



## Seventh Grade Curriculum

**Subject: Faith (Mrs. Meyer)**

**Curriculum used: Faithweaver NOW Curriculum by Group Publishing**

**Summary:** FaithWeaver NOW is a three-year scope & sequence that covers the Bible, from Genesis to Revelation. Each quarter goes through 13 sequential Bible events so students get a snapshot of the Bible timeline. Students work through a weekly Faithweaver NOW handout and learn how to apply the lessons to their lives through hands-on activities. Students will memorize foundational Christian verses selected from the Bible.

**Subject: Literacy (Mrs. Meyer)**

**Curriculum used: Teacher created curriculum**

**Summary:** Parts of speech, grammatical rules and usage are taught with the use of a variety of language texts for grammar, and with Daily Oral Language materials for editing practice. We use a variety of novels and nonfiction materials for teaching reading and its related skills. A strong connection is made between reading and writing. We teach the writing process and use the 6-Trait Writing Assessment tool to help students improve their writing skills. Students formulate topic sentences, write paragraphs, and learn how to write creative stories, narratives, poetry, persuasive essays, description essays, expository essays, and comparative essays.

**Subject: Regular Math or Pre-Algebra (Mrs. Kunkel)**

**Curriculum used: Math in Focus (Houghton Mifflin Harcourt)**

**Summary:** Updated for 2020, Math in Focus is a Singapore based math curriculum published in the United States. Math in Focus is based on teaching for mastery using manipulatives to see relationships and meaning. Teachers utilize a concrete-pictorial-abstract approach, with students moving between the three with the goal being problem solving. The curriculum uses a “gradual release” method where instruction moves from direct instruction to guided instruction and then independent practice with ongoing assessments. The Math in Focus curriculum is structured so that students focus first on numbers and operation skills (Book A) before moving on to measurement and data skills (Book B) during the latter part of the school year. Math in Focus is built around the Common Core Standards.

For the 2020/2021 school year with hybrid learning, Hope is also utilizing *All Things Algebra* curriculum. All Things Algebra® curriculum resources are rigorous, engaging, and provide both support and challenge for learners at all levels. Students learn all Common Core math standards using daily, organized guided notes and challenging homework.

**Subject: History - Washington State History and Geography (Mr. Allen)**

**Curriculum Used: Washington State History/ Geography Alive! Regions and People**

**Summary:** In seventh grade, students become more proficient with the core concepts in social studies. The first part of the year asks students to bring their understanding to their world today as they examine Washington State from 1854 to the present. The study of Washington State includes an examination of the state constitution and key treaties. The second part of the year is devoted to studying geography around the nation and world. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop

enduring understandings of the core concepts and ideas in civics, economics, geography, and history.

**Subject: Science (Mr. Allen)**

**Curriculum used: Full Option Science System (Delta Education)**

**Summary:** FOSS developers from the University of California at Berkeley are dedicated to the idea that all students learn science best by doing science. The FOSS program uses several instructional pedagogies including inquiry based learning, hands-on learning and active investigation, student-to-student interaction, writing (students keep careful notes in science notebooks), and research/reading. Middle school students will learn from physical, life, and earth science units, with a three year rotation of units. This year's units include Chemical Interactions, Electromagnetic Force, and Earth History

**Subject: Physical Education (Mr. Goodspeed)**

**Summary:** All grades focus on acquiring the knowledge and skills necessary to maintain an active life. Perform movement combinations in rhythmic activities (step aerobics, hip-hop, social dance). Perform movement combinations in fundamental and complex skills (basketball- set shot, overhead pass; soccer – shoot on goal, trap and dribble, throwing/catching) involved in team sports and group activities. Perform fundamental movement combinations in fundamental and complex skills involved in individual sports. Demonstrate mechanics of movement as applied to specific skills (under hand volleyball serve over net). Perform skills to improve core strength. Describe benefits of activities that lead to an active life. Apply rules and etiquette in a variety of games. Demonstrate the role of each position in modified/full game or activity. Return/retrieve equipment in a safe manner.

**Subject: Social Skills (Mrs. Meyer)**

**Curriculum Used: Second Step**

**Summary:** *Second Step* is a classroom-based social skills program for students in kindergarten through junior high (ages 5–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing research. It is intended to teach children to identify and understand their own and others' emotions, choose positive goals, and successfully manage reactions when emotionally aroused.

**Subject: Physical Health (Mr. Goodspeed)**

**Curriculum Used: The Great Body Shop**

**Summary:** The Great Body Shop is a fully comprehensive health curriculum that includes topics that cover all aspects of physical, mental, social, emotional health and safety. Following mandates and guidelines of the state departments of education for content and grade appropriateness, subjects to be covered include nutrition, functions of the body, mental and emotional health, and physical fitness, among others.

**Subject: Technology (Mr. Davenport)**

**Summary:** Students will learn a variety of important skills that will help them navigate the current teaching environment. They will learn how to use and manage documents and projects across multiple cloud platforms. They will learn how to use and share Google Docs, Sheets and Slides. We will learn 3D modeling as well as how to build a basic game using "block code". We will also reinforce the etiquette needed to be able to use remote teaching.

**Subject: Environmental Science & Sustainability (Ms. Audrey)**

**Summary:** The foundation of Environmental Science and Sustainability will be to observe the natural systems on the earth and reflect on human interactions within them over time. We will also work to comprehend how water and waste is managed throughout the world as our two focal points. Within these two focal points of water and waste systems, we will be diving into three major scales of each topic, which are on a local, national, and global level (starting on the local level and building to global discoveries). As a class we will make a clear distinction between environmentalism and environmental science when we have class discussions. While we can be advocates for the natural world, we will be using a scientific lens for our class lessons and using our strong reasoning skills, and problem solving abilities to find solutions. The primary goal of this course will be to discuss the role that we have as humans in securing access to sustainable resources and emboldening young scientists to mitigate the challenges we face today.

**Subject: French (Mademoiselle Audrey)**

**Curriculum used: Nous Sommes Flex**

**Summary:** In beginning French we will be focusing on formal and informal greetings and farewells, short conversational skills, while learning the masculine and feminine pronouns for descriptions, and how they are used in a new language. We will also look at how different Francophone cultures speak, read, write, and converse every day. I am looking forward to creating a classroom where we are thinking globally about languages that can connect and stem stronger communication around the world. Our primary objective will be to develop an understanding of the language in a written, verbal, and auditory format so that we can link each element together and become confident future bilinguists or beyond in any setting!

**Subject: Drama (Mrs. Tanis-Likkel)**

**Curriculum used: teacher created resources**

**Summary:** Drama helps students with self-awareness, social skills, teamwork and empathy. This elective includes an introduction to acting, playwriting and set design. Each class will include instructional time, a body warm up, improvisation game, and practice or project time in small groups. Students will learn how to adapt the fundamentals of drama to a virtual format. The goal of this class is for students to experience joy and creativity through drama.

**Subject: Skills for Wellness (Mrs. Tanis-Likkel)**

**Curriculum used: DBT**

**Summary:** *Skills for Wellness* helps students build emotional resilience by developing coping strategies and better decision-making, especially while in emotional distress. This class is based on skills associated with dialectical behavior therapy and is a social and emotional learning program and not group therapy. In DBT, we recognize that we are all doing the best that we can *and* we are working on skills to change. Skills include emotional regulation, mindfulness, distress tolerance, and effective interpersonal relationships. Information about the skill that is covered in class each week will be in Schoology so that it can be practiced at home.

**Subject: Music (Mr. Franklin)**

**Curriculum Used: teacher created curriculum**

**Summary:** This year's music curriculum will be focused on listening to and analyzing current and past musical genres, composing a pop song during class, learning a string instrument (6th grade only), how music affects our brains and emotions, and how music can bridge the divisions between people and cultures.