



Seventh Grade Curriculum Guide

● ENGLISH LANGUAGE ARTS · STUDYSYNC

● SOCIAL STUDIES · EARLY WORLD HISTORY

● MATHEMATICS · ENVISION

● ELECTIVES

● SCIENCE · ELEVATE SCIENCE

About this guide: This document describes the instructional programs, standards, pacing, and expectations for all Seventh Grade students at Southfield Public Schools. It is intended to support teachers, families, and administrators in understanding what students learn and why.

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SECTION 1

Our Instructional Philosophy

Southfield Public Schools provides rigorous, joyful, and equitable instruction for every student. In Seventh Grade, we build on Sixth Grade foundations while expanding students' capacity to read, think, communicate, and problem-solve across all content areas.

ALL STUDENTS CAN AND WILL READ

We use the Science of Reading and evidence-based literacy instruction to ensure every student can access complex texts. McGraw-Hill StudySync provides the rigorous, text-based instruction seventh graders need to analyze, argue, and write at the highest levels.

CURIOSITY DRIVES SCIENCE LEARNING

Students learn by investigating real phenomena. Elevate Science by Savvas anchors every unit in a question worth investigating and builds authentic scientific thinking through three-dimensional NGSS-aligned instruction.

KNOWLEDGE FUELS COMPREHENSION

Strong readers bring deep knowledge to complex texts. Students who build rich background knowledge across history, science, geography, and literature become stronger readers and thinkers over time. Our programs deliberately build this foundation at every grade level.

English Language Arts

● McGraw-Hill StudySync Grades 6–12

Our English Language Arts department is committed to developing literate students who demonstrate reading, writing, and critical thinking skills necessary to make them successful in today's global society. By engaging with rich and diverse texts across a variety of genres, time periods, perspectives, and cultures, students will be prepared to navigate complex concepts and acquire the skills necessary for living and learning in the 21st century.

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles.

READING & TEXT STUDY · DAILY

Engaging with Complex Texts

Students experience a balance of literature and informational texts. They apply strategies to analyze, compare, and evaluate ideas when reading fiction and nonfiction — reading closely and citing evidence to support analysis of the text.

WRITING INSTRUCTION · DAILY

Writing to Learn and Communicate

Seventh graders use a writing process to improve narrative, argumentative, and informational writing. They learn to use relevant evidence and clear reasoning in both speaking and writing, applying the rules of grammar in their own work.

Grade 7 ELA Learning Priorities

READING LITERATURE & INFORMATIONAL (RL.7, RI.7)

- Analyze how form or structure of a play or poem contributes to its meaning
- Analyze how particular elements of a story or play interact (setting, character, plot)
- Determine how an author develops and contrasts points of view of different characters or narrators
- Identify a speaker's argument and evaluate reasoning and evidence behind claims
- Interpret figures of speech or references to literature or mythology in a text
- Cite textual evidence to support analysis of both explicit and inferred meanings

WRITING & LANGUAGE (W.7, L.7)

- Write arguments; introduce claim, support with clear reasons and relevant evidence (W.7.1)
- Write informative/explanatory texts; introduce and develop a topic clearly (W.7.2)
- Write narratives using narrative techniques and well-chosen details (W.7.3)
- Produce and strengthen writing through planning, revision, and editing (W.7.4–5)
- Conduct short research projects using several sources (W.7.7)
- Write for a range of purposes and audiences
- Use clues such as word roots to determine the meaning of a word (L.7.4)

StudySync — What the Curriculum Includes

- Integrated reading and writing across fiction, nonfiction, poetry, drama, and informational texts
- Embedded skills lessons focusing on comprehension, reading, writing, and research
- Explicit vocabulary instruction, language acquisition, and reading comprehension strategies
- Self, peer, and teacher evaluations embedded in every unit lesson
- Equal access for every student regardless of native language, proficiency level, or physical ability
- English Language Learner resources matched to the thematic focus, text structure, and writing form of each unit

- Extended writing instruction through planning, drafting, revising, editing, and publishing

Instructional Resources

- McGraw-Hill StudySync (core curriculum, Grades 6–12)
- MyAccess — automated writing scoring and feedback
- IXL — targeted reading and language skills practice
- Learning Ally — human-read audiobooks for students with reading challenges
- i-Ready — universal screening and diagnostic data

The Science of Reading in Practice

The **Science of Reading** refers to decades of research from cognitive science, linguistics, and education defining how the brain learns to read. StudySync (Grades 6–12) is built on this research, providing structured, evidence-based literacy instruction that works for all learners.

1

Phonological Awareness
Hear, blend, and segment sounds in spoken words

2

Phonics & Decoding
Map sounds to spellings systematically

3

Fluency
Read with accuracy, rate, and expression

4

Vocabulary
Build word knowledge through wide reading and discussion

5

Comprehension
Apply strategies to understand complex texts

STRUCTURED LITERACY IN EVERY CLASSROOM

Every StudySync lesson follows a consistent, evidence-based routine: close reading → vocabulary instruction → text-based discussion → structured writing response. This predictable structure supports all learners, including students with dyslexia or language differences. End-of-unit assessments guide differentiation and intervention at all grade levels, 6–12.

ELA Scope & Sequence Overview

Quarter	Unit / Theme	Key Texts & Genres	Writing Focus
Q1 Sep–Oct	Argumentative Writing & Evidence-Based Claims	Informational articles, speeches, historical nonfiction	Argument essay with clear claim, evidence, and counterclaim
Q2 Nov–Jan	Literary Analysis: Fiction, Drama & Poetry	Short stories, plays, poems; multiple perspectives and cultures	Literary analysis; narrative writing with technique and craft
Q3 Jan–Mar	Informational Research & Nonfiction	News articles, multimedia sources, primary documents	Research report; informative/explanatory writing
Q4 Apr–Jun	Comparative Texts & Extended Writing	Cross-genre comparison; historical novels, essays, drama	Extended argument or research project; oral presentation

WRITING PROGRESSION: GRADES 6 → 7 → 8

Grade 6: Introduce and develop a topic using definition, classification, comparison/contrast, and cause/effect; use appropriate transitions; use precise, subject-specific vocabulary. | **Grade 7:** Introduce a topic clearly, previewing what is to follow; develop the topic with relevant facts, definitions, concrete details, and quotations; use transitions to create cohesion; use precise language and subject-specific vocabulary. | **Grade 8:** Introduce a topic clearly; develop with relevant, well-chosen facts and details; organize ideas into broader categories; use appropriate, varied transitions to create cohesion.

Mathematics

● enVision Mathematics Grades K–8

In seventh grade, students draw, construct, and describe geometric figures. They extend previous understandings of operations with fractions to add, subtract, multiply, and divide positive and negative rational numbers. For the first time, students are introduced to probability. A primary focus is the development of **proportional reasoning** — a foundation connecting mathematical ideas across grades.

Southfield uses **enVision Mathematics** for Grades K–8. The program combines problem-based learning with visual mathematical models. Each lesson opens with a *Solve & Share* task, followed by explicit instruction, guided practice, and assessment. enVision is fully aligned to the Common Core State Standards for Mathematics (CCSS-M).

RATIOS & PROPORTIONAL RELATIONSHIPS (7.RP)

- Compute unit rates associated with ratios of fractions
- Decide whether two quantities are in a proportional relationship
- Solve multistep ratio and percent problems using tables, graphs, and equations
- Use proportional reasoning with scale drawings

EXPRESSIONS, EQUATIONS & INEQUALITIES (7.EE)

- Apply properties to add, subtract, factor, and expand linear expressions
- Solve multi-step real-world problems using linear equations
- Solve two-step equations and inequalities; graph the solution set

THE NUMBER SYSTEM (7.NS)

- Add, subtract, multiply, and divide positive and negative rational numbers
- Apply properties of operations and understand the number line
- Solve real-world problems involving rational number operations

GEOMETRY, STATISTICS & PROBABILITY (7.G, 7.SP)

- Solve problems involving scale drawings and geometric figures
- Draw, construct, and describe geometric figures
- Use random sampling to draw inferences about populations
- Investigate chance processes; develop and evaluate probability models

Grade 7 Mathematics Scope & Sequence

Quarter	Months	Topic
Quarter 1	September – October	Topic 1: Rational Number Operations Topic 2: Analyze and Use Proportional Relationships
Quarter 2	November – January	Topic 3: Analyze and Solve Percent Problems Topic 4: Generate Equivalent Expressions
Quarter 3	January – March	Topic 5: Solve Problems Using Equations and Inequalities Topic 6: Use Sampling to Draw Inferences About Populations
Quarter 4	April – June	Topic 7: Probability Topic 8: Solve Problems Involving Geometry

Instructional Resources

- enVision Mathematics 6–8 (core curriculum) — Pearson/SAVVAS

- IXL Mathematics Learning — intervention and skills practice
- BrainPOP — multimedia supplemental resource

Science

● SAVVAS Elevate Science Grades 6–8

Southfield has adopted **SAVVAS Elevate Science** for Grades 6–8. The program is fully aligned to the **Next Generation Science Standards (NGSS)** and anchors every unit in a real-world phenomenon students investigate through hands-on activities, science and engineering practices, and cross-cutting concepts. Students develop scientific literacy alongside content knowledge.

THREE DIMENSIONS OF SCIENCE LEARNING (NGSS)		
Disciplinary Core Ideas	Science & Engineering Practices	Crosscutting Concepts
The key science concepts students need to know	How scientists investigate and engineers design	Ideas that apply across all science disciplines

Physical Sciences

Module & Topic	NGSS Performance Expectations
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Module: Structure and Properties of Matter	
Topic 1: Introduction to Matter	(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-2) Analyze and interpret data on properties of substances to determine if a chemical reaction has occurred.

Topic 2: Solids, Liquids, and Gases	(MS-PS1-4) Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
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Module: Energy Transfer	
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Topic 1: Energy	(MS-PS3-1) Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass and speed of an object. (MS-PS3-2) Develop a model to describe potential energy stored in a system.
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Topic 2: Thermal Energy	(MS-PS3-3) Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. (MS-PS3-4) Plan an investigation to determine relationships among energy transferred, type of matter, mass, and change in kinetic energy.
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Module: Forces	
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Topic 1: Forces and Motion	(MS-PS2-1) Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. (MS-PS2-2) Plan an investigation to provide evidence that the change in an object's motion depends on net force and mass.
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Topic 2: Electricity and Magnetism	(MS-PS2-3) Ask questions about data to determine factors that affect the strength of electric and magnetic forces. (MS-PS2-5) Conduct an investigation to provide evidence that fields exist between objects exerting forces without contact.
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Life Sciences

Module & Topic	NGSS Performance Expectations
Module: Structure and Properties of Living Things	
<i>Topic 1: Living Things in the Biosphere</i>	(MS-LS1-1) Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
<i>Topic 2: The Cell System</i>	(MS-LS1-2) Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
<i>Topic 3: Human Body Systems</i>	(MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. (MS-LS1-8) Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
<i>Topic 4: Reproduction and Growth</i>	(MS-LS1-4) Use arguments based on empirical evidence to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction. (MS-LS3-2) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
Module: Relationships Within Ecosystems	
<i>Topic 1: Cell Processes</i>	(MS-LS1-6) Construct a scientific explanation for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS-LS1-7) Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth.
<i>Topic 2: Ecosystems</i>	(MS-LS2-1) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations. (MS-LS2-3) Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
<i>Topic 3: Populations, Communities, and Ecosystems</i>	(MS-LS2-2) Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (MS-LS2-4) Construct an argument that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-5) Evaluate competing design solutions for maintaining biodiversity.
Module: Diversity of Life	
<i>Topic 1: Genes and Heredity</i>	(MS-LS3-1) Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects. (MS-LS3-2) Model why sexual reproduction results in offspring with genetic variation.
<i>Topic 2: Natural Selection and Change Over Time</i>	(MS-LS4-1) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms. (MS-LS4-4) Construct an explanation based on evidence that describes how genetic variations of traits increase some individuals' probability of surviving and reproducing. (MS-LS4-6) Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Earth and Space Sciences

Module & Topic	NGSS Performance Expectations
Module: Cycles Influencing Weather and Climate	

Module & Topic	NGSS Performance Expectations
<i>Topic 1: Weather in the Atmosphere</i>	(MS-ESS2-4) Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. (MS-ESS2-5) Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
<i>Topic 2: Energy in the Atmosphere and Ocean</i>	(MS-ESS2-6) Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
<i>Topic 3: Climate</i>	(MS-ESS2-6) Develop and use a model to describe patterns of atmospheric and oceanic circulation. (MS-ESS3-5) Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
Module: Earth's Systems	
<i>Topic 1–2: Earth's Systems & Minerals and Rocks</i>	(MS-ESS2-1) Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
<i>Topic 3: Plate Tectonics</i>	(MS-ESS2-2) Construct an explanation based on evidence for how geoscience processes have changed Earth's surface. (MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.
<i>Topic 4: History of Earth</i>	(MS-ESS1-4) Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
Module: Earth's Place in the Universe	
<i>Topic 1: Earth-Sun-Moon System</i>	(MS-ESS1-1) Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses, and seasons.
<i>Topic 2: Solar System and the Universe</i>	(MS-ESS1-2) Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (MS-ESS1-3) Analyze and interpret data to determine scale properties of objects in the solar system.

Instructional Resources

- Elevate Science Modules with Labs by Savvas (core curriculum, Grades 6–8)
- IXL — supplemental science skills practice
- BrainPOP — supplemental multimedia science resource

Social Studies — Early World History

● Early World History Grade 7

Our Social Studies department is committed to promoting civic competence — the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. In Seventh Grade, students investigate human history from the beginning until around 1500 CE. They explore major and significant changes in each era through a chronological organization, examining how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of people, resources, and ideas.

HISTORICAL ERAS — SCOPE OF STUDY

ERA 1 · BEGINNINGS TO 4000 BCE

The Beginnings of Human Society — hunter-gatherer societies, pastoral nomads, early migration and spread of people throughout the world, causes and consequences of the growth of agriculture.

ERA 2 · 4000–1000 BCE

Early Civilizations — defining characteristics of early civilizations and pastoral societies, where they emerged, and how they spread. Includes civilizations in AfroEurasia from 4000 to 1000 BCE and cultures in the Western Hemisphere from 4000 BCE to 1500 CE.

ERA 3 · 1000 BCE–300 CE

Classical Traditions, World Religions, and Major Empires — classical civilizations in Africa, Eurasia, and the Americas; the emergence of major world religions; trade, empire building, and the diffusion of skills and ideas.

ERA 4 · BRIDGE CASE STUDIES

Case studies from Europe, Africa, and the Americas — intended to set the stage for Integrated U.S. History in Grade 8. Rise and fall of empires in the Americas (Aztecs, Incas, Mayans); development of belief systems in historical context.

INQUIRY PROCESS (C3 FRAMEWORK)

- Construct compelling and supporting questions
- Gather and evaluate primary and secondary sources
- Develop claims with evidence
- Communicate conclusions and take informed action

GEOGRAPHY STRANDS

- **The World in Spatial Terms:** Use geographical inquiry to answer questions about relationships between peoples, cultures, and their environments
- **Human Systems:** Understand how language and perspective of geography help students understand the past
- **Environment and Society:** Explain how humans used, adapted to, and modified the environment in each era studied
- **Public Discourse:** Identify and analyze global issues; develop persuasive communication about a global issue

KEY STANDARDS (MICHIGAN GLCE)

All Social Studies units are aligned to Michigan Grade Level Content Expectations for Social Studies, covering chronological organization, geographic literacy, civic values, and historical thinking at the Seventh Grade level.

Electives

Elective offerings at Southfield Public Schools depend on the individual school building. Seventh Grade students may have access to one or more of the following enrichment and specialty areas. Please contact your child's school directly for the specific elective schedule at your building.

WORLD LANGUAGE — SPANISH

Continued development of Spanish language and Latin American cultures. Students advance conversational vocabulary, listening and speaking skills, and explore cultural traditions through songs, games, and stories.

VISUAL & PERFORMING ARTS — FINE ARTS

Drawing, painting, sculpture, and design. Students develop visual literacy, explore elements and principles of art and design, and create original works reflecting personal expression and cultural understanding.

VISUAL & PERFORMING ARTS — MUSIC

Music literacy including rhythm, melody, harmony, and music from diverse cultural traditions. Students sing, play instruments, and explore musical concepts aligned to Michigan Visual and Performing Arts Standards.

PHYSICAL EDUCATION

Fitness development, spatial awareness, cooperative play, and sportsmanship. Students participate in fitness activities, games, and movement challenges aligned to Michigan Health Education Standards, building habits of physical wellness.

TECHNOLOGY & COMPUTER SCIENCE

Digital literacy, computational thinking, coding fundamentals, and responsible technology use. Students develop age-appropriate technology skills in alignment with ISTE Standards for Students.

NOTE TO FAMILIES

Elective schedules are determined at the building level and are subject to change. Contact your school's main office for the most current information about elective offerings and scheduling for your child.

SECTION 9

Social-Emotional Learning

Southfield Public Schools integrates social-emotional learning (SEL) throughout the school day. Seventh Grade students develop competencies aligned to the **CASEL framework**: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL is embedded in daily routines, advisory periods, and subject-area instruction.

SEVENTH GRADE SEL FOCUS AREAS

- Identifying and managing emotions in academic and social situations
- Building positive peer relationships and resolving conflicts constructively
- Practicing empathy, perspective-taking, and cultural awareness
- Developing a growth mindset toward learning challenges and feedback

INTEGRATION ACROSS SUBJECTS

StudySync texts — including historical fiction, nonfiction on justice and identity, and stories from diverse cultures — provide natural opportunities to discuss characters' decisions, emotions, and social challenges. World History units in Social Studies naturally connect to discussions of power, equity, and human dignity. Teachers intentionally connect SEL competencies to literature and content throughout the year.

- Understanding community responsibility and personal integrity

Assessment & Reporting

Southfield Public Schools uses multiple forms of assessment to monitor student progress and guide instruction. Assessment data informs differentiation, intervention decisions, and communication with families.

Assessment Type	Program / Tool	Frequency	Purpose
ELA Unit Assessments	McGraw-Hill StudySync	End of each unit	Monitor reading comprehension and writing mastery; identify students needing support or enrichment
Writing Assessment	MyAccess / StudySync	Each unit extended write	Assess writing quality; provide automated feedback; inform re-teaching decisions
Math Unit Assessments	enVision Mathematics	End of each topic/unit	Measure mastery of CCSS-M standards; guide grouping and intervention
Science Performance Tasks	SAVVAS Elevate Science	End of each unit	Evaluate NGSS science and engineering practices through authentic tasks
Social Studies Assessments	World History curriculum	End of each unit	Check understanding of historical thinking, geography, civics, and economics concepts
Progress Reports	Southfield SIS	4 times/year (quarterly)	Communicate student performance across all subject areas to families
Universal Screening	i-Ready / NWEA	3×/year (Sep, Jan, May)	Monitor reading and math growth; identify students for Tier 2/3 support
State Assessments	Michigan M-STEP / PSAT 8/9	Spring	Measure grade-level proficiency; results inform district curriculum decisions

MTSS — MULTI-TIERED SYSTEM OF SUPPORTS

Universal screening data (i-Ready, NWEA) is used to identify students needing additional support. Students who are not meeting grade-level expectations receive targeted Tier 2 or Tier 3 intervention through small-group instruction, supplemental tools, and progress monitoring every 2–4 weeks. Literacy Coaches, Title I teachers, and building MTSS Committees coordinate these supports at each building.

Family Partnership

Families are essential partners in student success. Here are meaningful ways to support your Seventh Grader at home:

SUPPORTING ELA (STUDYSYNC) AT HOME

- Read alongside your student — ask "What evidence supports the author's argument?" or "How does this character's point of view change?"
- Encourage your student to share their writing and give feedback as an audience
- Practice vocabulary words from current units in everyday conversation
- Support research projects by helping identify credible, diverse sources

SUPPORTING MATHEMATICS AT HOME

- Practice proportional reasoning using real-life examples (recipes, sales tax, unit pricing)
- Talk about positive and negative numbers using temperature, money, or elevation
- Use IXL for at-home skills practice in current math topics
- Ask your student to explain their homework — teaching reinforces understanding

SUPPORTING SCIENCE AT HOME

- Ask "Why does that happen?" about everyday science phenomena
- Connect school units to real life (weather, forces, ecosystems, genetics)
- Watch science documentaries and discuss the phenomena investigated
- Encourage questions — look up answers together using reliable sources

STAYING CONNECTED

- Review quarterly progress reports and reach out with questions
- Attend parent-teacher conferences in fall and spring
- Contact your child's teacher whenever you have concerns or want to celebrate successes
- Visit the Southfield Public Schools website for curriculum resources and family updates

CURRICULUM CONTACTS

For questions about Seventh Grade curriculum, instructional programs, or assessment, please contact the **Southfield Public Schools Office of Curriculum & Instruction**. Your child's classroom teacher is always your first point of contact for questions about your child's specific progress and learning.



Southfield Public Schools

Office of Curriculum & Instruction · Seventh Grade Curriculum Guide

Scholars Positioned for Success