

#### Subject Title 2022-23 Year at a Glance (YAG)



#### 7th Grade ELAR Year at a Glance (YAG) 2022-2023

2022-2023					
First Semester		Second Semester			
1 <sup>st</sup> Nine Weeks – 41 days (August 15 <sup>th</sup> – October 12 <sup>th</sup> )		<b>3</b> <sup>rd</sup> <b>Nine Weeks – 47 days</b> (January 3 <sup>rd</sup> – March 10 <sup>th</sup> )			
(September 5 <sup>th</sup> – No Scho		(January 18 <sup>th</sup> – No School)			
(October 10 <sup>th</sup> – No Schoo	1)	(February 20 <sup>th</sup> – PD Day) (March 13 <sup>th</sup> – 17 <sup>th</sup> – Spring Br	eak)		
			(March 13 <sup>th</sup> – 17 <sup>th</sup> – Spring Break) (March 20 <sup>th</sup> – Teacher Workday)		
TEKS	Spiraling Rituals of Practice (9	TEKS	Spiraling Rituals of Practice (9		
	weeks)		weeks)		
GT Modifications	Students will engage in	Reader's	Students will engage in independent		
and Extensions	independent choice reading,	Workshop	choice reading, notebook		
Reader's	notebook gathering, sentence	7.1 7.2	gathering, sentence composing,		
Workshop	composing, poetry analysis,	7.3	poetry analysis, critical thinking		
7.1	critical thinking skills, writing into	7.4	skills, writing into the week, article of		
7.2	the week, article of the week	7.5	the week analysis and discussion,		
7.3	analysis and discussion, peer	7.6	peer review of written pieces,		
7.4 7.5	review of written pieces, mentor		mentor text mini-lessons		
7.6	text mini-lessons	Writer's Workshop			
		Workshop- Narrative Focus	Narrative Unit of Study: (5 to 6		
Writer's	Novel Study: (5 to 6 weeks)	7.7	Weeks)		
Workshop-Across	While engaging in small group	7.8	This unit explores short story, flash		
Genres	book clubs for	7;9	fiction, and short-form memoir.		
7.7 7.8	discussion, students examine	7.10	Students study mentor texts,		
7;9	the novel The Outsiders by S. E.	7.11	discuss and note the requisite		
7.10	Hinton to analyze how authors	Poetry	elements of genre and writer's craft;		
7.11	create worlds through dramatic	7.7	use these criteria to develop topics,		
	conventions and fictional	7.8	draft, confer, provide and receive		
Novel Study	elements. In addition to	7.9	feedback, revise, edit, publish, self-		
7.6	addressing the focus standards	7.10	and peer-assess		
7.7 7.10	of	7.11			
7.11	the unit, students will engage in	Positive Character	Poetry Unit of Study (Weekly)		
	daily independent reading and	Traits	<u>Throughout the year</u> , students will		
Poetry	low stakes writing.	§120.7	read and discuss one to two poems		
7.7		5	per week, analyzing authors craft,		
7.8	Poetry Unit of Study (Weekly)		through dramatic conventions and		
7.9 7.10	<u>Throughout the year</u> , students		fictional elements. They will review		
7.11	will read, examine and discuss		pieces of poetry we have discussed		
	one to two poems per week,		and analyzed throughout the year,		
Positive Character	analyzing the author's craft,		critiquing style/format or drafting		
Traits	through dramatic conventions		poems of their own. Students will		
§120.7	and fictional elements. They will		explore and draft several poem		
	review pieces of poetry we have		models.		
	discussed and analyzed				
	throughout the year, critiquing		All units emphasize the integration		
	style/format or drafting poems of		of reading and writing skills and		
	their own. Students will explore		support the development of		
	and draft several poem models.		processes, while providing a		
			framework for college and career		
	All units emphasize the		readiness as well as character		
	integration of reading and writing		development.		
	skills and support the		Ohenester Development		
	development of processes, while		Character Development		
	providing a framework for college		Through the use of critical thinking		
	and career readiness as well as		skills, students will systematically		
	character development.		learn the skills of 1. Literal		

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	Character Development Through the use of critical thinking skills, students will systematically learn the skills of 1. Literal observation and thinking 2. Inferential thinking and 3. Applied thinking. This process will encourage students to analyze information taken in with a formal, declared goal of using the information in a manner which develops the following attributes: (A) Trustworthiness: loyalty, integrity, reliability, and punctuality. (B) Responsibility: accountability, perseverance, diligence, and self-control. (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion. (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude. Through this process, students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.		observation and thinking 2. Inferential thinking and 3. Applied thinking. This process will encourage students to analyze information taken in with a formal, declared goal of using the information in a manner which develops the following attributes: (A) Trustworthiness: loyalty, integrity, reliability, and punctuality. (B) Responsibility: accountability, perseverance, diligence, and self-control. (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion. (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude. Through this process, students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.
2 <sup>nd</sup> Nine Weeks – 42 days (October 13 <sup>th</sup> – December 16 <sup>st</sup> ) (November 21 <sup>st</sup> – 25 <sup>th</sup> – Thanksgiving Break) (December 19 <sup>th</sup> – January 1 <sup>st</sup> – Holiday Break)		<b>4<sup>th</sup> Nine Weeks – 45 days</b> (March 21 <sup>st</sup> – May 24 <sup>th</sup> ) (April 7 <sup>th</sup> – No School) (April 28 <sup>th</sup> – No School)	
(January 2 <sup>nd</sup> – Teacher Wo TEKS	orkday) Spiraling Rituals of Practice (9	<u>TEKS</u>	Spiraling Rituals of Practice (9
Reader's Workshop 7.1 7.2 7.3 7.4 7.5 7.6 Writer's Workshop- Argument Focus 7.7 7.8 7;9	weeks) Students will engage in independent choice reading, notebook gathering, sentence composing, poetry analysis, critical thinking skills, writing into the week, article of the week analysis and discussion, peer review of written pieces, mentor text mini-lessons Argument Unit of Study: (5 to 6 Weeks)	Reader's Workshop 7.1 7.2 7.3 7.4 7.5 7.6 Writer's Workshop- Genre Choice 7.7 7.8 7;9 7.10	<ul> <li>weeks)</li> <li>Students will engage in independent choice reading, notebook gathering, sentence composing, poetry analysis, critical thinking skills, writing into the week, article of the week analysis and discussion, peer review of written pieces, mentor text mini-lessons</li> <li>Free Choice Unit of Writing Study: (3 to 4 weeks) In this unit, students will continue to develop their skills through reading</li> </ul>



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7.10	This unit encourages students to	7.11	and writing workshop time. Students
7.11	share their opinions through		have the opportunity to write in the
	argumentative writing. Students		genre of their choice to express
Positive Character	will research and analyze	Digital Showcase	their ideas and feelings about real
Fraits	characteristics of multimodal and	7.3	or imagined people, events, and
§120.7	digital texts and structures of	7.4 7.6	ideas. Students will confer with one
	argumentative text by identifying	7.9	another about their writing, provide
	the claim and 4 types of evidence	7.10	and receive feedback, revise and
	(illustration, authorization,	7.11	edit their written pieces
	elaboration and countering).	7.12	
	Students examine various		Look, Notice, Capture, Respond
	mediums to analyze the effects of	Positive Character	Digital Showcase (4 weeks)
	informational structure and	Traits	
	argumentative techniques on	§120.7	Students continue to engage in
	meaning and author's message.		authentic reading, writing,
	Students synthesize their		listening, speaking and visual
	learning to compose		representation through the creation
	argumentative essays. In addition		and publication of a multigenre
	to addressing the focus		digital presentation. Students will
	standards of this unit, students		create a showcase of the skills and
	will engage in daily independent		growth they have made this year in
	reading and low stakes writing.		both their critical thinking skills and
			their genre specific writing. Using
	All units emphasize the		self-generated photography as
	integration of reading and writing		their writing inspiration, students
	skills and support the		will use mentor texts, editing and
	development of processes, while		revising skills to take both new and
	providing a framework for college		early pieces of work all the way to
	and career readiness as well as		publishing.
	character development.		publishing.
	Ohamatan Davalan mant		In addition to addressing the focus
	Character Development		standards of the unit, students will
	Through the use of critical		engage in daily independent
	thinking skills, students will		reading and low stakes writing.
	systematically learn the skills of		reading and low states writing.
	1. Literal observation and thinking		All units emphasize the integration
	2. Inferential thinking and 3.		of reading and writing skills and
	Applied thinking. This process will		support the development of
	encourage students to analyze		processes, while providing a
	information taken in with a formal,		framework for college and career
	declared goal of using the		readiness as well as character
	information in a manner which		development.
	develops the following attributes:		
	(A) Trustworthiness: loyalty,		Character Development
	integrity, reliability, and		Through the use of critical thinking
	punctuality. (B) Responsibility:		skills, students will systematically
	accountability, perseverance,		learn the skills of 1. Literal
	diligence, and self-control. (C)		observation and thinking 2.
	Caring: kindness, empathy,		Inferential thinking and 3. Applied
	charity, generosity, patience,		thinking. This process will encourage
	consideration, and compassion.		students to analyze information
	(D) Citizenship: respect,		taken in with a formal, declared goal
	courtesy, concern for the		of using the information in a manner
	common good and the		which develops the following
	community, fairness, freedom		attributes:
	from prejudice, justice,		(A) Trustworthiness: loyalty,
	patriotism, school pride, respect		integrity, reliability, and punctuality.
	for authority and law, and		(B) Responsibility: accountability,
	gratitude.		perseverance, diligence, and

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	Through this process, students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.		self-control. (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion. (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude. Through this process, students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.
<u>1st 9 weeks</u>	2nd 9 weeks resources	3rd 9 weeks resources	4tht 9 weeks resources
resources The Outsiders, S. E. Hinton	Newsela Tweentribune	Selected Poems Student Choice Genre Specific Readings.	Selected Poems Student Choice Genre Specific Readings.
Selected Poems	AHJS Library Curated Research Sites	Newsela	Newsela
Newsela	Selected Poems	Tweentribune	Tweentribune
Tweentribune			
Google Arts and Culture	Student Choice Genre Specific Readings.	Selected Short Stories Google Arts and Culture	Google Arts and Culture
Student Choice Genre Specific Readings.	Google Arts and Culture		

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