

Carlisle Public Schools
GRADE SEVEN CURRICULUM OVERVIEW

Mission and Vision of the Carlisle Public Schools

Carlisle Public Schools cultivate balanced learners who can stand confidently with one foot in the field and the other in the future.

We create a nurturing and individualized experience for our students and highly value personal relationships. We prioritize social-emotional and physical health. We include a project-based approach to help students develop their knowledge, skills, and interests. We provide multiple ways for students to demonstrate understanding and mastery, de-emphasizing state standardized assessments. Students engage in the classroom and in the community, with educators, local experts, and Carlisle's natural resources to understand how their studies can be applied to civic life to help solve local and global problems. We break down barriers between traditional subjects and create opportunities for students to develop their understanding of the world and extend their perspective and thinking beyond our town borders.

A CPS GRADUATE IS:

- A resilient and adaptable **lifelong learner** who is empowered to pursue their interests.
- A self-aware and **reflective individual** who takes responsibility for their actions, outcomes and learning.
- A caring, kind and engaged **global citizen** who works to forward identified goals.*
- An **advocate for social justice** who acts with skill and courage against prejudice and towards equity.
- A creative and competent **problem solver**, appreciative of diverse thinking.
- An **independent thinker**, willing to question the status quo and weigh the evidence.
- An **effective communicator & collaborator** who can work with diverse teams, listen and articulate thoughts and ideas persuasively.

*Current goals are aligned with UN Sustainable Development goals.

Core Values:

Academic Excellence

Creativity

Respect

Responsibility

A fuller expression of these values would include . . .

*We always look beyond what we now know.
We constantly work to know more.
We are respectful toward all in our community.
We use what we know to help others.
We take responsibility for ourselves and for others.*

Goals of Carlisle Public Schools

Goal 1: *Provide A Rich Curriculum In Order To Maximize Student Learning*

The District will assess the curriculum through review cycles and will foster vertical and horizontal articulation and implementation in curriculum, assessment, and instructional practices. The District will continue to work toward aligning the Carlisle and Concord curricula. Our staff development plan, grounded in a professional learning community based on best practices, will lead to ongoing student assessment and differentiated instruction to meet the needs of all Carlisle students and prepare them for high school and for a global community.

1. Continue the process of curriculum review, alignment, and improvement
2. Support the implementation of our selected anti-bullying curriculum Olweus, and identify and implement a more formal social-emotional curriculum.
3. Continue to enhance the instructional practices of professionals to meet the needs of all learners.
4. Investigate and identify opportunities for our students to develop their ‘global perspective.’

Goal 2: *Build a Community of Respect in a Safe and Healthy Learning Environment*

The district will promote and maintain an inclusive, safe, and respectful environment that fosters leadership and healthy living. The administration, staff, and students will engage in honest and open dialogues to further encourage the development of a culture of trust and respect.

1. Develop a strong and effective district leadership team.
2. Use data to inform our work in identifying and implementing additional strategies to enhance the social and emotional environment of our school.
3. Evaluate best practices for the delivery of social-emotional and academic support services.
4. Continue to work collaboratively with our community partners to enhance and strengthen relationships and communication.

Goal 3: *Integrate Technology*

The district will integrate technology into the curriculum. Staff development opportunities will be provided to encourage the integration of technology into units of study to support student achievement and proficiency.

1. Use data to evaluate how our current instructional integration of technology aligns with the SAMR (Substitution, Augmentation, Modification, and Redefinition) model and identify necessary supports to encourage movement along the continuum.
2. Develop a 3-year plan for instructional technology support and integration.
3. Create and support further opportunities for technology integration professional development for all faculty and staff.

Goal 4: *Meet Space Needs and Manage the Resources of the Carlisle Public Schools*

The district will work closely with the town to meet the space needs of the staff and students at Carlisle Public Schools. The district will promote efficient management of CPS resources.

1. Develop a fiscally responsible FY18 Budget that continues to provide the resources needed for an excellent education for Carlisle students, while successfully maintaining the town approved 2017-2018 budget.
2. Assess the future impact of projected declining enrollments and design options to address findings.
3. Assess the current and future facility needs of the district, and develop a plan to address those needs.
4. Explore use of social media to communicate with parents and staff.

Educational Technology and Libraries

The Carlisle Public School encourages a culture of inquiry that regularly investigates and experiments with promising new practices that engage students as 21st century learners and prepares them for the evolving global society. The Educational Technology and Library staff work in collaboration with the entire school community to help students become:

Enthusiastic, independent readers for information and pleasure.

Independent, skillful information users who know how to access, analyze and produce information in a variety of formats using a variety of tools.

Responsible digital-age citizens

Skillful learners and innovators who use digital tools to develop the “Four Cs”:

- Critical Thinking
- Communication
- Collaboration
- Creativity

The integration of these skills is typically addressed through classroom projects within the major curriculum units of study in the core subjects. School libraries are complex hubs of student learning and engagement, with the ability to enhance all curriculum areas. Emerging technologies and near ubiquitous access creates new opportunities to deepen and extend learning often connecting with people, resources, and perspectives beyond the walls of our classrooms.

Students in grade seven use the library to support research across the curriculum, furthering the development of their skills in abstract thinking and information literacy. Students work with both preselected sites and various internet search strategies. They hone their ability to find, gather, and assess new information from a variety of electronic and print sources. In addition to understanding the ethical use of information, students are taught to evaluate their own research process and final products.

In grade seven, personal devices are used on a daily basis and during special projects to exercise technology skills and to continue to provide students with opportunities to develop more advanced skills with hardware and software applications. Students regularly use technology to collaborate, provide feedback to each other, and share their work with a larger audience. Students continue to use a variety of technology resources for problem solving, communication, and presentation of thoughts, ideas, and stories.

Grades 6-8 Library Curriculum

The library program supports students and teachers in grades 6-8 in a variety of ways. The library maintains a diverse collection of reading materials, both print and digital, to support independent reading. The librarian also works in coordination with subject area teachers in grades 6-8 to curate, purchase and obtain resources to support the curriculum, and works collaboratively to plan research projects where appropriate. The librarian also supports the subject area teachers in helping students to use online and text-based research skills, understand the importance of copyright and citation, and teaching students to think critically about and evaluate information sources.

Grade 7 Language Arts Curriculum

Carlisle's curriculum is designed for students to meet or exceed the English Language Arts standards outlined in the Massachusetts Frameworks. The objective of the seventh grade language arts program is to help students grow as readers, writers, speakers, and listeners in an environment that builds self-confidence, promotes acceptance, and rewards academic risk taking and intellectual bravery.

Reading

Students at the end of seventh grade will be able to process and understand a wide range of texts across genres in both print and online texts. The seventh grade reading program is designed to encourage a love of reading, to develop students' vocabulary, comprehension, and analytical skills, and to expose readers to a wide variety of literature. Materials include fiction and non-fiction works, including novels, poems, short stories, and informational

texts. Titles include student-chosen independent reading books as well as teacher-assigned core literature.

Writing

Seventh grade writers will develop a deeper understanding of writing for many purposes and audiences. Seventh grade writers will become more consistent in their use of conventions. They will self-evaluate and take more risks as writers. Seventh grade writers will employ a variety of fiction, nonfiction, and poetic genres to tell stories; to explain to, persuade or inform readers; to express feelings; and to perform practical tasks. They will deepen their experience with the writing processes of developing and organizing ideas, drafting and revising, and sharing their work. Seventh grade writers will increase their facility with technology for both writing processes and publishing.

Speaking and Listening

Speaking and listening experiences are planned in seventh grade so that students will further develop the skills and confidence to communicate effectively in different situations. To that end, students will have opportunities to work on their speaking and listening skills while participating in things such as delivering oral presentations, both individually and with others; performing to entertain, persuade, and/or inform; asking and responding to questions; brainstorming; collaborating; and listening to inform, relate, and appreciate, and critique.

Language

Through their experiences with reading, writing, speaking, and listening, students will develop a rich academic vocabulary and broad background knowledge. Students will have the opportunity to practice and ultimately demonstrate command of the conventions of standard English grammar and usage and to use their knowledge of language and its conventions when writing, speaking, reading, or listening.

Grade 7 Mathematics Curriculum

We believe that the most productive classrooms are those in which students are working on complex problems, taking risks, embracing struggles, and feeling productive about their problem-solving skills. Students grow in mathematical maturity and expertise throughout the middle school years to become powerful thinkers who make connections, think logically, and use space, data, and numbers creatively.

Students explore and investigate new concepts by using concrete objects, visual models, drawings, and/or representations to build their understanding. They are asked to solve a diverse set of real-world and other mathematical problems using multiple methods both in collaboration with their peers and independently. Students are given frequent opportunities to discuss and write about various approaches to solving problems.

The middle school mathematics curriculum is based on the 2017 Massachusetts Curriculum Frameworks along with the Standards for Mathematical Practice. The Standards for Mathematical Practice describe expertise that students should seek to develop as well as ways in which to engage with the subject matter as they grow in mathematical maturity.

The standards include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The following components are used as further guidelines:

- Conceptual understanding – make sense, and reason, and understand math concepts and ideas
- Procedural fluency – know mathematical facts, compute and perform the math
- Capacity – solve a wide range of problems in various contexts by reasoning, thinking, and applying the mathematics they have learned

While students master these underlying components and their relationships, they lay a foundation for higher-level mathematics, strengthen their capacity for thinking logically and rigorously, and develop an appreciation for the beauty of math.

Five Focus Areas:

Ratios and Proportional Relationships

A. Analyze proportional relationships and use them to solve real-world and mathematical problems. **The Number System**

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

A. Use properties of operations to generate equivalent expressions.

B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. **Geometry**

A. Draw, construct and describe geometrical figures and describe the relationships between them. B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. **Statistics and Probability**

A. Use random sampling to draw inferences about a population.

B. Draw informal comparative inferences about two populations.

C. Investigate chance processes and develop, use, and evaluate probability models.

Materials:

College Preparatory Mathematics (CPM): Core Connections 2 (CC2)

College Preparatory Mathematics (CPM): Core Connections 3 (CC3)
Continental Math League (CML)
Thinking and Communicating Mathematically (TCM)

Grade 7 Performing Arts Curriculum

Seventh graders have the option of taking one or both of the following ensemble classes:

Middle School Chorus: In 5th-8th Grade Chorus, students develop their ability to sing with healthy vocal technique, read rhythms, pitches and musical markings, sing multiple part harmony, and to express themselves through singing. Students develop their abilities as individual singers and as a group. There are at least two evening concerts per year. Two auditioned after school ensembles, Advanced Choir and Pop Choir, allow students to perform music of other genres and difficulty levels.

Band: 5th-8th Grade Band offers students who play wind and percussion instruments the chance to further develop their instrumental and musical skills both individually and in a larger ensemble with more sophisticated and longer works. Students prepare music in a wide variety of styles to be performed at least two times in evening performance. Students have the ability to audition for a more advanced concert band and/or jazz band. Additional events may include festival performances and overnight field trips when appropriate.

Orchestra: There is no string program available at Carlisle Public Schools. If a string player would like to participate in the band program they may discuss this with the director.

Grade 7 Physical Education Curriculum

7th grade students begin to apply tactics and strategies to modified game play, demonstrate movement skills in a variety of contexts, understand how to take part in a health-enhancing fitness program, participate in various physical fitness activities, cooperate with and encourage classmates, accept and include all students, regardless of their differences, and engage in physical activity for enjoyment and self-expression.

All of the skills and tactics that students take part in help them to learn lifetime skills. Using “fun” as a catalyst, we try to develop in all children, the desire to maintain a healthy and active lifestyle.

The grades 6-8 Physical Education Curriculum was developed with the National Standards in mind, so students can understand what the physically literate individual is capable of knowing and doing. These standards can be found at <https://www.shapeamerica.org/standards/pe/>.

During the grade 6-8 years, students will work on the skill progressions within each of the following areas:

Motor Skills and Movement Patterns: Develop skills in dance and rhythms, games and sports, and individual performance activities.

Physical Activities and Fitness: Demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. Students increase knowledge of physical activity, engage in physical activity, and take part in a biannual physical fitness assessment.

Personal and Social Behavior: Demonstrate respect for self and others, including personal responsibility, accepting feedback, working with others, learning rules and etiquette, and maintaining safety. Students also create and work towards achieving personal health-related goals.

Value of Physical Activity and Social Interaction: Recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Grade 7 Science Curriculum

In seventh grade, students explore a combination of Earth, Life and Physical sciences that include concepts of exploratory learning and spiral these concepts throughout grades 6 -8. The use of scientific journals, laboratory investigations and pertinent research supplements the IQWST foundational learning that occurs from grades 6-8.

Chemistry 2: How Can I Make New Stuff From Old Stuff?

This unit focuses on making new substances, specifically making soap from two unlikely substances: fat and sodium hydroxide. Students further their understanding of substances and properties, and explain what happens when substances interact (i.e., chemical reactions). In that process, they also explore the core idea of the conservation of mass and the crosscutting concept of systems.

Physical Science 2: Why Do Some Things Stop While Others Keep Going?

Students begin this unit by watching a video of a large Rube Goldberg machine in action, and then explore several apparatuses up close, some of which stop quickly and others continue moving without showing signs of stopping. As students explore the apparatuses and different types of energy, they gain a deeper understanding of how energy is involved in everything in the world, how it can be transformed from one type to another, and how it is transferred between systems.

Earth Science 2: What Makes the Weather Change?

Students learn about climate by investigating daily, seasonal and annual weather patterns, analyzing and interpreting data on these conditions in various cities around the world. Students develop an understanding of the concepts of climate, weather, pattern, and predictability. They also learn how energy from the sun and the variation in earth surface features create the convection cells in the atmosphere that determine large-scale patterns of temperature, clouds, wind, and precipitation.

Life Science 2: What's Going On Inside of Me?

Students investigate organization in body systems and the role of the body's cells in these systems, identifying energy-releasing chemical reactions as occurring within cells to release the energy from food. Students investigate the link of increased oxygen intake with increased activity and obtain evidence that oxygen is also used at the cellular level in these reactions. The unit concludes with an investigation of how body systems are coordinated and consequences of disruption to various body systems.

Grade 7 Social Studies Curriculum

During 7th grade students will start the year exploring different types of government and economic systems. After they have acquired that foundational knowledge, they will journey back to ancient world to explore the connections between our world and the past. There will also be a year-long emphasis on current events.

Unit 1: Foundations of History

During this unit students will spend time reviewing government and economic systems from 6th grade. Then students will work to deepen their understanding of these systems and increase the complexity of their understanding of each.

Unit 2: Egypt

Students will take a more thematic approach to the study of Egypt. Students will spend time learning about the vast building accomplishments of the Egyptians, Egyptian religions/myths, and pharaohs and their accomplishments. Students will also learn about daily life of Egyptian citizens. Students will finally explore how Egypt meets the six characteristics of a civilization.

Unit 3: Persia

Students will spend time learning about the rise and fall of the Persian Empire. In this unit they will learn about the important kings of Persia, their rise to power, and accomplishments. Students will also spend time exploring what daily life would be like for a citizen of the Persian empire. Finally, students will study the battles at Marathon and Thermopylae as an end to Persian and an entrance into the Greece unit.

Unit 4: Greece

Students will start this unit by learning about the Minoans and the Mycenaeans in ancient Greece. They will then look at how the Dark Age of Greece gives rise to the city-states. Students will then spend time exploring the Greek polis and life in the city-states. Students will study the rise of democracy in Athens. Students will learn about the causes, events and impact of the Peloponnesian War followed by the rise of Alexander the Great. Students will end the unit with the fall of Hellenistic Greece.

Unit 5: Roman Republic and Roman Empire

Students will begin their study of Rome by learning the story of Romulus and Remus, which is the myth of Rome's birth. Students will then spend time exploring the vast building and engineering accomplishments of Rome that gave rise to the Roman Republic. Students will study the effectiveness of the Roman Republic and the government system in Rome. Students will also study the Punic Wars and their impact on Rome. Finally, students will explore the Roman Empire and the rise of emperors in Rome.

Unit 6: World Project:

The World Project is the culminating project in 7th grade. This project weaves together all of the concepts, themes and areas of study from this year. Students will be asked to create their own world in each of their classes. They will work in groups to create their own countries in that world. As this project progresses, students are asked to keep in mind the problems that exist in the *real* world you now live in. How would you *change* this world? What would you allow to remain the *same*? Once they have thought about these questions, students will then transfer this change and sameness to their *new* world. Students will create their country's geography, climate, and government. Students will also guide their country through economic, social, cultural, and political development; and eventually, through a world war.

Grade 7 Visual Arts Curriculum

The visual arts curriculum helps to build relationships of trust and respect among peers. Through rigorous and meaningful projects students will be encouraged to better understand their capacity to be aware of, control, and express their emotions.

The majority of projects highlight the connections between science, math, history and art and encourage problem-solving, perseverance and critical thinking skills. Art history, art appreciation, growth mindset and the design cycle are integrated into lessons in all grades.

Seventh grade students will continue to build their skills using the elements and principles of design while exploring value, shading and rendering techniques as a method of creating the illusion of volume. They will experiment with proportion and methods of enlargement. Exercises will center around increasing skills of observation.

Major units include, but will not be limited to; one-point perspective cityscapes, pastel landscapes inspired by the Impressionists, printmaking to better understand negative and positive space, color theory and color mixing, acrylic painting inspired by Georgia

O’Keeffe, contour line drawings and large scale portraits of student selected subject.

Grade 7 World Language Curriculum

Students are exposed to fundamental language structures in a variety of modalities: listening, speaking, reading and writing. Students continue to work towards proficiency through vocabulary, grammar, and cultural themes presented in context.

Students are introduced to useful vocabulary and practice applying it either in written or oral form. Language is presented by native speakers through authentic materials which allow students to learn how to communicate in real-life situations. Role plays, skits, songs, games and classroom drills provide students with opportunities to practice their communication and pronunciation skills.

Classes meet four times per week for 41 minutes.

Social Emotional Learning and Bullying Prevention /Intervention

The Carlisle Schools have designed a comprehensive social emotional learning and bullying prevention and intervention program committed to the nurturing of a positive school culture that supports our teaching and learning environment. It is our vision that our schools reflect a warm, safe, respectful and nurturing school climate that supports our children from grades PreK to 8.

Our program is characterized by the inclusion of the following elements:

Social Emotional Learning Bullying Prevention and Intervention

Challenge Success (K-8)

Friendship Groups (K-4) Olweus (K- 12)

Class Meetings (1-8) Incredible Flexible You (K-1) Responsive Classroom (3-5)

Advisory (6-8)