

Grade 7 Curriculum Overview

District 64 is committed to providing an exemplary program of instruction for students. Our vision is to inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. This overview shares highlights of the specific learning targets taught at this grade level.

English Language Arts
<i>In Grade 7, students will build reading, writing, speaking and listening skills, using a variety of complex texts and other media formats.</i>
● Analyze text explicitly citing several pieces of textual evidence and inferential observations. ● Determine the development of theme and provide an objective summary. ● Identify impacts of story and drama elements on development of characters or plot. ● Determine the connotative and figurative meanings of words/phrases and analyze the impact of rhyme, contrasts in point of view, and repetition of sound in stories and poems. ● Compare and contrast a text to its audio or multimedia version analyzing the techniques of each media format and discovering how authors portray fictional events in relationship to historical accounts of the same event. ● Plan, write, revise and share argumentative, informative and narrative pieces in a clear, organized manner using relevant evidence, dialogue/quotations, domain-specific vocabulary, cohesion and a supportive or reflective conclusion. ● Use conventions of standard English grammar with particular attention to the function of phrases/clauses and expression of concise ideas to eliminate redundancy. ● Clarify meaning of unknown words and words with multiple meanings using a range of strategies, including the use of Greek/Latin roots or affixes, figurative language, word relationships and nuances. ● Engage in collaborative discussions on various issues, topics and texts with diverse partners who are prepared to pose questions, elicit elaboration, comment on relevant observations, and modify their own views. ● Present ideas and claims to an audience emphasizing significant facts, valid reasoning, adaptive speaking skills, and multimedia components.

Math
Course 2: ● Demonstrate the eight Mathematical Practices. ● Identify the unit rate of change and calculate unit rates associated with ratios of fractions. ● Use proportional relationships to solve multistep ratio and percent problems (e.g., tax, gratuities, commissions, percent of increase and decrease). ● Solve multistep word problems by adding, subtracting, multiplying and dividing positive and negative whole numbers, fractions and decimals. ● Construct simple equations and inequalities to solve real-world problems. ● Solve problems involving scale drawings. ● Solve real-world and mathematical problems that include angle measure, area, surface area and volume. ● Use statistics to draw inferences and make comparisons about two populations. Accelerated: ● Demonstrate the eight Mathematical Practices. ● Know and apply the properties of exponents to write equivalent expressions (e.g., $5^{-6} \times 5^2 = 5^{-4} = \frac{1}{5^4}$). ● Use square root and cube root symbols to represent solutions to equations. ● Graph proportional relationships, interpreting the unit rate as the slope of the graph. ● Analyze, solve and graph linear equations and systems of linear equations. ● Define, evaluate and compare functions, and use functions to model relationships between quantities. ● Understand congruence and similarity of geometric figures. ● Apply the Pythagorean Theorem to solve real world and mathematical problems. ● Solve problems involving the volume of cylinders, cones and spheres.

Social Studies <i>In grade 7, students study the history of the United States prior to 1900.</i>
● Read and interpret political and physical maps, charts and graphs. ● Analyze connections among events and developments in broader historical contexts. ● Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. ● Explain how economic decisions affect the well-being of individuals, businesses and society. ● Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois’ Constitution, and other systems of government. ● Explain multiple causes and effects of historical events. ● Identify evidence from multiple sources to support claims noting its limitations. ● Compare the central historical arguments in secondary works across multiple media.

Science <i>(Illinois Learning Standards are identified for each objective below.)</i>
● Investigate and provide evidence that living things are made of one or more cells. (MS-LS1-1) ● Create a cell that demonstrates the functions of a cell and its organelles. (MS-LS1-2) ● Using evidence, explain how the body is composed of cells, which create different systems that work together to help the body function. (MS-LS1-3) ● Explain how photosynthesis plays a role in cycling matter and flow of energy. (MS-LS1-6) ● Describe how food molecules are rearranged through chemical reactions as it moves through an organism. (MS-LS1-7) ● Using evidence, explain how sensory receptors receive and send information for immediate behavior or storage as memory. (MS-LS1-8) ● Explain how organisms share similar anatomical structures as other organisms based on their evolutionary relationships. (MS-LS4-2) ● Analyze pictures of embryonic development of several species to identify similarities not evident in adults. (MS-LS4-3) ● Explain how different environmental and genetic factors can affect the growth of living things. (MS-LS1-5) ● Explain the role photosynthesis plays in living things in terms of matter and energy. (MS-LS1-6) ● Use data to explain the effects of resource availability on organisms in an ecosystem. (MS-LS2-1) ● Predict patterns of interactions among organisms across different ecosystems. (MS-LS2-2) ● Develop a model to describe how matter and energy cycles between biotic and abiotic factors. (MS-LS2-3) ● Explain how changes to changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4) ● Explain how genetic variations of traits in a population increase the likelihood of survival. (MS-LS4-4) ● Create and evaluate a design for maintaining biodiversity and ecosystem services. (MS-LS2-5) ● Use math to prove that natural selection may change traits over time (MS-LS4-6) ● Design a method using scientific principles to monitor and minimize human impact on the environment. (MS-ESS3-3) ● Use criteria and constraints to design a solution to an environmental problem. Take into consideration the possible impacts on people and the natural environment in your solution.(MS-ETS1-1) ● Using a systematic process, evaluate how well a design solution meets the criteria and constraints of a specific problem. (MS-ETS1-2)

Art
● Identify and use a variety of mark-making techniques including: blending and stippling, hatching, cross-hatching or scumbling. ● Identify and use value/color to create the illusion of three-dimensional form. ● Identify and use contrast created by color choices-monochromatic, complementary and analogous color schemes.

- Apply knowledge of monochromatic, analogous and complementary colors to impact the mood and message of a work.
- Develop the surface texture of clay to enhance the form.
- Create work that maximizes space.
- Create the illusion of space by understanding and interpreting lighting and applying highlights and shadows.
- Create emphasis or a focal point in a composition.
- Design a form and build it well using clay and coil construction techniques.
- Expressively interpret subject matter.
- Develop an idea with attention to the artistic habits at the level of “personal best”.
- Research and choose imagery online to inspire works of art with respect for copyright and image usage rights.
- Shape an idea based on present-day life or issues using a contemporary practice of art or design.
- Use established criteria to analyze the success of a work 'in progress' and adjust the work if needed.
- Participate in a critique to understand the strengths and weaknesses of works of art.
- Prepare work for final presentation with excellent craftsmanship.
- Make art to reflect on and reinforce positive aspects of personal identity.

Instrumental Music
<i>Students who choose to participate in Instrumental Music will address the following:</i>
● Demonstrate quality vocal production. ● Read and perform songs and exercises with melodic and rhythmic accuracy. ● Demonstrate appropriate use of expression, dynamics, phrasing and articulation. ● Sing in two/three part harmony within a variety of textures. ● Perform age-appropriate music in a variety of musical styles. ● Recognize and respond musically to the visual direction of the conductor. ● Read and perform music notation at an appropriate level. ● Demonstrate proper care and maintenance of their instrument. ● Demonstrate correct posture, body position, bowing, air stream and embouchure (lip formation) required to produce a quality tone. ● Differentiate among loud, soft and changing dynamics and use appropriate terminology to describe them. ● Describe how conductors communicate musical ideas to performers. ● Demonstrate proper rehearsal and performance etiquette. ● Demonstrate mastery of the following major scales (concert pitch) Band – C, F, Bb, Eb, Ab, Chromatic; Orchestra – D, G, C (2 octaves), F, Bb major scales; B E, A minor scales. ● Demonstrate accurate tuning process for their instrument. ● Describe sections of music as repeating or contrasting. ● Describe the traditional function of their instrument in the band or orchestra.

Physical Education
● Identify rules, strategies and courtesies of various individual and team sports. ● Understand the basic concepts of fitness improvement. ● Transfer individual skills to game situations. ● Integrate sport specific skills to game situations. ● Monitor the intensity of exercise through a variety of methods with and without the use of technology. ● Use identified procedures and safe practices during both group physical activities and in the fitness center.

Health
● Apply the “health triangle”(mental, physical, social) to help maintain my health. ● Apply a decision making model to enhance my health. ● Explain the potential impact of the media and advertising on personal decision making. ● Compare how various nutrients help my body. ● Show how common everyday objects can represent a healthy serving size. ● Compare food labels to make a healthier food choice. ● Explain how the USDA’s MyPlate can guide someone towards healthy eating. ● Categorize a meal into the USDA MyPlate format. ● Create a healthy meal plan. ● Explain to a peer how the digestive system allows nutrients into the blood. ● Explain how eating disorders can damage my physical and mental health. ● Define vocabulary related to drug usage and prevention. ● Compare and contrast the 5 Classifications of Drugs. ● Make connections between drug usage and my health and wellness (physical, mental and social). ● Explain the risks/costs associated with tobacco use and vaping. ● Find information about the facts about drugs from reliable sources (i.e., inhalants, synthetic drugs, prescriptions, etc.). ● Investigate the impact of drugs on the teen brain. ● Explain the cause and effect of smoking on the respiratory system. ● Demonstrate the STOP refusal model.

Social-Emotional Learning
● Learn how to develop a growth mindset and apply research-based goal-setting strategies, including If-Then Plans for overcoming roadblocks. ● Learn how to recognize, safely confront, and safely respond to bullying and harassment, including sexual harassment and gender-based harassment. ● Students learn how to recognize strong emotions and unhelpful thoughts, and how to apply strategies to manage their emotions and reduce stress, including using positive self-talk. ● Learn why social conflicts escalate and strategies for maintaining healthy relationships, perspective-taking, and dealing with conflict.