



Grade 7

CURRICULUM OVERVIEW 2011 ~ 2012

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Introduction

Welcome to the seventh grade! Your student has made it to the seventh and eighth grade side of the Deer Path Campus. S/he is ready to embark upon an experience of academic and social growth with the same classmates and teachers for two years. This looping structure will provide your student with consistency and a familiar feeling of security and challenge over the next two years. The team of teachers is trained to provide your student with an academically rigorous program and to support your student with encouragement, caring, and resources as your student navigates on the path from childhood to adolescence. Your student will experience exciting learning opportunities in novel studies, writing, algorithms, estimation, probability, the Civil War, and learning opportunities like the egg drop, the river project, and the printing press. Your student will make important social and personal decisions about friendship, honesty, courtesy, persistence, and commitment to tasks. You will be challenged as a parent to be consistent, calm, and fair in this roller coaster ride through the middle school years. In terms of academic growth, provide your student with a quiet place to work, the tools necessary to work, and your encouragement. At this stage of the school experience you can support your child with general reminders and positive school-talk. Your student is progressing on the road of responsibility and will learn that effort and reward go hand in hand just as lack of effort and consequence have a partnership. These related lessons complement the total growth process as you raise your child to be the adult you want him to be.

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to seventh grade. This document is an overview containing goals, applications of learning, and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology and information literacy. The standardized assessments and homework policy for the seventh grade are also included.

You will want to pay special attention to the Learning Standards for all District 67 students. These standards are what your child should know and be able to do as he exits from the eighth grade. The standards in District 67 are high. The course of study is rigorous, based in best practice, interesting and engaging for your child. It is delivered by a highly qualified staff who believe that all children can learn and who value the partnership with you to create an environment for your student's success.

If you have questions that extend beyond the information provided, contact your school office, or the office of the Executive Director of Student Learning. We would be happy to speak with you.

Seventh Grade Overview



Language Arts

- ◆ Use a writing rubric to guide and assess writing
- ◆ Write and illustrate a narrative with a beginning, middle, ending, pace, climax, consistent point of view, consistent verb tense, specific details, and effective conclusion
- ◆ Write multi-paragraph expository and comparison/contrast essays that include an introduction, multiple paragraph body, and a conclusion
- ◆ Use anecdote, opinion, dialogue, quotation, and fact leads for expository and persuasive essays
- ◆ Write a response to literature that shows connections with the story of character, specific support from the piece of literature, and an evaluation of the writing or character
- ◆ Spell words correctly on all finished written assignments
- ◆ Use and vary types of sentences in writing, such as sentences that open with an adverb, a prepositional phrase, an adverbial clause, and sentences that demonstrate parallel structure
- ◆ Confer with peers to give and receive helpful writing advice
- ◆ Edit work for grammar, usage, and mechanics
- ◆ Use free writing to generate ideas for writing
- ◆ Use thesaurus and/or dictionary to improve word choices
- ◆ Read a variety of fiction and nonfiction selections at the child's instructional level
- ◆ Identify the characteristics of mystery, fantasy, short stories, and multiple works by one author
- ◆ Identify and analyze the elements of fiction
- ◆ Apply word analysis and vocabulary skills to comprehend selections
- ◆ Apply reading strategies to improve understanding and fluency
- ◆ Analyze and write poems
- ◆ Comprehend a broad range of reading materials
- ◆ Understand how literary elements and techniques are used to convey meaning
- ◆ Listen effectively in formal and informal situations
- ◆ Speak effectively using language appropriate to the situation and audience
- ◆ Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas
- ◆ Analyze and evaluate information acquired from various sources
- ◆ Apply acquired information, concepts and ideas to communicate in a variety of formats
- ◆ Identify and analyze a communication situation where a problem occurred due to an ethical issue
- ◆ Compose a written research project and then reconstruct it into an oral presentation while identifying and justifying changes made to adapt it to a listening audience
- ◆ Identify various purposes for speaking and be able to alter topics and thesis statements based on type and goal of the presentation
- ◆ Demonstrate effective choices of topics due to situation, time, research available and audience needs
- ◆ Analyze a speaker's topic choice and purpose related to situation and audience
- ◆ Understand the strengths and weaknesses of various types of research sources
- ◆ Design and present a project using various formats from multiple sources
- ◆ Identify, evaluate and establish credibility of sources used

Language Arts (cont'd)

- ◆ Take notes, conduct interviews, organize and report information in oral, visual, and electronic formats
- ◆ Use a developed introduction including an attention-getter, thesis, preview, and credibility statement
- ◆ Use a structured organizational pattern for the body of the presentation that is appropriate to the type or presentation
- ◆ Use a developed conclusion including a review, restatement of thesis, and closing statement
- ◆ Present lengthy (4-7 minute) oral reports that explain an idea and provide details
- ◆ Combine examples and statistics to develop and provide concepts, ideas, or a proposal
- ◆ Use contemporary technology to assist in the development of the ideas
- ◆ Connect ideas with signposts and transitions to establish the relationship of the component parts of the speech to each other
- ◆ Use language that is vivid and descriptive
- ◆ Utilize meaningful gestures and other movement in a presentation in order to enhance the ideas presented
- ◆ Demonstrate natural enthusiasm, interest, and vocal variety
- ◆ Develop methods to manage or overcome communication anxiety and apprehension

SKILLS OVERVIEW

Mathematics

Variables, Expressions, and Real Numbers

- ◆ Add, subtract, multiple and divide rational numbers
- ◆ Evaluate algebraic expressions
- ◆ Evaluate numeric numbers
- ◆ Use distributive property
- ◆ Combine like terms

Linear Equations

- ◆ Solve one step addition and subtraction equations
- ◆ Solve one step multiplication and division equations
- ◆ Solve two step equations using fractions, decimals, and percentages
- ◆ Solve equations involving combining like terms
- ◆ Solve equations using the distributive property
- ◆ Solve multi-step equations with variables on one side
- ◆ Solve word problems involving consecutive integers
- ◆ Solve word problems involving sum of the angles of a triangle
- ◆ Solve word problems involving complementary and supplementary angles
- ◆ Solve word problems involving one and two step equations
- ◆ Solve literal equations

Using Proportional Reasoning

- ◆ Solve ratio and proportion problems
- ◆ Solve percent problems mentally
- ◆ Solve percent problems using proportions
- ◆ Solve percent problems using equations
- ◆ Solve word problems involving percent
- ◆ Solve word problems involving discounts, sale prices, and sales tax
- ◆ Solve percent of change problems

Graphing Relations and Functions & Analyzing Linear Equations

- ◆ Plot and identify ordered pairs on a coordinate plane
- ◆ Identify origin, axis, and quadrants
- ◆ Graph a linear equation by making and using a table
- ◆ Find the slope of a line from a graph
- ◆ Find the slope of a line given two points
- ◆ Graph a line given a point and the slope of the line
- ◆ Find the x and y intercepts of a line
- ◆ Solve a linear equation for y in terms of x

SKILLS OVERVIEW

Mathematics (cont'd)

- ◆ Write an equation in slope-intercept form given a slope and **y** intercept
- ◆ Graph an equation using the slope and **y** intercept
- ◆ Write the equation of a line given a point and the slope
- ◆ Write the equation of a line given two points
- ◆ Identify slopes of parallel lines
- ◆ Identify slopes of perpendicular lines

Monomials and Polynomials

- ◆ Multiply monomials
- ◆ Simplify monomial expressions using powers
- ◆ Simplify monomial expressions using quotients
- ◆ Add and subtract polynomials
- ◆ Multiply a polynomial by a monomial

SKILLS OVERVIEW

Science

- ◆ Collect and record qualitative data
- ◆ Explain the existence of unexpected results in a data set
- ◆ Identify an actual design problem and establish criteria for determining the success of a solution
- ◆ Sketch, propose, and compare design solutions to a problem being mindful of available materials, tools, cost effectiveness, and safety
- ◆ Construct the solution to the problem, test the solution, and evaluate the test results based on established criteria, note sources of error, and recommend improvements
- ◆ Design experiments to determine the effect of acid on plants and non-living materials
- ◆ Investigate the interactions of acid/base chemistry
- ◆ Apply concepts on physical and a chemical characteristics of acids and bases to solve an acid spill problem
- ◆ Explain the interaction of energy with matter using conservation of energy as demonstrated by egg drop container and discussion of inertia
- ◆ Construct and perform experiments to test action/reaction, and the behavior of free-falling objects
- ◆ Demonstrate and interpret the results of experiments related to Newton's Laws of Motion
- ◆ Understand that one should be careful of inventing a general rule to explain how something works by summarizing a few observations
- ◆ Construct an understanding of forces on and within the earth
- ◆ Apply classroom developed criteria to determine the effects of policies on local science (e.g., the Chicago River water quality project)
- ◆ Develop fundamental lab procedures
- ◆ Collect and record qualitative and quantitative data
- ◆ Interpret data objectively
- ◆ Identify and interpret unexpected results, design flaws, and personal problems in the lab setting
- ◆ Construct an actual design problem, and design a project with established criteria for determining its success
- ◆ Demonstrate and interpret the results of experiments related to Newton's Laws of Motion
- ◆ Construct and perform experiments to test action/reaction and the behavior of free-falling objects
- ◆ Explain the interaction of energy with matter using the of Law Conservation of Energy
- ◆ Investigate acid/base chemistry and it relationship to the environment (River Study)
- ◆ Understand the importance of maintaining a viable water supply
- ◆ Examine the geological forces of the Earth
- ◆ Construct an understanding of the forces on and within the Earth

Social Studies

- ◆ Identify individual contributions to a community and participate in a service project
- ◆ Describe key events of the 16th, 17th, 18th, and 19th centuries
- ◆ Identify key figures from each era and give samples of their contributions
- ◆ Explain the responsibilities of U.S. citizens to the federal government (U.S. Constitution)
- ◆ Understand the development of U.S. political ideas and traditions
- ◆ Apply geography skills in all units
- ◆ Use a variety of writing styles and products to express learned concepts
- ◆ Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution, and the Illinois Constitution
- ◆ Identify the different levels of government as local, state, and national
- ◆ Explain what government does at local, state, and national levels
- ◆ Compare and contrast the causes of the American and French Revolutions and their effects on the civil rights of each population
- ◆ Determine and explain the leadership role of the United States in international settings
- ◆ Explain the duties and responsibilities of U.S. citizens to the federal government and describe how the government protects the rights of the individual
- ◆ Compare and contrast the causes of the American Revolution and the French Revolution and their effects on the civil rights of the population
- ◆ Describe political ideas and traditions important to the development of the United States including democracy, individual rights, and the concept of freedom
- ◆ Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights)
- ◆ Understand the impact of government policies and decisions on production and consumption in the economy
- ◆ Identify the types of taxes levied by differing levels of governments (e.g., income tax, property tax)
- ◆ Explain what “shared power to tax” means.
- ◆ Apply the skills of historical analysis and interpretation
- ◆ Describe how people in different times and places viewed the world in different ways
- ◆ Read historical stories and determine the events which influenced their writing
- ◆ Compare different stories about a historical figure or event and analyze difference in the portrayals and perspectives they present
- ◆ Explain the duties and responsibilities of U.S. citizens to the federal government and describe how the government protects the rights of the individual
- ◆ Investigate the forces that led Europeans to explore the New World
- ◆ Summarize how the exploration and colonization affected the civilizations of North and South America
- ◆ Describe how the European colonies in North America developed politically
- ◆ Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson, and Benjamin Franklin

Social Studies (Cont'd)

- ◆ Identify major political events and leaders within the United States' historical years since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th Century wars, as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt
- ◆ Describe the origins of Western political ideas and institutions (e.g., Greek democracy, Roman republic, Magna Carta, Common Law, and the Enlightenment)
- ◆ Analyze how the rise of nation states led to tensions over matters such as territories, national resources, trade, and interdependence
- ◆ Explain how trade among people brought an exchange of ideas, technology, and language
- ◆ Describe how slavery and indentured servitude influenced the early economy of the United States
- ◆ Describe the various individual motives for settling in colonial America
- ◆ Understand world geography and the effects of a society's geography
- ◆ Explain how language, literature, the arts, architecture, and traditions contribute to the development and transmission of culture

World Language

- ◆ Follow instructions in the target language
- ◆ Comprehend increasingly oral and audio presentations
- ◆ Respond to questions and initiate communication in the simple past, present, and future tense
- ◆ Comprehend the main message of a variety of written materials
- ◆ Compare word use, phrasing and sentence structure
- ◆ Present findings from research on unfamiliar topics
- ◆ Demonstrate selected customs, manners and traditions in societies associated with the target language
- ◆ Read, discuss and write about themes and settings of selected materials in the target language
- ◆ Create, write and read original stories
- ◆ Identify key historical figures (e.g., scientists, mathematicians, and inventors, as well as business leadership events associated with areas where the target language is spoken and explain their influence
- ◆ Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where target language is spoken
- ◆ Identify places of business, professional, and items that are sold/purchased there
- ◆ Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken
- ◆ Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used

Fine Arts

- ◆ Understand the sensory elements, organizational principles, and expressive qualities of the arts
- ◆ Understand how the elements of acting, direction, playwriting, and designing combine with the principles of tension, rhythm, patterns, unity, balance, repetition, and ideas to communicate
- ◆ Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando; dynamics; high and low pitch/directions; long and short duration; same and different form, tone color or timbre, and beat)
- ◆ Identify and describe the elements of value, perspective and color schemes; the principals of contrast, emphasis and unite; and the expressive qualities of thematic development and sequence
- ◆ Understand processes, traditional tools, and modern technologies used in the arts
- ◆ Read and interpret traditional music notation in a varied repertoire
- ◆ Apply skills and knowledge necessary to create and perform in one or more of the arts
- ◆ Demonstrate storytelling, improvising, and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre
- ◆ Sing or plan with expression and accuracy a variety of music representing diverse cultures and styles
- ◆ Analyze how the arts function in history, society, and everyday life
- ◆ Understand how the arts shape and reflect history, society, and everyday life

Wellness

- ◆ Demonstrate control when performing combination and sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games and sports
- ◆ Compare and contrast efficient and inefficient movement patterns
- ◆ Use equipment safely and properly; analyze exercise for their effects on the body such as beneficial/potentially dangerous
- ◆ Apply basic offensive, defensive, and cooperation strategies in selected activities, games, and sports
- ◆ Identify the principles of training; frequency, intensity, time, and type (FITT)
- ◆ Identify and apply basic weight training principles and safety practices
- ◆ Identify and participate in activities associated with the components of health-related fitness
- ◆ Identify favorite lifelong activities; participate in moderate to vigorous health-related physical activities on a regular basis
- ◆ Select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness
- ◆ Evaluate personal fitness goals and make appropriate changes for improvement
- ◆ Develop a personal fitness plan based on analysis or current level of health-related fitness components
- ◆ Develop personal goals, both long and short term for health-enhancing fitness
- ◆ Identify opportunities within the community for regular participation in physical activities
- ◆ Describe the principles of training to personal fitness goals (FITT)
- ◆ Describe and predict the effects of fitness-related stress management and techniques on the body
- ◆ Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)
- ◆ Accept decisions made by teachers, game officials, peers, and teachers in and outside of school
- ◆ Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating
- ◆ Work cooperatively in a group and independently to achieve a goal
- ◆ Solve problems in physical activities by analyzing causes and potential solutions; work cooperatively in a large group to achieve group goals in competitive as well as cooperative settings
- ◆ Understand principles of health promotion and the prevention and treatment of illness and injury
- ◆ Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances)
- ◆ Identify how positive health practices and relevant care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease)
- ◆ List long-term physiological and psychological benefits that may result from regular participation in physical activity
- ◆ Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian)
- ◆ Include warm-up and cool-down procedures regularly during exercise
- ◆ List health related careers with general descriptions and responsibilities
- ◆ Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness)
- ◆ Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint)
- ◆ Create a plan or activity involving family in resource conservation at home
- ◆ Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace

Testing

By seventh grade students will again take the NWEA Measures of Academic Progress (MAP). They will be tested in: Reading Achievement; Language Usage Achievement; Mathematics Achievement.

The MAP tests measure student success in District 67 curriculum. The tests are administered in fall and in spring. Teachers use the fall results to prescribe instruction based on student profiles. They are able to monitor growth based on periodic testing as needed. Students new to District 67 are given MAP tests to provide for more accurate class placement. The spring results with fall data are mailed to parents by the end of May as one indicator of a student's growth throughout the school year. The results will be mailed to you by the Assistant Superintendent of Educational Service's office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or the school principal.

The same common sense advice for test preparation holds true in seventh grade as it did in the primary years: have a calm evening preceding the tests; get a proper amount of sleep; eat a moderate and nutritious breakfast.

If your student demonstrates or expresses anxiety about test-taking situations, reassure him/her that to some extent this is natural when we want to do well on a task. If anxiety concerns continue, contact your student's teacher. Together you can support your student in test taking strategies. If more pronounced concerns persist, the services of the school psychologist or social worker are available to your student to work on anxiety and stress relief strategies. The team of professionals at our middle school is highly qualified and ready to work with you to help your student become a confident test-taker.

Illinois Standards Achievement Test (ISAT) - Spring

- ◆ Science/Health
- ◆ Fine Arts

NWEA Measures of Academic Progress (MAP) - Fall/Spring

- ◆ Reading Achievement
- ◆ Language Usage Achievement
- ◆ Mathematics Achievement

HOMWORK POLICY

Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

The purpose of homework will be to extend learning through:

- ◆ Practice or reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

Benefit to students:

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

Professional staff responsibilities:

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to complete the work sent home

Student responsibilities:

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

Principal/Administration responsibilities:

- ◆ Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- ◆ Provide in-service support to staff and parents

Parent responsibilities:

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

HOMWORK GUIDELINES

These guidelines define general homework expectations and will be applied with reasonable flexibility. They are not to solve all problems related to homework. Rather, they are a guide for students, parents, and teachers as all work together in an attempt to reach an appropriate balance between the student's school life and family life.

These guides aim to be sensitive to developmental readiness as the student progresses from fifth through eighth grade, and to provide a framework to prepare students for the responsibilities and workloads of high school and beyond. The expectation for the student to self-advocate with teachers becomes greater while the need for parent involvement becomes less. During these transition years, it is appropriate for students to experience challenges, which lead to determination, confidence, and independence.

Definition of Student Homework Responsibilities

From fifth grade to eighth grade, parents and teachers should work together with students to help them achieve independence in managing the following homework responsibilities.

Students will:

- ♦ Maintain an accurate assignment notebook
- ♦ Manage an average daily homework workload of:

<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
1-1.5 hours	1-2 hours	1.5-2.5 hours	2-2.5 hours

- ♦ Organize homework workloads to distribute the demands of daily, short-term, and long-term projects.
- ♦ Balance personal activities and commitments with school responsibilities
- ♦ Establish a time and place at home to do nightly homework
- ♦ Produce homework that meets the requirements of the assignment
- ♦ Advocate with teachers and staff regarding homework issues
- ♦ Bring homework to class on time

Homework Expectations by Subject Area

The following are general descriptions of the types and frequencies of homework to be routinely expected in each subject area:

<u>Fine Arts:</u>	Study for tests, quizzes, and projects; nightly practice for performing arts groups
<u>World Languages:</u>	Short and long-term assignments four or five times per week; nightly review when formal assignments are not given
<u>Health:</u>	Study for tests, quizzes, and projects
<u>Language Arts:</u>	Nightly assignments four to five times per week; short and long-term projects
<u>Math:</u>	Nightly assignments four to five times per week; some long-term projects; nightly review when formal assignments are not given
<u>Science:</u>	Short and long-term assignments two to three times per week
<u>Social Studies:</u>	Nightly assignments four to five times per week; short and long-term projects

NOTES