

## 7th Grade Curriculum Packet

### **Attendance/Tardiness**

Make sure your child gets to school on time each day. Entering the room late is disruptive. (Think Ahead: **High schools will check for excessive tardiness when reviewing the applications of potential students.**)

### **Homework**

We believe homework should be meaningful and directly linked to our curriculum. This is another way to foster independence and the home school connection. Homework is a way for students to practice skills and reinforce familiar concepts at home. It may also be a way to explore a new concept at home in preparation for an upcoming classroom study. Homework is not meant to be burdensome for families, or cause stress for the children. If your child is having difficulty with something please write a note to let us know what they are having trouble with. Homework will be assigned each night in a **Student Planner** and due the next day unless otherwise specified.

### **Behavior**

**Work Ethic:** Students are expected to work hard and take pride in their work. This includes: using class time wisely, getting to work immediately, staying focused on a task, completing assignments thoroughly, and showing pride in both their work process and products.

Research-Nancy Welch		
Is the Constitution a living document?		
September-December	January-April	March-June
The Words We Live by: The US Constitution.	The Civil War & Reconstruction	“The times they are a changing” Civil Rights in the 20 <sup>th</sup> /21 <sup>st</sup> Century
<p><i>Why does the constitution matter?</i></p> <p>In this unit, students will explore the scope and limits of Constitutional rights. Students will engage in learning activities focused on connecting the history of the U.S. Constitution with present-day applications. They will delve deeply into primary and secondary sources dealing with historical U.S. Supreme Court cases and the present-day Patriot Act. In doing so, they will be able to discuss and analyze the tension between individual liberties and securing the general welfare. Students will be able to take a stand at the end of the unit, both in a performance assessment and an argumentative writing piece.</p>	<p><i>Did they die in vain?</i></p> <p>The Civil War is oftentimes described as a war of brothers. In this unit we will focus on the causes of the civil war, rapid economic growth, innovation, territorial expansion, slavery, state’s rights, immigration etc., the war itself and reconstruction. Throughout the unit students will reflect on the moral implications of war, the lasting legacy.</p>	<p><i>How has the constitution changed over time?</i></p> <p>Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties. Through this unit, students will develop an understanding of how changes in the perceptions of civil rights and liberties have led to an infringement on people’s civil rights. Students will look at changes over the past 100 years in the United States by studying events such as women’s suffrage, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, minority rights, etc. Finally, students will discover how individuals and groups have affected social change in the structures of power and authority through civic engagement.</p>

Research Grading Policy	
Preparedness, Effort, Engagement and Participation	10%
Homework	10%
Collaborative Projects	10%
Assessments, Tests and Quizzes	35%
Class Assignments	35%

**---7TH GRADE SCIENCE---**  
**ELSA TIPPY**

**PHYSICAL SCIENCE BIG IDEAS**

All students need to develop an understanding of science and technology to make informed personal and community decisions. Using *Issues and Physical Science*, students learn how to gather and interpret scientific evidence about issues of interest to them and their community. As a result, they begin to appreciate the power and also some of the limitations of science. They also begin to recognize that science is much more than a set of answers to be learned, but rather, a way of asking questions.

*Issues and Physical Science* examines issues in a societal context. The units treat issues in a way that fosters and promotes the ability of young adolescents to think abstractly, and builds upon their need for peer interaction and support.

**STUDENT ONLINE BOOK:** [HTTP://EBOOKS.LAB-AIDS.COM/STUDENT-RESOURCES](http://ebooks.lab-aids.com/student-resources)

**STUDENT ONLINE ACCESS CODE:**

<b>Unit Name</b>	Unit C: Erosion and Deposition	Unit B: Chemistry of Materials	Unit D: Energy	Unit E: Force and Motion	Unit F: Waves
<b>Unit Length</b>	9 weeks	10 weeks	11 weeks	6 weeks	4 weeks
<b>Activities Covered</b>	1, 24-35 (all)	2, 8-9, 12-29	53-72 (all)	72-88 (all)	89-99 (all)

**SCIENCE GRADING POLICY**

Summative Assessments: end of unit projects, exams, presentations, lab write ups, or posters.	35%
Quizzes: given biweekly on the topics that have been included in those two weeks	30%
Science Notebook: organized notebook setup, proper and complete notetaking, inclusion of diagrams and drawings, neat and legible	25%
Homework: end of activity questions, article responses, unfinished classwork	10%

## 7th Grade Mathematics

Ricky Reid

### Big Ideas

Grade 7 focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### Curriculum & Resources

Visit [ReidMath.com](http://ReidMath.com) for more details!

#### Unit 1: [Integers](#)

For a given set of integers there are relationships between positives and negative numbers that are always true.

#### Unit 2: [Rational Numbers](#)

For a given set of numbers there are relationships; these are the rules that govern arithmetic and algebra.

#### Unit 3: [Expressions](#)

Any number, measure, expression, or equation can be represented in a number of ways.

#### Unit 4: [Equations & Inequalities](#)

Algebraic equations and inequalities may be used to solve real world problems.

#### Unit 5: [Ratios & Proportional Relationships](#)

If two quantities vary proportionally, that relationship can be represented in multiple ways.

#### Unit 6: [Percent Relationships](#)

Proportional relationships can be used to solve real-world problems.

#### Unit 7: [Statistics](#)

Collecting and analyzing data can answer questions – as long as data is based on a valid sample!

#### Unit 8: [Probability](#)

Models may be used to simulate real world situations, enabling us to make predictions.

#### Unit 9: [Geometry](#)

Geometric figures can be compared by their relative values.

### Grading Policy

Summative Assessments ( <i>portfolios, standards based tests, and unit exams</i> )	50%
Performance Assessments ( <i>in class assignments, homework, notebook, and quizzes</i> )	40%
Classroom Standards ( <i>participation, student readiness, and teamwork</i> )	10%

**7th Grade Literature**  
Suna Pong

Big Idea: How does literature inspire change?

September-December	January-April	March-June
<u>Novel Study:</u> <b><i>Animal Farm</i></b> by George Orwell	<u>Novel Study:</u> <b><i>Ender’s Game</i></b> by Orson Scott Card	<u>Novel Study:</u> <b><i>A Long Walk to Water</i></b> by Linda Sue Park
Animal Farm tells the story of Farmer Jones’ animals who rise up in rebellion and take over the farm. Tired of being exploited for human gain, the animals—who have human characteristics such as the power of speech—agree to create a new and fairer society. The novel reads like a fable, and Orwell originally subtitled it as one, but it is also a satire containing a message about world politics and especially the former Soviet Union. In a satire, the writer attacks a serious issue by presenting it in a ridiculous, funny way. Students will analyze how Orwell uses satire to expose a serious problem, then will write their own fables to expose real issues today.	We all dream of perfection: the perfectly harmonious society, with everyone happily going about their lives. But perfection comes at a cost, and remains perpetually out of reach. This contradiction is just one of the reasons dystopias have captivated readers of all ages. The idea of a utopia, juxtaposed with the stark reality that it can never exist, makes a compelling setting for social commentary and critique. In this unit, students will find the elements of science fiction, specifically dystopian literature, then create storyboards about the concept to further their understanding, and finally write their own science fiction short stories.	Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read <i>A Long Walk to Water</i> , analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments, and will write an essay about the theme of survival.
Argument Writing & Narrative Writing: Fables	Narrative Writing: Science Fiction	Informative Writing & Literary Analysis

**GRADING POLICY**

<b>10%</b>	Student readiness, note-taking, collaborative teamwork, and behavior
<b>10%</b>	Homework
<b>10%</b>	Daily Independent Reading (Reader’s Response posted weekly on Google Classroom)
<b>30%</b>	Performance Assessments (Class assignments, quizzes, group work, discussions)
<b>40%</b>	Summative Assessments (Essays, Projects, Exams)

