----->	----->	----->	----->
<b>PE/HEALTH</b>	Team Building Responsible Behavior Goal Setting Body Systems Integration of Core Curriculum when applicable	VA Wellness Pre Testing Skilled Movement Personal Health Integration of Core Curriculum when applicable	VA Wellness Pre Testing Skilled Movement cont. Nutrition Integration of Core Curriculum when applicable	VA Wellness Pre Testing Movement Principles & Concepts Mental Health Integration of Core Curriculum when applicable	VA Wellness Pre Testing Movement Principles & Concepts cont. Disease Prevention Integration of Core Curriculum when applicable	VA Wellness Post Testing Personal Fitness Drug Abuse & Prevention Integration of Core Curriculum when applicable	VA Wellness Post Test Personal Fitness cont. Community & Environmental Health Integration of Core Curriculum when applicable	VA Wellness Post Testing Physically Active Lifestyle Community & Environmental Health Integration of Core Curriculum when applicable	VA Wellness Post Testing Physically Active Lifestyle cont. Safety/First Aid Integration of Core Curriculum when applicable	PE/Health Concepts Review MS Sports Day Personal Fitness Plan Goal Analysis	PE Notebook Portfolio Fitness Log Nutrition Log PE Academic Vocabulary Health Academic Vocabulary Thinking Maps Fitness Testing Goal Setting
<b>MUSIC</b>	Integration of Core Curriculum through Band, Strings and Chorus	----->	----->	----->	----->	----->	----->	----->	----->	----->	----->

# GRADE 7