



ST. BARBARA SCHOOL

"Values for a Lifetime"

Grade: SEVENTH GRADE

2009-2010

Religion Ms. Miller	Math Miss Presslak	Science Ms. Hewitt	English Mrs. Ramski	Social Studies Ms. Miller	Reading Mrs. Ramski
<p>Attendance and participation at weekly masses as well as seasonal prayer services and liturgies will instill the teachings and practices of the Catholic faith. We will study the themes of "The Mystery of the Incarnation", "The Meaning of the Kingdom", "The Christian Life", "The Paschal Mystery", and "The Good News". We will study the story of Jesus and learn how to spread the Gospel by living the values of God's Kingdom. We will read about current religious events and we will discuss the meaning of Sunday's Gospel. The Second Step Program helps chose ways to resolve conflicts peacefully, with Christ-like manners.</p>	<p>The skills practiced throughout the year include the following: Algebraic expressions and integers including order of operations, absolute value, and inductive reasoning. Solving one-step equations and inequalities including properties of numbers, simplifying variable expressions, and graphing. Decimals and equations including rounding and estimating, solving equations, mean, median, and mode, and using formulas. Factors, fractions, and exponents including divisibility and factors, exponents, prime factorization, and rational numbers. And finally, area, surface area, and volume.</p>	<p>Study of scientific methods Design scientific investigations Conduct investigations Analyze data Construct charts and graphs Form reasonable explanations on data Communicate results This will be used in all chapters Experimentation, data gathering, and graph construction Study of the metric system Testing on table of SI units Study of formulas for density, Mass, power, area and acceleration Study the fundamental properties of matter Study of pure</p>	<p>Textbook: Prentice Hall Writing and Grammar (2008)</p> <p>The curriculum is divided into three areas.</p> <p>Part I: Writing Techniques Writing Process (The writing process is an integral part of the curriculum. Each section will be revisited with each writing style introduced.) -prewriting, drafting, revising, editing and proofreading, and publishing and presenting Sentences -organization and structure Paragraphs -main idea -topic sentence</p>	<p>The skills practiced throughout the year include the following: Colonial America including settlements and the French & Indian War. The road to Independence including the American Revolution. They will also study the United States Constitution including the 3 branches of government, the Bill of Rights, the Preamble, & the amendments. There will also be a geography bee. The students will study maps, charts, graphs, & atlases to prepare for the contest. They will also research a country of their choice. They will study the geographic region, culture, religions, languages, and government of this country. They will also host an ethnic fair to display their work.</p>	<p>Textbook: Middle Level Literature- Gold Level D.C. Heath (1995)</p> <p>The textbook consists of one single-volume anthology that incorporates eight themes are: <i>Becoming Myself</i> (identity and self-esteem) <i>All Together</i> (community) <i>Friends</i> (respect, loyalty, and unconditional love) <i>Out of Tune</i> (conflict resolution) <i>Just Imagine</i> (mystery and the imagination) <i>Adventures and Adventurers</i> (challenges and achievements) <i>Survival</i> (self-determination and self-control) <i>Tales from Here to There</i> (myths, legends,</p>

	<p>substances and of matter</p> <p>Study of the periodic table of elements</p> <p>Experiments with forms matter</p> <p>Study of the kinetic molecular model and thermal expansion</p> <p>Study of the phase changes of matter</p> <p>Study of acceleration, force and motion</p> <p>Experiments to determine speed of objects</p> <p>Study of the Newton in measurement of friction, and gravity</p> <p>Study of Newton's three laws of motion</p> <p>Study of formula for Work and Power</p> <p>Study of all simple machines</p> <p>Experiments with levers, inclined planes, and wedges</p> <p>Study of Rube Goldberg's work with simple machines</p> <p>Study of potential and kinetic energy</p> <p>Study the properties of waves (Both in water and in the air)</p> <p>Study of Sound</p> <p>Study of vibrations, volume, pitch, and decibels</p> <p>Study of the Doppler</p>	<p>-unity and coherence</p> <p>-recognizing types of paragraphs</p> <p>Compositions</p> <p>-parts of a composition</p> <p>-formal and informal English</p> <p>Narration (Autobiographical Writing)</p> <p>-prewriting techniques (freewriting, blueprinting, writing round, looping, and topic bank)</p> <p>-creating tension</p> <p>-revision strategies (color-coding nouns and coding</p> <p>Research (Research Report)</p> <p>-prewriting techniques (newswatch and self-interview)</p> <p>-using MLA standards</p> <p>-sing a variety of sources</p> <p>-developing a main idea or thesis</p> <p>-taking effective notes</p> <p>-making an outline</p>		<p>and folk tales)</p> <p>Each unit is built around fiction, non-fiction, drama, and poetry.</p> <p>The ultimate goal of the reading curriculum is comprehension. The students are acquainted with an array of genres to help them become critical thinkers, active learners, and independent readers. The various strategies are modeled and practiced to enhance reading:</p> <ul style="list-style-type: none"> -monitoring comprehension (glossing, marking, and text-to-text, text-to-self, and text-to-world) -activating and connecting to background knowledge (double-entry journals) -questioning -visualizing and inferring -determining importance in text -summarizing and synthesizing information
--	---	---	--	--

		<p>Effect Study of the earthworm Complete drawings of earthworm Dissection of earthworm Paper to be completed after dissection</p>	<p>-matching your draft to your outline Responding to Literature -creating a reader's response journal -using a pentad -gathering details (using a hexagonal) -conduct a "process share" Writing for Assessment -identifying the topic and Purpose -finding a focus -planning your organization</p> <p>Part II: Grammar, Usage, And Mechanics</p> <p>D.O.L. (Daily Oral Language) is used to reinforce grammar, usage, and mechanics. Comprehensive grammar instruction, practice and ongoing diagnostics ensure skills mastery.</p> <p>Nouns and Pronouns Verbs Adjectives and</p>		<p>-the use of context clues to build a rich vocabulary Fluency is addressed through guided oral reading. Accuracy, automaticity, and prosody are assessed through oral reading. Interdisciplinary lessons are planned to help students connect to the content areas. Supplemental books and novels are introduced. for coherence) Narration (Short Story) - prewriting techniques (magazine flip through and writing round) -identifying the elements of a short story, identifying conflict, creating a plot, and defining characters and setting) Description -prewriting techniques (drawing and timeline) -drafting strategies (organization of ideas and creating a main impression)</p>
--	--	--	--	--	---

			<p>Adverbs Prepositions Conjunctions and Interjections Sentence Parts -complete subjects and predicates -complements -subject and verb agreement Phrases and Clauses Sentence Structure Modifiers Punctuation Capitalization Sentence Diagramming</p> <p>Part III: Academic and Workplace Skills</p> <p>The third part of the curriculum helps students to develop real-world skills for success in school and everyday life.</p> <p>Speaking Skills -informal and formal speaking skills Listening Skills -listening effectively -listening critically Viewing Skills -interpreting maps, graphs, and photographs</p>		<p>Persuasion (Persuasive Essay) -rewriting techniques (media flip-through and quicklist) -developing a thesis statement -organizing to emphasize -revision strategy (tagging vague words) Exposition (Comparison-and- Contrast Essay) -gathering details using a Venn Diagram -layering ideas using SEE (State, Extend, and Elaborate) -analyzing purpose -color coding to check organization and balance Exposition (Cause-and- Effect Essay) -rewriting technique (brainstorming) -using classical invention to narrow your topic -organizing logically -revision strategy (finding the “Tug”) Exposition (How-to- Essay) -rewriting</p>
--	--	--	---	--	---

		<ul style="list-style-type: none"> -viewing media critically -creating graphic organizers -interpreting fine art <p>Representing Skills</p> <ul style="list-style-type: none"> -working with multimedia -performing and interpreting <p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> -recognizing context clues -studying words systematically -studying word parts and origins (roots, prefixes, and suffixes) -reinforcing spelling rules -understanding the influence of other cultures and languages -techniques to proofreading <p>Reading Skills</p> <ul style="list-style-type: none"> -using reading strategies (QAR and SQ4R Methods) -reading non-fiction critically <p>Basic Study Skills</p> <p>Reference Skills</p> <ul style="list-style-type: none"> -MLA Standards 	<p>techniques (invisible ink and listing)</p> <ul style="list-style-type: none"> -compiling an audience profile -organizing details in chronological order -drafting skill (adding details) “Exploding the Moments” -using revising strategies (steps, stacks, chains, balances)
--	--	--	---

			<ul style="list-style-type: none">-citing sources-preparing manuscript <p>Test-Taking Skills</p> <ul style="list-style-type: none">-answering different types of questions		
--	--	--	---	--	--