

## 7th Grade 2018/19 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 me 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-Jennifer Aaron  |  |   |
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| <i>Is the constitution a living Document</i>   |  |   |
| 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 20th/21st Century   |
| Why does the constitution matter? 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. | Did they die in vain? 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. | How has the constitution changed over time? Definitions of national unity based on romantic ideals of justice for all 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 13th, 14th, and 15th 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. |

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

| 7 <sup>th</sup> Grade Literature<br>Jessie Leon  |   |  |
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| Big Idea: How does literature inspire change?  |   |  |
| September-December   | January-April   | March-June   |
| <u>Novel Study:</u><br><i>Animal Farm</i><br>by George Orwell  | <u>Novel Study:</u><br><i>Ender's Game</i><br>by Orson Scott Card   | <u>Novel Study:</u><br><i>A Long Walk to Water</i><br>by Linda Sue Park  |
| <p><i>Animal Farm</i> 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.</p> <p>Students will analyze how Orwell uses satire to expose a serious problem, then will write their own fables to expose real issues today.</p> | 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 &<br>Narrative Writing: Fables  | Narrative Writing: Science Fiction  | Informative Writing &<br>Literary Analysis   |
| GRADING POLICY   |   |  |
| 10%  | Student readiness, note-taking, collaborative teamwork, and behavior  |  |
| 10%  | Homework  |  |
| 10%  | Daily Independent Reading (Reader's Response posted weekly on Google Classroom)   |  |
| 30%  | Performance Assessments (Class assignments, quizzes, group work, discussions)   |  |
| 40%  | Summative Assessments (Essays, Projects, Exams)   |  |

## 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

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| 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 SCIENCE---**

**Rebecca Archer**

|                             | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   |
|-----------------------------|--|--|---|--|
| <b>Unit Name</b>            | Unit B: Chemistry of Materials   | Unit D: Energy   | Unit E: Force and Motion  | Unit F: Waves  |
| <b>Approx. Dates</b>        | 10 weeks   | 11 weeks   | 6 weeks   | 4 weeks  |
| <b>Essential Questions:</b> | What is the environmental impact of the products that we use everyday? How are the products that we use everyday designed, manufactured, and disposed of?  | How is energy transferred and transformed in our everyday lives?   | How are forces related to motion?   | How are sound and light waves similar? How are sound and light waves different?  |
| <b>Focus/Key Concepts</b>   | Students investigate the properties of different materials. They identify unknown substances and to separate mixtures using a variety of chemical and physical properties, including density. As they learn about hazardous materials and the safety procedures used in handling them, students create similar safety guidelines for working with chemicals in the science classroom. In the culminating activity, students apply their understanding to evaluate the safety, effectiveness, storage, and handling of cleaning products. | Students explore energy transfer and conservation in the context of household energy usage. They explore concepts such as the variety of types of energy, energy transfers within and between systems, the energy chains involved when energy is transformed from one type to a more desired type, and the methods used to quantify energy and determine the efficiency of energy transfers. Students become aware that energy is a quantifiable commodity that can be obtained, stored, and used in various ways. The focus on energy efficiency and the waste involved in energy transfers leads to the consideration of renewable and non-renewable energy sources and the trade-offs involved in each. They apply this understanding in the culminating activity of the unit, in which they design an energy-efficient home. | Students investigate concepts related to force and motion in the context of vehicle safety issues. The unit begins with investigations of speed, motion graphs, and the impact of mass and speed on vehicle accidents. Students investigate force, acceleration, mass and friction and are introduced to Newton's laws of motion. They apply these concepts to vehicle braking and stopping distances and investigate the stability of vehicles with different centers of mass. The unit ends with an investigation of types of car accidents and students' recommendations for reducing the risks of vehicle collisions. | In this unit, students learn about several kinds of waves and investigate the transmission of sound and light. They also investigate the situations in which some waves may be harmful to their health. Some of the questions addressed in this unit include: How is sound energy transmitted? Can light go through an object? What is ultraviolet light? How are sound and light waves similar? |

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| <b>Focus</b> | <p>Evaluate computer proposals for a school district. In the role of materials scientists, students consider four proposals and, based on the advantages and disadvantages of each, choose which plan a school district should accept as it purchases computers with money from a “Green Computer Grant.”</p> <p><b>Culminating Project(s):</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Activity 27 Lab Report</li> <li>• Summative Exam</li> </ul> | <p>Use their knowledge of energy concepts and an economic analysis to make energy-saving recommendations that meet the needs of the family. Their analyses calculate the time it takes for energy improvements to pay for themselves and the savings over 10 years. Students present the trade-offs of their home improvement plans in their recommendations.</p> <p><b>Culminating Project(s):</b></p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Summative Exam</li> </ul> | <p>Building on their understanding that differences in car design can increase accident fatality rates, students role play the opinions of four fictional characters who have different opinions on whether cars should be required to be more similar. After analyzing these opinions, students weigh the evidence and decide on a course of action.</p> <p><b>Culminating Project(s):</b></p> <ul style="list-style-type: none"> <li>• Choice Project</li> <li>• Role Play</li> <li>• Summative Exam</li> </ul> | <p>Analyze a series of fictitious profiles to determine the relative risk of cataracts and skin cancer for each case. After analyzing these narratives, each student determines his or her own relative ultraviolet exposure risk and then creates a personal protection plan. They consider the benefits and trade-offs of activities that involve increased ultraviolet exposure.</p> <p><b>Culminating Project(s):</b></p> <ul style="list-style-type: none"> <li>• UV Exposure Case Study</li> <li>• Summative Exam</li> </ul> |
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| <b>SCIENCE GRADING POLICY</b>  |  |     |
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| 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% |