

PWMS

7th Grade



2007 - 2008

Curriculum Overview

Woodbridge School District

Can't Hide that Raider Pride

Dear Parent/Guardian;

This booklet is designed to help you better understand what your child will be doing this year. There is an overview of each area, English Language Arts, math, science and social studies, along with overviews of each of the exploratory classes, art, music, computer, vocational exploratory, health, Spanish, and physical education. We also included supplemental programs your child may elect to participate in such as band, chorus, LEAP, reading intervention and ESL.

One of our focuses this year is to improve all students' writing skills. Each content area, exploratory class and supplementary program will incorporate writing into his or her curriculum.

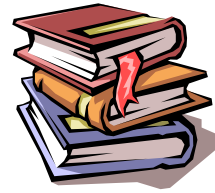
We welcome any questions, suggestions and compliments regarding the programs we offer. We remind you that this is a guideline, and that there may be some minor changes in the timelines so we can better meet the needs of the students.

We hope you find this booklet useful in supporting your child's efforts throughout the school year.

Sincerely,

Dee Tunstall
Principal

Kim Mitchell
Assistant



ENGLISH LANGUAGE ARTS

During the seventh grade year, students will learn a variety of skills and strategies to support their reading and writing. The students will read selections from the Holt Elements of Literature Series as well as a variety of novels and nonfiction books. They will write in response to their reading and will complete research-related projects and writing assignments, including a research paper in the spring. They will learn skills and strategies needed to do well on the DSTP and, more important, to do well in all of their classes. In addition, students will be required to read and take tests for a minimum of four Accelerated Reader books each marking period. Students will also be expected to complete book projects and reading logs for each marking period.

First Marking Period

Reading Skills and Strategies

- Characterization
- Plot
- Setting
- Imagery
- Grammar and vocabulary skills
- Inferencing
- Summaries
- Foreshadowing
- Compare and Contrast
- Predictions
- Visualization

Writing Skills and Strategies

- Introduction to Six Traits Writing (Focus on Ideas)
- Essays and organization of writing
- Journal writing
- Expressing an Opinion
- Descriptive Writing

Second Marking Period

Reading Skills and Strategies

- Understanding theme
- Cause and effect
- Understanding main idea
- Analyzing literature
- Figures of speech
- Retelling
- Critical Questioning
- Reading for Information
- Conventions of Poetry

- Writing a Critical Response to Literature
- Writing a Letter

Writing Skills and Strategies

- Note-taking
- Spelling and grammar skills
- Written retellings
- Text-based writing
- Personal narratives

Third Marking Period

Reading Skills and Strategies

- DSTP preparation prompts
- Reading for information
- Autobiographical reading
- Research-related writing
- Reading comprehension strategies
- Elements of Mythology

Writing Skills and Strategies

- Essay Writing and DSTP practice
- Journal writing
- Reflective writing
- Literature Circles

Fourth Marking Period

Reading Skills and Strategies

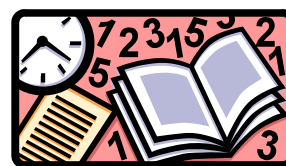
- Using context clues
- writing
- Understanding point of view
 - Figurative language
 - Research strategies

Writing Skills and Strategies

- Projects and research related
- Essay writing
- Autobiographical writing

Testing during the 7th grade year will include: quarterly assessments, Gates McGinnitie Reading Assessment, Diagnostic Assessment of Reading (some students), and other unit tests.

MATH



First Marking Period

Accentuate the Negative- Students will define and develop understanding of relationships between positive and negative numbers (integers). Students will be able to understand math operations with integers. They will understand the order of operations, commutative property, and the distributive property. ***Stretching and Shrinking***- Enlarging and shrinking plane figures, and identifying corresponding parts. Describe and produce transformations of plane figures. Using and analyzing scale factor and apply properties of similar figures.

Second Marking Period

Comparing and Scaling- Comparing quantities using ratios, proportions, rates, or percents. Developing strategies and techniques to solve for missing values in a proportion. **Filling and Wrapping-** Finding and understanding the surface area and volume of three-dimensional objects. These objects include: rectangular prisms, cylinders, cones, spheres, and square pyramids.

Third Marking Period

Variables and Patterns- Collecting, organizing, and representing data to show a relationship between two variables. Organizing and analyzing patterns using tables, graphs, and graphing calculators to help analyze linear relationships and form symbolic rules. **Moving Straight Ahead-** Identifying and representing patterns of change in a linear equation using graphing calculators and symbolic forms. Identifying slope, intercepts, and finding the solution to equations of the form $y=mx+b$.

Fourth Marking Period

What Do You Expect? - Gathering data, and understanding experimental and theoretical probability. Finding reasoning with expected value. **Data Distributions-** Applying the process of statistical investigation, and explaining variability in categorical and numerical data. Displaying data using tables, value bar graphs, line plots, and bar graphs, and knowing when to use mean, median and mode.

Each marking period, all students will complete a quarterly assessment designed in a DSTP format.



SCIENCE

Properties of Matter:

Students will recognize the physical properties that characterize solids, liquids, and gases. Students will also understand that characteristic properties of matter, such as density, solubility, melting point, and boiling point are used to compare different substances. These properties can be used to predict the behavior of a substance when it is exposed to changes in temperature and pressure. The lab activities are very hands-on, and involve basic household items, like salt or Kool-Aid.

Diversity of Life:

Students will develop criteria for the terms living, dead, and non-living. Each of the five kingdoms will be explored; plants, animals, protists, fungi, and bacteria. We will explore the cellular structure and reproductive functions of each kingdom as well. Students will

use microscopes extensively. We will be viewing live organisms and looking for the criteria we have established of a living organism.

Genetics:

Themes of individuality, continuity, and variability in living things will be explored. Students will learn how to make a pedigree, as genetic counselors do today. This helps students to see how traits can be passed down from one generation to another, or they may skip a few generations and show up again. We will learn how to predict inheritance based on the genetic make-up of the parents. Students will explore how genetic adaptations occur over time and organisms can evolve to survive in a changing environment. Concepts of DNA, and chromosomal inheritance of physical traits will be introduced. Students will research a genetic condition such as Cystic Fibrosis or Sickle Cell Anemia.

Watersheds:

A watershed is a general area of land that will drain to a specific body of water. Students will learn that land use in a watershed determines water quality. Anything that is introduced to the land area will eventually be washed down into that body of water, too. Students will explore the concepts of water quality, and its impact on wildlife populations. In addition, students will identify contributing factors that may be potentially harmful to watersheds and provide solutions for improvement.



SOCIAL STUDIES

This year, our seventh grade U.S. History classes will focus on history (1400's – 1877), geography, civics and economics. Students will be learning and applying critical thinking skills as well as debating, for example, the benefits and challenges of living in an open and tolerant society.

Our major themes and focus will be:

- Exploration and Colonialization (1400's – 1763)
- Revolution and the New Nation (1754 – 1820's)
- Expansion and Reform (1801 – 1861)
- Civil War and Reconstruction (1850 – 1877)

This course is designed to help students of all abilities master core American History content. Also, in order to help students become lifelong learners, we need to develop their abilities to question, read, analyze, interpret, and evaluate information, as well as to communicate their ideas to others.

Each marking period, all students will complete a quarterly assessment designed in a DSTP format.

“Give a man a fish, and he eats for a day. Teach a man to fish and he eats for a lifetime.”
– Author Unknown

EXPLORATORY COURSES – Students will participate in each exploratory every other day for one marking period. If students chose to participate in chorus or band, these electives will replace the exploratory course.



MUSIC – Students will review notation and elements of music using recorders, keyboards and glockenspiels. Harmony will be used both in singing and playing instruments. Students will compose a piece, on an instrument of their choice, demonstrating the knowledge and skills they have required. The periods of music history will be introduced. Examples of music from each period will be presented and studied.

ART - Students will continue to explore new media in the areas of printmaking, sculpture, painting and fibers. Acrylic paints are introduced. Complex color study combined with the development and control of painting skills and techniques continues. Students practice using atmospheric perspective in landscape painting. Students experiment with combining various media such as oil-pastel with watercolor to achieve desired effects in their own work. They will plan, select and use elements of art, principles of design, symbols and images to improve the communication of their own ideas in works of art. They view and write about art from various cultures, times and places to understand how art and artists influence each other. The use of technology and research helps student make connections to other content areas.



PHYSICAL EDUCATION – The instructional focus for the 7th grade physical education is skills training and team sports essentials. The student will be expected to dress appropriately for class each day and participate to the best of his/her ability. Students will be introduced to fitness training and participate in various team sport activities including baseball/softball, football, volleyball and soccer.

VOCATIONAL EXPLORATORY – Seventh grade students will review critical thinking and problem solving skills, as well as reviewing measurement and the use of a calculator. Students will develop an interest and abilities profile. Careers in manufacturing and problem solving design will be studied by developing a toy company. The toy company will need to solve a problem of designing a machine that puts marbles in a bag. This project develops teamwork and problem solving skills. Students will also

learn more about flight by designing a hot air balloon. Skills and information from the sixth grade curriculum are incorporated into this project.



HEALTH – The instructional focus for seventh grade is personal safety. Students will learn about the dangers of using drugs and becoming involved in violent behaviors. Students will also be introduced to emergency first aid treatment techniques and information.



COMPUTER – Students will use the WORD software program to create a table about themselves entitled “My Timeline” incorporating personal pictures. Students will also compose a letter or poetry at the keyboard. Students will utilize Excel to create a shopping list using formulas to compute taxes and totals. Students will use PowerPoint to capture geometric figures and present their characteristics while incorporating backgrounds, custom animations and transitions.

SPANISH – This class focuses on exposure to a language and culture. Your child will spend a few days learning about each of the following topics in Spanish: greeting others, numbers 1-100, telling time, days of the week, months of the year, weather and seasons, bullfighting in Spain, and Hispanic athletes throughout the world. Students will also be studying the verbs SER and HACER, along with writing sentences and paragraphs using those verbs. During each unit, the emphasis will be on vocabulary utilization, pronunciation, spelling, word recognition and utilization. When learning about the culture of other lands, all students are expected to be open-minded and respectful of others.

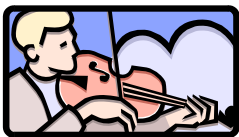
SUPPLEMENTAL PROGRAMS



CHORUS – The topics covered in seventh grade chorus will be an extension of those learned in fifth and sixth grade chorus. Special attention will be reserved for the boys whose voice is changing during this time. Some basic phrasing techniques will be taught as well. The seventh grade is one-half of the 7/8-grade choir that will perform at least twice throughout the school year. The 7/8-grade choir will sing two part and three-part music from a varying range of difficulty and genre.

COUNSELING – The goals of the middle school counseling program are: to help children better understand themselves and others, to assist students in acquiring knowledge and skills that contribute to effective learning in school and across the life span, to provide career information that assists the student in developing skills to make informed future career decisions, to help prevent problems from reoccurring, to help with identification of children with special needs, to help with coordination of efforts of parents, teachers and administrators and to provide crisis intervention when necessary. Services provided by the middle school counselors are: consultation with students, parent, teachers, administrators and other agencies, conflict resolution – listening in a non-judgmental environment in an effort to resolve conflicts, assisting parents to understand how to help children, referring students and parent to outside agencies when appropriate, and helping students learn responsibility by becoming aware of the consequences of their own behavior.

LEAP – The 7th grade LEAP curriculum will focus on Reading, Writing and Social Studies enrichment. Students will read and respond to several novels throughout the year. In addition, 7th graders will study college prep (SAT) vocabulary words. They will continue using the six traits of writing to write, revise and score writing. Some social studies themes will be the United States Civil War and character education. Students will also participate in a publishing company simulation where they will create their own magazines in small interest groups. Thinking skills, in class individual projects and role-playing will also be included in our yearly activities. Students will also examine their learning preferences and reflect on how they learn best and time will be given for personal connection and reflection in their journal.



BAND – Seventh grade band is opened to students who have had at least one year, preferably two years, of instruction on their chosen instrument. These students are expected to perform at a higher level. Students are expected to play two scales or rudiments for drums, each marking period. Grade 1 music should be comfortable and students should be performing at grade 1 ½ by the end of the school year. Students will be introduced to marching during the first semester. The band will participate in two parades. All students are expected to participate in two concerts, one in December and one in the spring. All performances will be included in student's earned grade, since band is by nature a performing group. All students are encouraged to audition for Sussex County Honors Band and Delaware All-State Junior Band. Individual help will be available after school to help students prepare for auditions and extra credit will be given.

ENGLISH AS A SECOND LANGUAGE (ESL) – This program provides structured English language instruction and content area English instruction for students who are learning English as their second language. The goal is to enable English

Language Learners to acquire sufficient English proficiency so that they can enter the regular classroom and meet with success. The ACCESS Placement test (Assessing Comprehension and Communication in English State to State) is used to screen and identify students as English Language Learners. The ACCESS Proficiency test is administered in the spring to measure students' social and academic proficiency in English.