

7th Grade Curriculum Overview

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PRAIRIE CROSSING
CHARTER SCHOOL



CREATING NATURAL LEADERS

In 7th and 8th grade, PCCS students complete their Culminating Projects (CP). This two-year service learning project involves identifying a community need and performing service to address that need, writing a paper as part of the ELA curriculum, and presenting the process at a Project Gallery at the end of 8th grade.

Science & Social Studies

Our goal is to teach using designed units of study that adhere to our environmental and constructivist beliefs while adhering to the Illinois Learning Standards. In Science, the Pearson Science Explorer Series is used in conjunction with supplementary materials including but not limited to Interactive Science, and Great Explorations in Math & Science (GEMS). In Social Studies, materials to accomplish these goals and other varied text and multimedia resources are used in conjunction with supplementary material.

Science	Social Studies
<p><u>Year A:</u> Water Quality Scientific Process Relationships Within The Environment Energy Flow Nitrogen Cycle Weather, Season Change, Climate Phenology</p> <p><u>Year B:</u> Water Quality Scientific Process Toxins Force and Motion Light and Sound Electricity & Magnetism Phenology</p>	<p>Units of Study: Ellis Island (Immigrant Experience) Industrial Revolution WW I Roaring 20s - Suffragette movement Great Depression & Dust Bowl WW II Korean War Cold War (Animal Farm Play) 1960's Watergate 1970's 1980's - Fall of Communism Technology & rise of extremists</p>

Math

Our goal is to teach using planned units of study that adhere to our environmental and constructivist beliefs while adhering to the Common Core Standards. We use the Pearson CMP-2 in conjunction with Pearson Pre-Algebra Series and supplementary materials to accomplish these goals.

Our math curriculum supports all students in developing mathematical ideas and then expanding them. Rather than teaching and students learning, the teachers collaborate with their students to develop a strong conceptual math foundation and skills based on that foundation. Teachers do this by guiding their students through the discovery of math concepts via the Socratic Method of directed questioning to enable students to construct their own knowledge about the concept at hand. This style of learning causes our students to have deeper understanding and longer retention of math concepts.

For instance, a teacher has their students draw a line on the board and writes 0 at one end and 1 at the other. The students are then asked to point to the middle and the teacher asks, "What's in there?" The teacher proceeds to guide these kids through specific questions or comments leading them to the discovery of fractions, ordering fractions, and adding fractions. The teacher does not

directly tell them about fractions, introduce terminology of fractions, or give them algorithms to solve problems presented in a text until they have gone through this discovery period. This process can be time consuming, however meaningful to the understanding of the mathematical concept. Discovery using manipulatives is also practiced.

7th Grade Units of Study aligned with Common Core Standards

- Comparing and Scaling (Ratio, proportion, and percent)
- Moving Straight Ahead, Supplemented by Pre-Algebra (Linear relationships)
- Filling and Wrapping, Supplements by Pre-Algebra (Three-dimensional measurement)
- What do you expect? Supplemented by Pre-Algebra (Probability and statistics)
- Thinking with Mathematical Models (Linear and inverse models)
- Samples and Populations (Data and statistics)
- Looking for Pythagoras (The Pythagorean Theorem)

Language Arts

Reading, writing, listening, and speaking are fundamental to all learning and are integrated throughout the curriculum. The ELA Common Core Standards are integrated into planned units of study that adhere to our environmental and constructivist beliefs. Reading and Writing Workshop are used to expose students to the world of books to help them develop valuable reading, critical thinking and inquiry skills. We seek to foster enthusiasm and a love for reading through classroom reading involving literature with integrated themes that are studied in class. Students experience a writing program which teaches necessary skills while fostering the creative aspects of writing. The 7th grade language arts curriculum uses various novels in conjunction with supplementary materials to accomplish these goals.

7th grade Expectations

Fiction	Non-Fiction	Writing
<p>Students will learn to:</p> <ul style="list-style-type: none"> ● Cite several pieces of textual evidence to support analysis of what the text says explicitly ● Cite several pieces of textual evidence to support inferences drawn from the text. ● Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. ● Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ● Analyze how an author develops the points of view of different characters or narrators in a text. 	<p>Students will learn to:</p> <ul style="list-style-type: none"> ● Cite several pieces of textual evidence to support analysis of what the text says explicitly ● Cite several pieces of textual evidence to support inferences drawn from the text. ● Determine two or more central ideas in a text. ● Analyze their development over the course of the text; provide an objective summary of the text. ● Provide an objective summary of the text ● Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and 	<p>Students will learn to:</p> <ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ● Write routinely over extended time frames (time for research, reflection,

<ul style="list-style-type: none"> • Analyze how an author contrasts the points of view of different characters or narrators in a text • Compare a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • Contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<p>technical meanings</p> <ul style="list-style-type: none"> • Analyze the impact of a specific word choice on meaning and tone. • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Determine an author's point of view or purpose in a text. • Analyze how the author distinguishes his or her position from that of others. • Trace the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. • Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. • By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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Specials

Art

- Demonstrate an understanding of dimension and value in black/white and in color
- Recognize color schemes in a work of art
- Demonstrate an understanding of contour
- Use linear perspective to create the illusion of 3-D on a flat surface
- Point out a specific element or group of elements that create the center of interest in an artwork
- Compare and contrast two works of art, of the same art form, that share similar themes or subject matter (elements, principles, tools, processes)

Music

In 7th Grade, students will expand their sight-reading skills to include bass clef and multi-part harmonies. We will explore the various musical career and hobby paths that are possible. We will also connect American history and expansion to the role music played through its evolution.

- Sing advanced and 2 part harmonies through sight-reading
- Explore music-related vocations and hobbies
- Experience American music and its evolution through the decades

Physical Education

Our goal is to teach functional fitness and health using our school resources as well as the natural environment to promote lifelong healthy, fit individuals. Seventh/eighth grade PE will continue to build upon the moderate (Junior Varsity) level of strength and conditioning skills learned in

fifth/sixth grade. Students will learn new skills and concepts of strength and conditioning through activities, journaling and workouts throughout the year. Journals will be used to record workouts and skills learned as well as track progress throughout the year. Students will also engage in moderate to high intensity activity through various workouts and fun activities/games involving multiple movement patterns and many different manipulatives. Fitness tests will be performed at the beginning of the year and at the end of the year so that students can evaluate progress made in each test. By the end of the year students will be able to track their progress through their journals and have an advanced (Varsity) level of strength and conditioning.

Physical

- Combinations and sequences of loco motor, non-loco motor, and manipulative motor patterns in activities, games and sport
- Efficient vs. inefficient movement patterns
- Rules and safety in activities
- Apply basic offensive, defensive and cooperative strategies in activities, games and sport

Individual and Team-building

- Follow directions and decisions of responsible individuals
- Participate in establishing procedures for group activities
- Remain on task free of distraction
- Work cooperatively with others to accomplish a set goal in multiple situations

Functional Fitness

- Push-ups, sit-ups, modified pull-ups, box jumps, broad jumps, squats and dead lifts
- Principles of training: FITT
- Participate in health-related fitness activities
- Monitor intensity of exercise using a variety of methods with and without technology
- Evaluate strengths and weaknesses of a personal fitness profile
- Set short term and long term health-related fitness goals
- Identify physical activity opportunities within the community
- Use principles of training toward health-related fitness goals

Nutrition

- Food groups and multiple examples of each
- 6 essential nutrients
- diet theories/fades
- USDA Dietary Guidelines

Body

- Functions of major muscle groups and bones, ligaments, tendons and joints.
- Interactions of body systems
- Effects of health related actions on body
- Relationships between physical, mental and social factors

Health

- Identify and describe ways to reduce common age appropriate health risks
- Influences of positive health practices and health care on health risks
- Routine safety precautions
- Identify careers for health promotion
- Individual influence on community health

- Identify environmental conditions that affect the health of local community
- Develop solutions to address environmental problems to the local community
- Causes and consequences of conflict and violence
- Addressing differences without harm
- Influence of positive communication at school, home and workplace
- Apply decision-making process to individual health
- Practice and application of refusal and negotiation skills in bad situations

Spanish

Students will be able to understand spoken Spanish and communicate in Spanish in both oral and written forms.

Communication
<ul style="list-style-type: none"> ● Responds appropriately to simple commands.
<ul style="list-style-type: none"> ● Demonstrate understanding of basic conversational questions/answers.
<ul style="list-style-type: none"> ● Asks simple questions with prompts.
<ul style="list-style-type: none"> ● Responds to basic conversational questions.
<ul style="list-style-type: none"> ● Imitates pronunciation, intonation and inflection.
<ul style="list-style-type: none"> ● Recognizes the written form of spoken words.
<ul style="list-style-type: none"> ● Copy and writes words.
<ul style="list-style-type: none"> ● Demonstrates knowledge of vocabulary introduced during thematic units.
<ul style="list-style-type: none"> ● Can follow written classroom directions, reads simple passages, infers meaning of cognates and recognize loan words.
<ul style="list-style-type: none"> ● Comprehends main message with the help of resources. ● Presents simple written or oral report on a familiar subject
Culture
<ul style="list-style-type: none"> ● Uses common forms of courtesy.
<ul style="list-style-type: none"> ● Demonstrates knowledge of language appropriate to the time of day and relationship (adult, peer)
<ul style="list-style-type: none"> ● Identify one or more art forms from Spanish-speaking countries. ● Identify sample art works and their creators associated with areas where target language is spoken. ● Identify and use simple geography vocabulary.
Language Connected to Academic Disciplines
<ul style="list-style-type: none"> ● Recognize the currency of Spanish-speaking countries. ● Use Spanish vocabulary to identify simple science terms relating to weather and nature. ● Identify different geometric shapes. ● Uses Spanish to describe basic earth science content.