

Welcome to 7th Grade



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**



**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science

7th



English Language Arts

Reading, Writing, Speaking, Listening, and Research

- Cite strong textual evidence to support explicit statements and inferences
- Identify central ideas and themes, analyzing their development
- Assess how point of view or purpose shapes a text's content and style
- Evaluate arguments and claims, examining reasoning, relevance, and sufficiency of evidence
- Analyze how multiple texts address similar themes to build knowledge and compare authors' approaches
- Write arguments, explanations, and narratives to convey ideas, experiences, and opinions
- Produce clear, coherent writing suited to task, purpose, and audience
- Write routinely over varied time frames for different tasks, purposes, and audiences
- Engage in diverse discussions, building on ideas and expressing thoughts clearly and persuasively
- Use digital media and visual data strategically to enhance communication and presentations
- Determine the meaning of unknown and multiple-meaning words using context, word roots, reference materials, and verification strategies
- Understand figurative language, word relationships, and nuances in meaning; accurately use academic and domain-specific vocabulary.

Students should master these skills

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

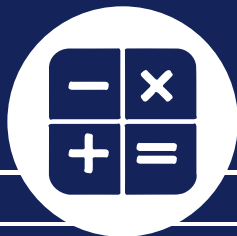


English Language Development

(English Language Learners ONLY)

Overview:

- English learners read, analyze, and create different texts, using their home languages and cultures to strengthen their English
- In class, they will engage in discussions, ask questions, and demonstrate knowledge through speaking, writing, and projects
- They will adapt language based on the task, audience, and purpose, and apply their skills to academic tasks by structuring and simplifying concepts
- Requirements are met through 30 minutes of designated ELD time and integrated across all subject matter

**In Math, students should master:**

- Fluency in arithmetic with rational numbers
- Solving two-step equations (e.g., $px+q=rx+q=r$ and $p(x+q)=r$) using properties
- Understanding proportional relationships through tables, graphs, equations, and scenarios, including the constant of proportionality
- Applying proportional reasoning to percent change scenarios
- Knowing and applying formulas for the area and perimeter of 2D figures

Students work toward fluency in:

- Solving multi-step equations and inequalities using properties of rational numbers
- Manipulating algebraic and numeric expressions using the order of operations
- Applying statistical models to samples to make population inferences
- Knowing and applying formulas for the volume and surface area of prisms and pyramids

Students are introduced to:

- Interpreting, developing, and understanding probability models
- Describing cross-sections of 3D solids
- Using random sampling to draw population inferences

In Math, students will:

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



Science

Next Generation Science Standards

Guiding Concept: Matter and energy flow through organisms and ecosystems, as well as the Earth's systems and engineering design.

Students should:

1. **Photosynthesis & Chemical Reactions:** Explain how photosynthesis drives energy flow and matter cycling, and model how food is rearranged through chemical reactions in organisms, supporting growth and energy release.
2. **Ecosystems:** Analyze data on resource availability and predict interactions among organisms. Describe energy flow, matter cycling, and evaluate solutions for biodiversity and ecosystem services.
3. **Earth Systems:** Model material cycling and energy flow (e.g., melting, weathering). Explain how geoscience processes change Earth's surface and analyze evidence of past plate movements.

4. **Earth and Human Activity:** Understand uneven distribution of resources and forecast natural hazards, using technology to mitigate their effects.
5. **Matter Interactions:** Model the atomic composition of simple molecules, analyze chemical reactions, and describe synthetic material production. Predict changes in particle motion, demonstrate mass conservation, and design energy-releasing or absorbing devices.
6. **Engineering Design:** Define design criteria, evaluate solutions, analyze test data, and develop models for iterative testing to optimize designs.

Health Education: Students use Positive Prevention PLUS curriculum which educates students on sexual health and pregnancy prevention, following national standards and California's Healthy Youth Act.

Science focuses on:

- Phenomena to Performance Task
- Disciplinary Core Ideas
- Cross Cutting Concepts
- Science and Engineering Practices



History-Social Science

The World History and Geography: Medieval and Early Modern Times covers the period from A.D. 500 to 1789, exploring social, cultural, and technological changes across Europe, Africa, and Asia. Students study the rise and fall of great civilizations, the growth of economic interactions, and the spread of ideas such as Enlightenment philosophy. Topics include the development of democratic ideals, scientific advancements, and the challenge to traditional authority.

Key Areas of Focus Include:

- **Roman Empire:** Causes for the rise and fall of Rome, including internal weaknesses and external threats, and the rise of the Byzantine Empire
- **Islamic Civilization:** The origins of Islam, the role of Muhammad, the spread of Islam, and contributions in fields like science, art, and trade.
- **China:** The reunification under the Tang Dynasty, advancements in agriculture and technology, and the influence of Confucianism
- **African Civilizations:** The growth of the Ghana and Mali empires, trade along the Niger River, and the spread of Islam.
- **Medieval Japan:** The influence of China and Korea on Japan, the samurai system, and the golden age of Japanese culture.
- **Medieval Europe:** Geography, feudalism, the spread of Christianity, the Crusades, the plague, and the development of modern democratic thought.
- **Mesoamerican and Andean Civilizations:** The development and downfall of the Maya, Aztec and Inca civilizations.
- **The Renaissance:** The revival of classical learning, advancements in arts and sciences, and the impact of Florence and other cities.
- **The Reformation:** Causes of the Catholic Church's internal issues, the rise of Protestantism, and the Counter-Reformation.
- **The Scientific Revolution:** New scientific theories and inventions, and their impact on politics and culture.
- **The Enlightenment:** Exploration of democratic ideas, modern capitalism, and the influence of thinkers like John Locke and Montesquieu on modern democratic principles.



Visual and Performing Arts

1. Creating

- a. Idea Development: Students are encouraged to generate, organize and develop artistic ideas.
- b. Planning and Making: Students are expected to plan, make, and refine works of art.
- c. Evaluating and Revising: Involves evaluating and revising artistic works based on criteria.

2. Performing/Presenting/Producing

- a. Skills and Techniques; Focuses on the skills and techniques required to perform, present, or produce art.
- b. Expression and Presentation: Students demonstrate how to express themselves and present their works to an audience.
- c. Technical Execution: Focuses on technical proficiency in the chosen art form.

3. Responding

- a. Perceiving: involves analyzing works of art and discussing them from various perspectives.
- b. Interpretation: Students are encouraged to interpret and understand artworks in the context of history, culture, and personal experience.
- c. Critical Thinking: Includes analysis, reflection, and evaluation of artistic works and performances.

4. Connecting

- a. Artistic Literacy: Connects art to other disciplines, showing how the arts intersect with various aspects of life and society
- b. Cultural Understanding: Helps students understand the significance of art in different cultural contexts.
- c. Global Connections: Encourages students to see the global nature of the arts and their relevance across cultures and eras.
- d. These core standards aim to guide students through developing skills in creativity, technical proficiency, critical thinking, and cultural awareness in their respective art forms.

- Dance
- Media Arts
- Music
- Theatre
- Visual Arts

7th



Information Literacy & Technology

1. **Information Literacy and Technology:** How to operate computers, use programs, save files, and type efficiently
2. **Digital Communication:** Be able to express ideas clearly using email, social media, and collaborative tools like Google Docs or PowerPoint
3. **Cybersecurity:** Protect personal information, recognize secure websites, and avoid phishing scams
4. **Media Literacy:** Analyze and evaluate information critically, especially online, to determine its authenticity and reliability
5. **Digital Citizenship:** Use technology responsibly, showing respect and kindness in online spaces
6. **Research/Data Analysis:** Develop strong internet search skills and the ability to evaluate and use relevant information
7. **Problem-Solving:** Use digital tools to find solution, troubleshoot issues, and learn from mistakes
8. **Creativity:** Use digital tools for creative self-expression, like art, podcasts, or videos

Students will develop skills in:



Physical Education and Health

Assessments:

- Mile
- Sit Ups
- Push Ups
- Pacer Test
- Sit and Reach
- Shoulder Stretch
- Trunk Lifts

Requirements:

- 100 minutes per week
- Nutrition and Exercise
- Sports, Games, and Dance
- Teamwork, Sportsmanship, and Individual Goal Setting



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days.

Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information



1. **Adopted Materials**
2. **Assessments**
3. **Academic Excursions**
4. **Social-Emotional Learning**
5. **Parent/Home Activities**

studysync
Reading & Writing Companion

The image shows a tablet displaying a lesson plan for 'The Great Wall of China'. The lesson plan includes a title, a 'Learning Objectives' section, a 'Vocabulary' section, and a 'Reading Comprehension' section. The tablet is placed on a stack of books.

GRADE 6 UNITS

Turning Points • Ancient Realms
Facing Challenges • Our Heroes



State	District	Grade Level
<ul style="list-style-type: none">California Assessment of Student Performance and Progress (CAASPP) <p>One time per year (Spring)</p>	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) <p>Two times per year</p>	<ul style="list-style-type: none">Common Formative Assessments (CFA) using FIABs <p>Four times per year</p> <ul style="list-style-type: none">Writing Performance Task (WPT) <p>Three times per year</p>

Academic Excursions



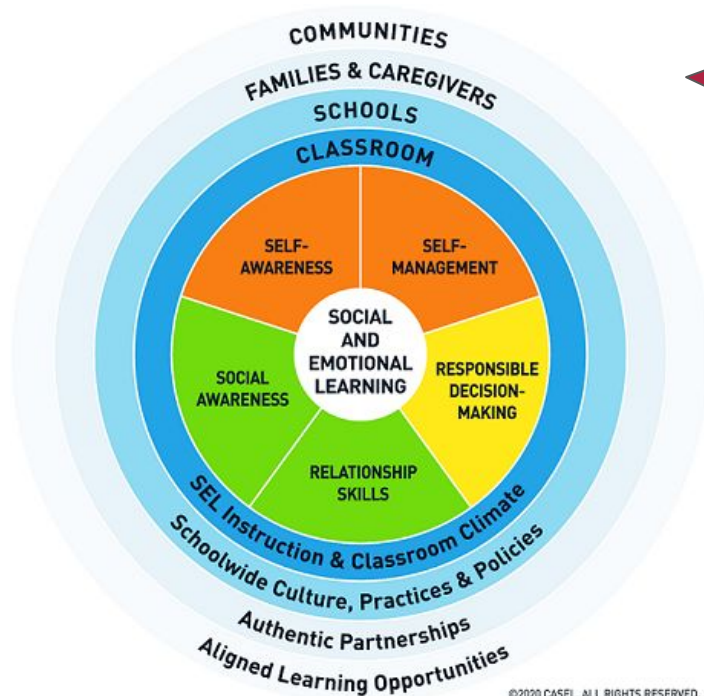
HSS: World History and Geography: Medieval and Modern Times

NGSS: Chemical Reaction, Ecosystems, Plate Motion

- UC Merced SNRI
- Renaissance Faires Hollister/Visalia
- Local Plays and Performances
- Multicultural Arts Center
- UC Merced Exhibits
- **MCSD STEAM Center**
- (Fresno State and CSU Stanislaus)
- (Local extension sites for universities and colleges)



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Talk with your student about appropriate use of social media
- Talk with your student about Digital safety and security online
- Talk with your student about how to manage big emotions in productive ways
- Encourage active lifestyles with exercise, and healthy habits
- Encourage your student to participate in group activities and sports to develop skills interacting with groups or peers
- Encourage your student to read regularly for fun and for learning
- Encourage students to communicate and speak about their days and what is going on in their life with trusted adults
- Regularly check Aeries and review attendance grades and behavior of your student
- Regularly check Parent Square and Google classroom



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!



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