

# Seventh Grade



## Curriculum Overview

**2020-2021**

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## Introduction

Learning at Chester County Jr. High is centered around helping students develop three key outcomes: Cognitive Skills, Content Knowledge, and Habits of Success. Each course includes a collection of hands-on projects (English Language Arts, Social Studies, and Science) or units (Math), learning activities, and assessments (quizzes and assignments that allow students to demonstrate their understanding of subject matter).

Projects are the foundation of the academic experiences in English Language Arts, Social Studies, and Science. Students work on projects over an extended period of time – from several weeks up to a quarter – that engage them in solving real-world problems or answering complex questions. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. CCJHS uses research-based projects proven to be successful: English Language Arts uses Expeditionary Learning and Science uses Stanford Scale. Social Studies was created by teachers at CCJHS to align with our state standards.

Math Units are the foundation of the math academic experience. The Math curriculum, Illustrative Math, facilitates concept lessons with students. These lessons utilize an instructional approach built around the following structures: warm-up, activities, lesson synthesis, and cool-down. CCJHS's math classrooms are problem-based learning environments in which students collaboratively work to solve novel problems in order to learn important math concepts. These problems ask students to reason and think critically as opposed to practice procedures repeatedly.

CCJHS uses the Summit Learning Platform. This Platform is not a computer program or a curriculum. It is a tool that helps organize our curriculum and supports the different components of our instructional approach. The Platform supports students through the different steps of their projects and units and serves as the portal through which students submit each assignment and receive feedback from their teachers. While the Platform houses curricular materials, much of the work that students do is completed through hands-on approaches that encourage interaction with classmates and their teachers.

In many ways, classes offered at CCJHS are similar to what parents experienced as students. For example, our students read classic literature and do hands-on science experiments. Teachers teach whole-group and small-group lessons on core content and provide guidance in completing structured learning activities.

One difference in our approach at CCJHS is the mastery-based practice of allowing students to complete and revise assignments multiple times based on educator feedback and guidance. We believe that students sometimes need more than one opportunity to demonstrate that they've mastered a content topic or skill. Learning how to revise and resubmit work is also an important life skill in college and careers. If students do not meet the grade-level standard on an assessment or project the first time, they may try a new study strategy, get help from their teacher in understanding their mistakes, or re- vise a final product to make it their best work.

Content knowledge is provided through Focus Areas. Each course has seven to nine Power Focus Areas (which are required), two to five Additional Focus Areas (which are encouraged but optional), and four to six Challenge Focus Areas (which are for enrichment).

This document is a complete syllabus of the seventh grade curriculum for English Language Arts, Math, Social Studies, and Science, giving parents and students an overview of what is included in each Project/Unit and Focus Areas. The Project Agenda outlines each day. Each day is labeled with a V, W, and/or A. View (V) could be an introduction, a lecture, powerpoint - some type of direct instruction. Work (W) could be checkpoints, problems, or activities. Assess (A) could be essays, checkpoints, or tests.

In the event that a student is learning virtually, they should access the Summit Platform daily and check their announcements for each course. Those announcements will explain the work to be completed and state the purpose for the day's learning. The Platform houses everything your child needs to engage in meaningful learning experiences in a virtual environment. CCJHS's teachers update the platform regularly by adding instructional videos that aid student learning of new content, provide clarifying directions for activities, and/or Workshops for remediation.

Digital Curriculum Guides are available for [English Language Arts](#), [Math](#), [Social Studies](#), and [Science](#).

# **English Language Arts**



## **Curriculum Overview**

## **Project 1 Overview:**

### **School-Wide Project: Making, Breaking Social Cycles**

#### **Description**

This inquiry leads you through an investigation of how cycles impact life through the examination of multiple dynamic sources. The importance of decision-making is often discussed with young people in context to their own lives. This query asks you to consider the power of awareness to break a cycle and impact change. You examine multiple destructive behaviors prevalent in society and possible interventions to overcoming each as you consider the compelling question: “Can awareness break a cycle?”

In addition, you learn the compelling stories of two different men, both named Wes Moore, who began their lives in similar situations, but ended up taking very different paths. As you explore the featured sources for this inquiry, you come to understand your role in determining your future and taking control of your own life, even if that means breaking generational legacies. You construct an argument that discusses the compelling question, while recognizing competing views. This inquiry includes an opportunity to take action by identifying a cycle that, through awareness, can be broken. You choose one of those cycles to use for a social media campaign targeted at teens.

#### **Overview**

Checkpoint 1: What makes and unmakes a cycle? (Days 1-4)

Checkpoint 2: How does awareness of choices shape decisions? (Days 5-6)

Checkpoint 3: Can leaders influence decision-making? (Days 7-10)

Final Product 1: Can awareness break a cycle? Inquiry Argument (Days 11-12)

Final Product 2: Taking Informed Action: Social Media Campaign (Days 13-15)

#### **Focus Areas - Power**

none

#### **Focus Areas - Additional**

none

#### **Cognitive Skills**

Argumentative Claim, Selection of Evidence, Explanation of Evidence, and Multimedia in Communication

## **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Checkpoint 1: What makes and unmakes a cycle? (V,W)

Day 2: Checkpoint 1: What makes and unmakes a cycle? (W)

Day 3: Checkpoint 1: What makes and unmakes a cycle? (V,W)

Day 4: Checkpoint 1: What makes and unmakes a cycle? (V,W)

Day 5: Checkpoint 2: How does awareness of choices shape decisions? (V,W)

Day 6: Checkpoint 2: How does awareness of choices shape decisions? (W)

Day 7: Checkpoint 3: Can leaders influence decision-making? (V,W)

Day 8: Checkpoint 3: Can leaders influence decision-making? (W)

Day 9: Checkpoint 3: Can leaders influence decision-making? (W)

Day 10: Final Product 1: Can awareness break a cycle? Inquiry Argument (V,A)

Day 11: Final Product 1: Can awareness break a cycle? Inquiry Argument (A)

Day 12: Final Product 1: Can awareness break a cycle? Inquiry Argument (A)

Day 13: Final Product 2: Taking Informed Action: Social Media Campaign (V,A)

Day 14: Final Product 2: Taking Informed Action: Social Media Campaign (A)

## **TNReady Social Studies Standards for 6-8 Grade**

- 6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a) Introduce claim(s).
  - b) Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
  - c) Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
  - d) Use credible sources and demonstrate an understanding of the topic or source material.
  - e) Craft an effective and relevant conclusion that supports the argument presented.
  - f) Use precise language and content-specific vocabulary.
  - g) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - h) Use varied sentence structure to enhance meaning and reader interest.
  - i) Establish and maintain a formal style.
- 7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s).
  - b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).

- c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
  - d. Use credible sources and demonstrate an understanding of the topic or source material.
  - e. Craft an effective and relevant conclusion that supports the argument presented.
  - f. Use precise language and content-specific vocabulary.
  - g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - h. Use varied sentence structure to enhance meaning and reader interest.
  - i. Establish and maintain a formal style.
- 8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s).
  - b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
  - c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
  - d. Use credible sources and demonstrate an understanding of the topic or source material.
  - e. Craft an effective and relevant conclusion that supports the argument presented.
  - f. Use precise language and content-specific vocabulary.
  - g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - h. Use varied sentence structure to enhance meaning and reader interest.
  - i. Establish and maintain a formal style.

## **Project 2 Overview: Journeys and Survival, Part 1 of 3**

### **Description**

This is the first of three parts for the Project Journey and Survival. In this first part, you explore the question: “How do culture, time, and place influence the development of identity?” Through a study of the development of character in the novel *A Long Walk to Water*, you immerse yourselves in the experiences of the people of Southern Sudan during the Sudanese Civil War. You read the first five chapters of the novel, *A Long Walk to Water*, discovering the differing perspectives of the novel’s two main characters and considering the different experiences of the Dinka and Nuer tribes of Southern Sudan. You then explore informational texts that describe the cultures of the Dinka and the Nuer. You identify textual evidence that supports the differing perspectives of the novel’s characters and the Sudanese people, and do routine writing tasks to analyze and explain that evidence. Throughout this Project, you build your ability to read closely and to analyze textual evidence in writing.

### **Overview**

Checkpoint 1: LWTW Chapter 1 and 2

Checkpoint 2: LWTW Chapter 3

Checkpoint 3: LWTW Chapter 4 and 5

Checkpoint 4: Building Background Knowledge: The Dinka and Nuer

Final Product 1: Identifying Perspective and Using Evidence from *A Long Walk to Water*

Final Product 2: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

### **Focus Areas - Power**

Point of View/Purpose

Making Connections and Inferences

### **Focus Areas - Additional**

Point of View 7

### **Cognitive Skills**

Point of View/Purpose and Making Connections and Inferences

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Launching the Text: Reading the Map and Beginning Chapter 1 (V, W)  
Day 2: Establishing Structures for Reading: Getting the Gist (Chapter 1) (V, W)  
Day 3: Inferring about Character: Analyzing and Discussing Points of View (Chapter 2) (V, W)  
Day 4: Establishing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapters 1 and 2) (V, W)  
Day 5: Practicing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapter 3) (V, W)  
Day 6: Building Background Knowledge: The Lost Boys of Sudan (V, W)  
Day 7: Practicing Structures for Reading: Gathering and Using Evidence to Analyze Salva's and Nya's Points of View (Chapter 4) (V, W)  
Day 8: Mid-Unit 1 Assessment: Gathering and Using Evidence to Analyze Points of View in A Long Walk to Water (Chapter 5) (V, A)  
Day 9: Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5) (V, W)  
Day 10: Building Background Knowledge: The Dinka and Nuer (V, W)  
Tribes until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 1) (V, W)  
Day 11: Building Background Knowledge: The Dinka and Nuer Tribes (“Sudanese Tribes Confront Modern War” Excerpts 1 and 2) (V, W)  
Day 12: Building Background Knowledge: The Dinka and Nuer Tribes after 1991 (“Sudanese Tribes Confront Modern War” Excerpt 2) (V, W)  
Day 13: Building Background Knowledge: The Dinka Tribe (“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1) (V, W)  
Day 14: End-of-Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (V, A)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
- 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 3 Overview: Journeys and Survival, Part 2 of 3**

### **Description**

This is part 2 of 3 for the Project Journeys and Survival. In this second part, you are introduced to the concept of theme in a novel. As you complete *A Long Walk to Water*, you continue to collect textual evidence to answer the question “How do individuals survive in challenging environments?” In addition, you are reading informational texts that provide more information about the context of the novel. Close reading of the selected informational text and novel will prepare you for Final Product 1 and the two-part Final Product 2. For Final Product 1, you analyze how the author of *A Long Walk to Water* both used and elaborated on historical facts. Part 1 of Final Product 2 is the first draft of a literary analysis essay requiring textual support to discuss the topic of survival in Southern Sudan during and after the second civil war in the 1980s. Part 2 of the Final Product 2 is the final draft of the student essay.

### **Overview**

Checkpoint 1: ALWTW Chapters 6-8

Checkpoint 2: ALWTW Chapters 9-14

Checkpoint 3: ALWTW Chapter 16-18

Checkpoint 4: Explanatory Essay - Model and Scaffolding

Checkpoint 5: Launching TwoVoice Poem

Final Product 1: Comparing “Water for Sudan” and *A Long Walk to Water*

Final Product 2: Literary Analysis—Writing about the Theme of Survival

### **Focus Areas - Power**

Elements of Story

### **Focus Areas - Additional**

Point of View 7

### **Cognitive Skills**

Theme/Central Idea, Development, Making Connections and Inferences, Informational / Explanatory Thesis, Explanation of Evidence, Integration of Evidence, and Introduction and Conclusion

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Introducing the Concept of Theme: Survival (Chapters 1–5) (V,W)

Day 2: Establishing Routines for Discussing *A Long Walk to Water* (Chapter 6) (V,W)  
Day 3: Routines for Discussion and Gathering Textual Evidence (Chapters 7 and 8) (V,W)  
Day 4: Discussing *A Long Walk to Water* and Introducing Juxtaposition (Chapters 9 & 10) (V,W)  
Day 5: Practice Evidence-Based Constructed Response: Explaining One Factor That Helps Nya or Salva Survive (Chapters 11–13) (V,W)  
Day 6: Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”) (V,W)  
Day 7: Considering Author’s Purpose: Comparing Fictional and Historical Experiences of the Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip,” Continued) (V,W)  
Day 8: World Café to Analyze Theme and Character (Chapters 16–18) (V,W)  
Day 9: Final Product 1: Comparing Fictional and Historical Texts (V,A)  
Day 10: Introducing the Essay Prompt: Factors for Survival in *A Long Walk to Water* (V,W)  
Day 11: Analyzing a Model Essay: “Challenges Facing a Lost Boy of Sudan” (V,W)  
Day 12: Scaffolding for Essay: Examining a Model and Introducing the Grade 6–8 Expository Writing Evaluation Rubric (V,W)  
Day 13: Scaffolding for Essay: Using Details to Support a Claim (V,W)  
Day 14: Scaffolding for Essay: Planning Body Paragraphs for Survival Factors in *A Long Walk to Water* (V,W)  
Day 15: Final Product 2: Part 1A - Writing Body Paragraphs  
Day 16: Final Product 2: Part 1B - Writing Introduction and Conclusion  
Day 17: Launching the Performance Task: Planning the Two-Voice Poem (V,W)  
Day 18: Gathering Textual Evidence for the TwoVoice Poem (Author’s Note) (V,W)  
Day 19: Final Product 2, Part 2: Revise Essay Drafts (V,A)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
- 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

- 7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- 7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
- 7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization,
- punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 4 Overview: Journeys and Survival, Part 3 of 3**

### **Description**

This is part 3 of 3 of the Project Journeys and Survival. This unit is the culmination of the study of Linda Sue Park's novel *A Long Walk to Water* and informational texts about Southern Sudan in Units 1 and 2. You pull textual evidence from the novel and informational texts to create a two-voice poem. The poem will feature the voices of the two main characters in the novel, Salva and Nya. The Final Product 1 and 2 prepare you for the Final Product 3 by having you look at the author's craft using juxtaposition to illustrate the two personalities and organize their thoughts before beginning work on their poems. In preparation for creating your poems, you also examine models of two-voice poems. Once the poems are written, they will be shared with an audience of your classmates or others beyond their classroom.

### **Overview**

Checkpoint 1: Analyzing Point of View in *A Long Walk to Water*

Checkpoint 2: Modeling and Planning a Two-Voice Poem

Final Product 1: Author's Craft: Juxtaposition in *A Long Walk to Water*

Final Product 2: Using Strong Evidence

Final Product 3: Research-Based Two-Voice Poem

### **Focus Areas - Power**

Elements of Story

### **Focus Areas - Additional**

Point of View 7

### **Cognitive Skills**

Theme/Central Idea, Comparing/ Contrasting, Making Connections and Inferences, Oral Presentation

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Analyzing Point of View in *A Long Walk to Water* (V,W)

Day 2: Final Product 1 and Planning the Two-Voice Poem (V,A)

Day 3: Examining a Model Two-Voice Poem and Planning a Two-Voice Poem (V,W)

Day 4: Peer Critique: Use of Evidence in the TwoVoice Poem (V,W)

Day 5: Final Product 2: Using Strong Evidence (V,A)

## Day 6: Final Product 3: TwoVoice Poem Readings (V,A)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
- 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- 7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
- 7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 5 Overview: Working Conditions in Industrializing America, Part 1 of 3**

### **Description**

This is part 1 of 3 of the Project Working Conditions in Industrializing America. This part focuses on the historical era of industrializing America, and builds your background knowledge about what working conditions are and how they affect workers. The unit begins with a lesson that engages you in the guiding questions about working conditions. You then read the novel *Lyddie*, about a girl who goes to work in the Lowell mills. As you read the novel, you build your stamina and capacity for independent reading of complex texts. In class, you do a variety of close reading, fluency, and vocabulary exercises with critical passages from the text. This work with particular passages builds the text-based discussion skills, and it pushes you to collaborate to analyze specific passages from the novel. For Final Product 1, you read a new chapter of the book and answer selected- and constructed-response items about how working conditions in the mill affect Lyddie. In the second part of the Project, you evaluate Lyddie's choices around joining the protest over working conditions. As you read, you track factors in her decision, and then you craft an argument about whether or not she should sign the petition. Final Product 2 is an argument essay about this question.

As you read *Lyddie*, you are encouraged to generate questions about how working conditions have or have not changed. These questions will drive your research about the modern-day garment industry in part 3 of Working Conditions in Industrializing America.

### **Overview**

Checkpoint 1: Launching *Lyddie* and Close Reading

Checkpoint 2: Analyzing Character, Word Choice, and Textual Evidence

Checkpoint 3: Should Lyddie Sign the Petition?

Checkpoint 4: Writing an Argumentative Essay:

Final Product 1: How Working Conditions Affected Lyddie

Final Product 2: Argument Essay about Lyddie

### **Focus Areas - Power**

Elements of Story

Argument Structure 7

### **Focus Areas - Additional**

none

## **Cognitive Skills**

Development, Argumentative Claim, Counterclaims, Selection of Evidence, Organization (Transitions, Cohesion, Structure), and Introduction and Conclusion

## **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Introducing the Project - Working Conditions— Then and Now (V,W)

Day 2: Launching *Lyddie* (V,W)

Day 3: Modeling Entry Task, Reading Notes, and Reading Strategies for *Lyddie* (V,W)

Day 4: Close Reading to Learn about Lyddie's Character (V,W)

Day 5: Analyzing Character: Who Is Lyddie? (V,W)

Day 6: Introducing Working Conditions in the Mills (V,W)

Day 7: Analyzing Word Choice: Understanding Working Conditions in the Mills (V,W)

Day 8: Analyzing Textual Evidence: Working Conditions in the Mills (V,W)

Day 9: Final Product 1 - Working Conditions in the Mills (V,A)

Day 10: Framing Lyddie's Decision and Practicing Evidence-Based Claims (V,W)

Day 11: Forming Evidence-Based Claims: Should Lyddie Sign the Petition? (V,W)

Day 12: Generating Reasons: Should Lyddie Sign the Petition? (V,W)

Day 13: Writing an Argumentative Essay: Introducing the Writing Prompt & Model Essay (V,W)

Day 14: Writing an Argumentative Essay: Crafting a Claim (V,W)

Day 15: Writing an Argumentative Essay: Analyzing the Model Essay (V,W)

Day 16: Writing an Argumentative Essay: Planning the Essay (V,W)

Day 17: Writing an Argumentative Essay: Peer Critique (V,W)

Day 18: Final Product 2 Draft: Drafting the Argumentative Essay (V,A)

Day 19: World Café to Analyze the Characters in *Lyddie* (V,W)

Day 20: Final Product 2: Revise Essay Drafts (V,A)

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
- 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
- 7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.

- 7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- 7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
- 7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- 7.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.

## **Project 6 Overview: Working Conditions in Industrializing America, Part 2 of 3**

### **Description**

This is part 2 of 3 of the Project Working Conditions in Industrializing America. In this part, which centers on an informational text, you read and analyze a speech by César Chávez. In response to the difficult working and living conditions faced by agricultural workers, Chávez helped found the United Farm Workers in the 1960s. In 1984, Chávez gave his Commonwealth Club Address, which argues that the UFW has been and will continue to be a powerful institution that improves the lives of farmworkers and empowers the Latino community. This is primarily a reading Project, and it focuses on your ability to determine the central ideas of a text and analyze how they are developed, understand how people and events interact in that text, and consider how an author organizes a text so that each section of the text relates to the central claim. As you read the speech, you will add to a new anchor chart about how consumers, workers, government, and businesses (the focus of part 3 of this Project) affect working conditions. You also analyze how Chávez uses specific tools of rhetoric to develop his central claim and will discuss the structure of the speech. In Final Product 1, you answer selected-response questions for a section of Chávez’s speech that the class has not yet discussed. In Final Product 2, you apply your understanding of text structure to analyze a new speech by Chávez.

### **Overview**

Checkpoint 1: Chávez’s “Commonwealth Club Address”

Checkpoint 2: Unions as Agents of Change

Final Product 1: Text-Dependent Questions about Theme: Analyzing the Structure of Chávez’s Wrath of Grapes Speech

Final Product 2: Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech

### **Focus Areas - Power**

Structures in Nonfiction Texts

### **Focus Areas - Additional**

Mechanics 7

### **Cognitive Skills**

Theme/Central Idea, Point of View/Purpose, Development, Making Connections and Inferences

## **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Building Background Knowledge: Who Changes Working Conditions? (V,W)

Day 2: Reading Closely: Introducing Chávez's "Commonwealth Club Address" and Considering the Plight of the Farmworker (V,W)

Day 3: Reading Closely & Introducing the Rhetoric Toolbox: Unions as Agents of Change, Part 1 (V,W)

Day 4: Speech Structure: Unions as Agents of Change, Part 2 (V,W)

Day 5: Final Product 1: How Chávez Develops His Claims in the "Commonwealth Club Address" (V,A)

Day 6: Speech Structure: Part 2 of the "Commonwealth Club Address" (V,W)

Day 7: Synthesizing Chávez's Central Claim (V,W)

Day 8: Final Product 2: Analyzing the Structure of Chávez's "The Wrath of Grapes" Speech (V,A)

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
- 7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 7 Overview:**

### **Working Conditions in Industrializing America, Part 3 of 3**

#### **Description**

This is part 3 of 3 of the Project Working Conditions in Industrializing America. In this part, you explore how businesses can affect working conditions, both positively and negatively. First, you are introduced to the idea of current working conditions through a short case study on Wegmans, a popular New York employer. Then, using skills and concepts developed in part 1 and 2 of this Project, you engage in a short research project on current working conditions in the garment industry. In particular, you learn to gather relevant information, ask supporting research questions, and paraphrase information from sources. As you research, you keep track of your notes in the researcher's notebook. In Final Product 1, you answer selected-response questions about a research text that the class has not yet discussed. In Final Product 2, you synthesize the information you gathered in your research into several paragraphs. In Final Product 3, you create a consumer's guide (targeting a teenage audience) to buying clothing. This guide provides an overview of working conditions and explains how consumers might respond to this information.

#### **Overview**

Checkpoint 1: Researching A Topic

Final Product 1: Gathering Relevant Information and Generating Additional Research Questions

Final Product 2: Writing a Research Synthesis

Final Product 3: Creating a Consumers' Guide to Working Conditions in the Garment Industry

#### **Focus Areas - Power**

Argument Structure 7

#### **Focus Areas - Additional**

Mechanics 7

#### **Cognitive Skills**

Synthesizing Multiple Sources, Asking Questions, Informational / Explanatory Thesis, Multimedia in Communication

## **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Setting a Purpose for Research: What Are Fair Working Conditions? (V,W)

Day 2: Researching: Asking the Right Questions (V,W)

Day 3: Research: Paraphrasing Relevant Information (V,W)

Day 4: Deepening Your Research (V,W)

Day 5: Final Product 1 and Independent Reading Check-in (V,A)

Day 6: Individual Research (V,W)

Day 7: Final Product 2: Writing a Research Synthesis (V,A)

Day 8: Final Product 3: Planning the Final Brochure (V,A)

Day 9: Final Product 3: Publishing the Final Brochure (V,A)

Day 10: Project Reflection and Writing Book Reviews (V,W)

## **TNReady Social Studies Standards for Seventh Grade**

- 7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1
- 7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
- 7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 8 Overview: Slavery: The People Could Fly, Part 1 of 3**

### **Description**

This is part 1 of 3 of the Project Slavery: The People Could Fly. In this part, you are introduced to the topic, guiding questions, and central text of the Project: *Narrative of the Life of Frederick Douglass* (excerpts only). By the end of the unit, you understand the historical context of this text as well as the tools and processes you will use as they read and analyze it. Your analysis will focus on Douglass’s purpose and how he tells his story in order to accomplish it. In the beginning of the Project, you listen to and discuss *The People Could Fly* (a picture book by Virginia Hamilton). This book introduces the topic of slavery as well as one of the module’s guiding questions: What gives stories and poems their enduring power? The next set of lessons introduces the central text and its context. Through reading informational texts and working with images, you build your understanding of slavery, the life of Frederick Douglass, and the debate over slavery in which his voice was so significant. In these lessons, you focus on analyzing texts and supporting your analysis with textual evidence. After a pause to launch independent reading for the module, you begin your work with the Narrative. As you read excerpts from the first two chapters, you consider Douglass’s purposes, practice the routines you will use for reading this text, and notice what gives this story its power. The Project closes with a set of lessons on poetry. You read poems that deepen your understanding of slavery, and build your ability to recognize and interpret figurative language—skills that will be critical as you continue their reading of Douglass. Final Product 1 focuses on your ability to analyze how structures, word choice, and figurative language contribute to a poem’s meaning.

### **Overview**

Checkpoint 1: Building Context for the Narrative

Checkpoint 2: Meeting Frederick Douglass

Checkpoint 3: Analyzing Douglass’s Purpose

Checkpoint 4: How to Read a Poem

Final Product 1: Using Evidence to Support Analysis: “Frederick Douglass”

Final Product 2: Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”

### **Focus Areas - Power**

Structures in Poetry and Drama

## Focus Areas - Additional

none

## Cognitive Skills

Theme/Central Idea, Structure, Word Choice, Comparing/ Contrasting, Making Connections and Inferences, Informational / Explanatory Thesis, and Explanation of Evidence

## Project Agenda

Key: View (V), Work Day (W), Assessment (A)

Day 1: What Gives Stories Their Power? (V,W)

Day 2: Introducing Historical Context: Narrative of the Life of Frederick Douglass (V,W)

Day 3: Building Context for the Narrative: Slavery in America (V,W)

Day 4: Building Context for the Narrative: The Abolition Movement (V,W)

Day 5: Final Product 1: Using Evidence to Support Analysis: "Frederick Douglass" (V,A)

Day 6: Why did Douglass write the Narrative? (V,W)

Day 7: Introducing the Process for Close Reading: Meeting Frederick Douglass (V,W)

Day 8: Analyzing Douglass's Purpose (V,W)

Day 9: Close Reading Excerpt 2: Plantation Life (V,W)

Day 10: Analyzing Douglass's Purpose in Excerpt 2 (V,W)

Day 11: Introducing Poetry (V,W)

Day 12: How to Read a Poem: "The Negro Speaks of Rivers" (V,W)

Day 13: Poetic Tools in *Narrative of the Life of Frederick Douglass* (V,W)

Day 14: Poetry Analysis: Small Group Practice (V,W)

Day 15: Final Product 2: Poetry Analysis (V,A)

## TNReady Social Studies Standards for Seventh Grade

- 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
- 7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
- 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the

impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

- 7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- 7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 9 Overview: Slavery: The People Could Fly, Part 2 of 3**

### **Description**

This is part 2 of 3 of the Project Slavery: The People Could Fly. In this part, you closely read three extended excerpts from *Narrative of the Life of Frederick Douglass*. You continue with the same routine that was introduced in part 1; it is designed to allow you to understand this complex text. For each excerpt, the teacher reads the text out loud while you read silently. Next, you do a second read to make sure you understand specific words and literal meaning, then a third read in which you grapple with questions that require more synthesis and analysis, focusing particularly on how Douglass uses language and on those parts of the text that relate most directly to his purpose in writing. Finally, you meet in groups of three to complete an Excerpt Analysis note-catcher, which includes the narrative arc of the excerpt as well as the ways in which this excerpt conveys Douglass's position. In your analysis of the Narrative, you build on the work from part 1 about how authors use word choice and figurative language to convey meaning, and you help construct a word wall that showcases some of Douglass's powerful language. In your work with author's purpose, the focus of the textual analysis essay, you continue to refer to the Shining a Light anchor chart from part 1. The work with narrative arc is new in this Project; it is launched with the reading of *Frederick Douglass: The Last Day of Slavery* at the beginning of the Project. It is not an assessed skill; rather, it supports you in understanding the events of the Narrative and serves as a scaffold for the Final Product 3—a children's book based on one of the excerpts.

This unit also includes work in which you compare a written story to how a storyteller might perform that same story and in understanding how sentences are constructed. Final Product 1 focuses on your ability to independently analyze a new excerpt of the Narrative, with a particular focus on understanding the words and language used and how they contribute to meaning. Final Product 2 is an on-demand extended essay about how Douglass conveys his purpose and distinguishes his position from that of those who defend slavery. This essay is similar to the essays in earlier Projects, with several days devoted to rereading, analyzing textual evidence, and planning the essay. However, unlike the essays in earlier Projects, this essay is not revised: You use your notes and outlines to write a single draft over two days in class.

### **Overview**

Checkpoint 1: Learning to Read

Checkpoint 2: "The Fight with Covey"

Checkpoint 3: “An Escape Attempt”

Checkpoint 4: Writing an Analysis Essay

Final Product 1: Part 1: Analyzing Storyteller’s Craft: Comparing Written and Oral Stories

Final Product 2: Part 2: Analyzing an Excerpt from the Narrative

Final Product 3: Writing the Analysis Essay

### **Focus Areas - Power**

Structures in Poetry and Drama

### **Focus Areas - Additional**

none

### **Cognitive Skills**

Theme/Central Idea, Point of View/Purpose, Structure, Word Choice, Making Connections and Inferences, Informational / Explanatory Thesis, Integration of Evidence, and Introduction and Conclusion

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Introducing the Narrative Arc: The Last Day of Slavery (V,W)

Day 2: Understanding Douglass’s Words: Learning to Read (V,W)

Day 3: Analyzing Powerful Language: Learning to Read (V,W)

Day 4: Analyzing Douglass’s Purpose: Learning to Read (V,W)

Day 5: The Storyteller’s Toolbox and Excerpt 4: First Read (V,W)

Day 6: Bringing Douglass’s Words to Life: “The Fight with Covey” (V,W)

Day 7: Final Product 1 and Excerpt 4: Third Read (V,A)

Day 8: Analyzing Douglass’s Purpose: Excerpt 4 (V,W)

Day 9: Understanding Douglass’s Words: “An Escape Attempt” (V,W)

Day 10: Analyzing Douglass’s Purpose: “An Escape Attempt” (V,W)

Day 11: Final Product 2: Analyzing an Excerpt from the Narrative (V,A)

Day 12: Reflecting on Douglass’s Narrative (V,W)

Day 13: Writing an Analysis Essay: Introducing the Writing Prompt and the Model Essay (V,W)

Day 14: Writing an Analysis Essay: Planning the Essay (V,W)

Day 15: Final Product 3, Writing the Analysis Essay, Part 1 (V,A)

Day 16: Final Product 3, End-of-Unit Assessment: Writing the Analysis Essay, Part 2 (V,A)

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.
- 7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.
- 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
- 7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
- 7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.
- 7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.
- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- 7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 10 Overview: Slavery: The People Could Fly, Part 3 of 3**

### **Description**

This is part 3 of 3 of the Project Slavery: The People Could Fly. In this Project, write a picture book based on an event from the life of Frederick Douglass. First, return to Frederick Douglass: The Last Day of Slavery, which you encountered in part 2. This children's book serves as the model text, and you read it and another children's book closely to examine how the author used the tools of a narrative writer to craft a powerful story. Write your own book through a series of structured lessons, which are designed to help you produce high-quality work. First, using your notes from part 2 of this Project, select an episode on which to focus and write a general plan for your story. Then take those plans to a Writer's Roundtable, where you discuss your plans and participate in a peer critique. In addition to being a valuable step in the writing process, this structured conversation serves as Part 1 of Final Product 1. Also leading up to the Final Product 1, you do a variety of learning activities that focus on sentence structure and build on the instruction from part 2 of this Project. Part 2 of Final Product 1 consists of selected and constructed responses.

After that is complete, you begin a series of writer's workshops. Within these lessons, students continue to learn about narrative writing techniques and the teacher gives a series of mini lessons centered on sensory language, precise word choice, strong verbs, and dialogue. You have class time to write several drafts of each page on storyboards. At various points you revise your writing based on peer review and self-assessment. Next, turn in your completed storyboards (which serve as Final Product 2) for formal teacher feedback. Reflect on how you addressed audience and purpose in your stories. After the teacher returns the storyboards with feedback, create your illustrated children's books. This book is the Final Product 3 where you synthesize all you have learned about Frederick Douglass and the power of stories.

### **Overview**

Checkpoint 1: What Makes a Good Children's Book?

Checkpoint 2: Writing the Children's Book:

Final Product 1: Writer's Roundtable and Sentence Structure Quiz

Final Product 2: Second draft of Storyboards for the Children's Book

Final Product 3: Crafting a Powerful Story: Author's Note

### **Focus Areas - Power**

Elements of Story

## **Focus Areas - Additional**

none

## **Cognitive Skills**

Point of View/Purpose, Narrative, Contributing to Evidence-Based Discussions, and Communicating Accurately and Precisely

## **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Introducing the Performance Task: The Children's Book (V,W)

Day 2: Discussing and Identifying Themes: What Makes a Good Children's Book? (V,W)

Day 3: Planning the Children's Book (V,W)

Day 4: Final Product 1, Part 1: Writer's Roundtable (V,A)

Day 5: Final Product 1, Part 2: Beginning the Writer's Workshop (V,A)

Day 6: Writing the Children's Book: Day 1 (V,W)

Day 7: Writing the Children's Book: Day 2 (V,W)

Day 8: Writing the Children's Book: Day 3 (V,W)

Day 9: Final Product 2 and Independent Reading Review (V,A)

Day 10: Final Product 3: The Children's Book, Final Draft (V,A)

## **TNReady Social Studies Standards for Seventh Grade**

- 7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.
- 7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
- 7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- 7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of

Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)

- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

## **Project 11 Overview:**

### **Screen Time and the Developing Brain, Part 1 of 3**

#### **Description**

In part 1 of 3 of Screen Time and the Developing Brain, you are introduced to the development of the adolescent brain where you learn the basic biology of the brain, focusing on three key aspects of brain development: the prefrontal cortex, the limbic system, and changing neurons. The purpose of this Project is to build your background knowledge about this topic. Through a variety of sources, including text, video, and interactive Web sites, you learn that the adolescent brain is growing in a dynamic and unique way. With each source, practice analyzing the central idea and supporting details. Also compare how the same ideas are presented in text and visual formats. This prepares you for Final Product 1, which centers on analyzing the main idea in a video and comparing the video to a text. After the Final Product 1, begin to examine more specifically, the effects of screen time on the developing brain. A challenging text helps you examine the possible positive and negative effects of being “plugged in.” Through carefully designed close readings, continue to analyze the central idea and supporting details presented in this text while building stamina and capacity for a complex text. To help personalize these difficult concepts, return to an audio slideshow where you hear the voices of students who are immersed in the digital world. Then read a profile of a student who typifies the positives and negative effects of being “plugged in.” For Final Product 2, analyze the central idea and supporting ideas in a text that links digital media, brain development, and adolescent behavior.

#### **Overview**

Checkpoint 1: What’s Going On in the Teenage Brain?

Checkpoint 2: Understanding How the Brain Changes

Checkpoint 3: “The Digital Revolution and Adolescent Brain Evolution”

Checkpoint 4: “Growing Up Digital”

Final Product 1: “The Development of the Young Brain”: Listening for Main Idea and Supporting Details

Final Product 2: Analyzing the Central Idea and Supporting Details in “You Trouble”

#### **Focus Areas - Power**

Embedding Quotations 7

Structures in Nonfiction Texts

#### **Focus Areas - Additional**

Point of View 7

## **Cognitive Skills**

Theme/Central Idea, Point of View/Purpose, Development, Word Choice, Comparing/Contrasting, Making Connections and Inferences, Informational / Explanatory Thesis

## **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Introducing the Project: Screen Time and the Developing Brain (V,W)

Day 2: Identifying Central Ideas and Supporting Details: What's Going On in the Teenage Brain? (V,W)

Day 3: Comparing Text to Multimedia: Understanding How the Brain Changes (V,W)

Day 4: Analyzing the Main Idea in Video: Understanding the Limbic System (V,W)

Day 5: Final Product 1: "Development of the Young Brain" (V,A)

Day 6: Close Reading: Excerpt 2 of "The Digital Revolution and Adolescent Brain Evolution" (V,W)

Day 7: Close Reading: Excerpt 3 of "The Digital Revolution and Adolescent Brain Evolution" (V,W)

Day 8: Close Reading: Excerpt 5 of "The Digital Revolution and Adolescent Brain Evolution" (V,W)

Day 9: Analyzing Main Ideas and Supporting Details: "Growing Up Digital" (V,W)

Day 10: Final Product 2: Analyzing an Informational Text (V,A)

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
- 7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.
- 7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6- 8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

- 7.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- 7.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.

## **Project 12 Overview: Screen Time and the Developing Brain, Part 2 of 3**

### **Description**

In part 2 of 3 of Screen Time and the Developing Brain, you continue to conduct close readings and engage in independent research into the ways that the developing adolescent brain may be affected by screen time. Keep a researcher's notebook in which you document your research findings, generate supporting research questions, and analyze the credibility of your sources as you determine how different authors use evidence to prove their points. Final Product 1 has two parts. In Part 1, you analyze and evaluate two arguments: one presented in text and the other presented in a video. Then, in Part 2, engage in a simulated research task focused on adolescents and screen time. After the Final Product 1, engage in a structured decision-making process to address the question: "Should the AAP raise its recommended daily screen time from two hours to four hours?" The process guides you to consider the information you gathered while researching, as well as the consequences and impact on stakeholders of each possible position. This leads you to the two-part Final Product 2. In Part 1, engage in a Fishbowl discussion about the possible positions you can take. In Part 2, you formally present your position.

### **Overview**

Checkpoint 1: Evaluating an Argument

Checkpoint 2: "Gaming Can Make a Better World"

Checkpoint 3: Using Effective Search Terms: Researching Screen Time

Checkpoint 4: Forming a Research-Based Claim

Final Product 1:

Final Product 2:

### **Focus Areas - Power**

Argument Structure 7

Embedding Quotations 7

### **Focus Areas - Additional**

Audience and Purpose 7

### **Cognitive Skills**

Word Choice, Selecting Relevant Sources, Asking Questions, Comparing/ Contrasting, Evaluating Arguments, Argumentative Claim, Selection of Evidence, Contributing to

Evidence-Based Discussions, Norms/Active Listening, Oral Presentation, Multimedia in Communication

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Analyzing Interactions: Launching the Unit (V,W)

Day 2: Logic and Argument: Evaluating the Argument in “Beyond the Brain” (V,W)

Day 3: Evaluating an Argument: “Is Google Making Us Stupid?” (V,W)

Day 4: Finding Relevant Information and Asking Research Questions: The Benefits of Video Games (V,W)

Day 5: Paraphrasing and Evaluating Sources: “Gaming Can Make a Better World” (V,W)

Day 6: Contrasting Evidence: “Gaming Can Make a Better World” and “Video Games Benefit Children, Study Finds” (V,W)

Day 7: Evaluating Sources: “The ONLINE EDUCA Debate 2009 (Part 2 of 10)” (V,W)

Day 8: Using Effective Search Terms: Researching Screen Time (V,W)

Day 9: Gathering Information about Screen Time: Assessing and Reading Internet Sources (V,W)

Day 10: Gathering Information about Screen Time: Assessing and Reading Internet Sources (V,W)

Day 11: Final Product 1, Part 1: Tracing and Evaluating Arguments (V,A)

Day 12: Final Product 1, Part 2: Research Task: Comparing and Contrasting Texts (V,A)

Day 13: Forming a Research-Based Claim: Introducing Stakeholders and Consequences (V,W)

Day 14: Forming a Research-Based Claim: Comparing Cascading Consequences (V,W)

Day 15: Forming a Research-Based Claim: Analyzing Risks and Benefits for the Stakeholder (V,W)

Day 16: Final Product 2: Part 1: Fishbowl on Screen Time and Adolescents (V,A)

Day 17: Choosing a Position: Screen Time and Adolescents (V,W)

Day 18: Using Multimedia in Presentations: Preparing to Present Claims (V,W)

Day 19: Final Product 3: Presenting a Claim (V,A)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.
- 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.

- 7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.
- 7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6- 8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
- 7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
- 7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
- 7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- 7.SL.CC.3 Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.

## **Project 13 Overview: Screen Time and the Developing Brain, Part 3 of 3**

### **Description**

This is part 3 of 3 for this Project. Build on the research and decision-making that you did in part 2 by participating in an extended writing process during which you draft, revise, edit, and publish a research based position paper. In the first half of this Project, analyze a model position paper and plan your own. Talk through your ideas and get feedback to improve your plans. Final Product 1 is the best first draft of your position paper. In the second half of this Project, revise your position papers based on teacher feedback. Final Product 2 is a self-reflection on the process of writing the position paper, using evidence from your work. Finally, engage in Final Product 3, by creating a visual representation of your position paper to share with your classmates.

### **Overview**

Checkpoint 1: Scaffolding for Essay

Final Product 1: Draft and Final of Position Paper

Final Product 2: Writing Analysis Reflection

Final Product 3: Visual Representation of Position Paper

### **Focus Areas - Power**

Argument Structure 7

Embedding Quotations 7

### **Focus Areas - Additional**

Audience and Purpose 7

### **Cognitive Skills**

Argumentative Claim, Selection of Evidence, Explanation of Evidence, Organization (Transitions, Cohesion, Structure), Introduction and Conclusion, Multimedia in Communication

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Analyzing a Model Position Paper: “Facebook: Not for Kids” (V,W)

Day 2: Scaffolding for Essay: Planning Body Paragraphs for Position Paper (V,W)

Day 3: Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion (V,W)

Day 4: Scaffolding for Position Paper: Peer Feedback and Citing Sources (V,W)

Day 5: Final Product 1: Drafting the Position Paper (V,A)

Day 6: Independent Reading: Final Product (V,W)

Day 7: Final Product 2, Part 1: Revising Claims and Evidence Based on Feedback (V,A)

Day 8: Final Product 2, Part 1 Continued: Revising Vocabulary and Conventions Based on Feedback (V,A)

Day 9: Final Product 1: Final Draft of Position Paper; Final Product 2: Reflection on the Writing Process (V,A)

Day 10: Final Product 3: Sharing Visual Representations of Position Papers (V,A)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
- 7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6- 8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
- 7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
- 7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)
- 7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## **Focus Areas**

Focus Areas are the concepts and Content Knowledge that students need to master in order to have a base level understanding of a given subject area. Students work through Focus Areas to build background Content Knowledge and check for understanding through Content Assessments. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

## **Elements of a Story**

### **Description**

By the time you finish this playlist, you should be able to: 1. Define the terms character, dialogue, speaker, narrator, direct characterization, and indirect characterization. 2. Identify and interpret examples of character, dialogue, narration, direct characterization, and indirect characterization.

### **Key Terms**

Character  
Dialogue  
Speaker

Narrator  
Direct Characterization  
Indirect Characterization

### **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.

## **Word Meanings and Nuances 7**

### **Description**

By the time you finish this playlist, you should be able to: 1. Define and identify literary, biblical, and mythological allusions. 2. Use context clues to interpret allusions.

### **Key Terms**

allusion  
biblical

literary  
mythological

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

## **Structures in Nonfiction Texts**

### **Description**

By the time you finish this playlist, you should be able to: 1. Define and identify common text structures used in nonfiction writing 2. Analyze the impact of different text structures on a nonfiction text

### **Key Terms**

Compare-Contrast

Cause-Effect

Sequence Problem-Solution

Descriptive Chronological

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

## **Argument Structure 7**

### **Description**

By the time you finish this playlist, you should be able to: 1. Define "claim" and "counterclaim" (Remember) 2. Analyze what makes a strong claim (Understand) 3. Recognize an applicable counterclaim (Understand)

### **Key Terms**

argument claim

thesis

counterclaim

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
- 7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.

### **Embedding Quotations 7**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Identify the rules for using punctuation with quotations. 2. How to use literary present tense. 3. How to vary your language in signal phrases

#### **Key Terms**

Embedded Quotation

Speech Tag

Signal Phrase

Comma

Action Phrase

Quotation Mark

## **TNReady Social Studies Standards for Seventh Grade**

- 7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.

### **Knowledge of Words 7**

#### **Description**

By the time you finish this playlist, you should be able to: 1. identify the meaning of common Greek and Latin roots and affixes that frequently appear in English words. 2. use these roots to determine the meaning of words.

#### **Key Terms**

Affixes Roots

bell-

ad-

cap-

aqua-

-cent

-archy

-cide

-ard

-cise

audi-

cred-

dict-  
-ician  
-itis  
-logy

neo-  
port-  
scrib-

### **TNReady Social Studies Standards for Seventh Grade**

- 7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
  - a. Use context as a clue to the meaning of a word or a phrase.
  - b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

## **Sentence Patterns 7**

### **Description**

By the time you finish this playlist, you should be able to: 1. Identify phrases and clauses in a sentence 2. Explain the function of phrases and clauses in specific sentences 3. Define and identify simple, compound, complex, and compound-complex sentences 4. Identify the best type of sentence (simple, compound, complex, and compound-complex) to express an idea.

### **Key Terms**

Clause	verb phrase
noun clause	prepositional phrase
adverbial clause	Simple sentence
relative clause	Compound sentence
Phrase	Complex sentence
noun phrase	Compound-complex sentence

### **TNReady Social Studies Standards for Seventh Grade**

- 7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.
  - a. When reading or listening, explain the function of phrases and clauses with effectively- placed modifiers.
  - b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.

## **Structures in Poetry and Drama**

### **Description**

By the time you finish this playlist, you should be able to: 1. Identify and define common forms and structures of poetry and drama 2. Explain how common forms and structures of poetry and drama contribute to the overall meaning of the work.

### **Key Terms**

Free Verse

Epic

Verse

Stanza

Couplet

Haiku

Ode

Comedy

Tragedy

Drama

Act

Scene

Soliloquy

### **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

## **Additional Focus Area**

Additional Focus Areas are content that students complete after they have completed a Power Focus Area. These are not required to pass a course, but they make up 6% of a student's grade, so they are highly encouraged. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### **Point of View 7**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Understand how points of view of different characters and narrators are developed. 2. Analyze the effects of contrasting perspectives

#### **Key Terms**

narrator

perspective

point of view

#### **TNReady Social Studies Standards for Seventh Grade**

- 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

### **Mechanics 7**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Identify homonyms, when a homonym has been used in place of another. 2. Correct the mistake. 3. Use commas correctly between coordinate adjectives.

#### **Key Terms**

Homonym

adjective

coordinate

## **TNReady Social Studies Standards for Seventh Grade**

- 7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.

### **Audience and Purpose 7**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Define the terms audience and purpose and understand how they affect your writing. 2. Understand the terms "reflect" and "evaluate" and distinguish between them and other purposes for writing \*\* This content assessment will likely also include vocabulary from Audience and Purpose.

#### **Key Terms**

Audience	Evaluate
Purpose	Reflect

## **TNReady Social Studies Standards for Seventh Grade**

- 7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.

### **Parts of Speech 7**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Define: phrase, independent clause, dependent clause, modifier, dangling modifier. 2. Identify: phrase, independent clause, dependent clause, modifier, dangling modifier. 3. Correct dangling modifiers within a grade level sentence.

#### **Key Terms**

Phrase	Modifier Dangling
Independent Clause	Modifier
Dependent Clause	

## **TNReady Social Studies Standards for Seventh Grade**

- 7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.
  - a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
  - b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.

## **Challenge Focus Area**

Challenge Focus Areas are additional content that enables students to further explore a subject matter after they have completed Power and Additional Focus Areas. They are not required and do not count towards a student's grade. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### **Allusions**

#### **Description**

By the end of this focus area, students will be able to define and identify common allusions in literature, including allusions to mythology, religion, and history, as well as analyzing how authors use and transform allusions in their own works.

#### **Key Terms**

allusions, biblical allusions, Adam, Eve, Genesis, The Garden of Eden, Jesus, The Crucifixion, Judas, Cain and Abel, the Tower of Babel, Noah's Ark, The Burning Bush, David and Goliath, The Last Supper, Lazarus, mythological allusions, Achille's Heel, Bacchanalian (Bacchus), Cupid, Herculean, Pandora's Box, Prometheus, Apollo, Ares, Atlas, Hera, Zeus, Medusa, Midas, Pegasus, Venus, Aphrodite, Narcissus, Siren Song

### **Analogies**

#### **Description**

By the end of this focus area, students will be able to define and identify analogies, and explain the effect of an analogy on the meaning of a text.

#### **Key Terms**

analogy, simile, metaphor, effect, impact

### **Audience and Purpose 10**

#### **Description**

By the end of this focus area, students will be able to identify the intended audience of a persuasive text, identify how the author uses language to address the beliefs or needs

of that audience, and identify a counterclaim and how that counterclaim addresses the concerns of the audience.

**Key Terms**

audience, intended audience, purpose, claim, counterclaim, language, tone

**Characterization 10**

**Description**

By the time you finish this playlist, you will be able to define and identify examples of characterization, archetypes, caricatures, and foils, and explain their effects. You will also be able to use the character devices in a text to identify a character's personality traits or motivations.

**Key Terms**

Direct Characterization, Indirect Characterization, Foil, Archetype, Caricature, Hero's Journey, Specific Archetypes: hero, mother, sage, shapeshifter, mentor, enemy, trickster, threshold guardian, sidekick/ally

# Math



## Curriculum Overview

## **Math Unit 1 Overview: Introducing Proportional Relationships**

### **Description**

In this unit, you learn about proportional relationships, the places where proportional relationships appear, and the different ways they can be viewed and studied. In doing so, you understand and use the terms “proportional,” “constant of proportionality,” and “proportional relationship,” and recognize when a relationship is or is not proportional. You also learn about proportional relationships that involve fractions and decimals. In doing so, you deepen your understanding of ratios, scale factors, unit rates, and proportional relationships, using them to solve problems that are set in a wide variety of contexts. This unit provides multiple representations of proportional relationships, including tables, equations, and graphs. These representations and terms are offered as you reason about situations that involve constant speed, unit pricing, and measurement conversions.

### **Focus Areas - Power**

Proportional Relationships

### **Focus Areas - Additional**

None

### **Overview:**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Equivalent Ratios (V, W)

Day 2: Unit Rate (Day 1) (V, W)

Day 3: Unit Rate (Day 2) (V, W)

Day 4: Unit Rate with Complex Fractions (Day 1) (V, W)

Day 5: Unit Rate with Complex Fractions (Day 2) (V, W)

Day 6: Unit Rate with Complex Fractions (Day 3) (V, W)

Day 7: Find Constant of Proportionality (V, W)

Day 8: Proportional Relationships Tables (V, W)

Day 9: Proportional Relationships Equations (V, W)

Day 10: Proportional Relationships Tables and Equations (V, W)

Day 11: Proportional Relationships Equations and Word Problems (V, W)

Day 12: Proportional Relationships Tables and Graphs (V, W)

Day 13: Proportional Relationships Tables, Equations, and Graphs (V, W)

Day 14: Proportional Relationships Tables, Equations, and Graphs (V, W)

Portfolio: Making Cookies (V, W, A)

Study Guide: Introducing Proportional Relationships (V, W)

## Unit Assessment: Introducing Proportional Relationships (A)

### TNReady Math Standards for Seventh Grade

- **7.RP.A.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.
- **7.RP.A.2** Recognize and represent proportional relationships between quantities.
  - a) Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
  - b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
  - c) Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .
  - d) Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.

## Math Unit 2 Overview: Percentages

### Description

In this unit, you learn about real-world situations that use percent increase and decrease, such as taxes, discounts, and tips. Overall, you learn and use the terms “percent increase,” “percent decrease,” “percent error,” and “measurement error.” In the study of these topics, you use tape diagrams, double number line diagrams, proportions, and equations.

### Focus Areas - Power

Percentages

### Focus Areas - Additional

None

### Overview:

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Fractions, Decimals, & Percents (V, W)

Day 2: Percents using Tape Diagrams (V, W)

Day 3: Percents using Proportions (V, W)

Day 4: Percents using Equations (V, W)

Day 5: Percents using all methods (V, W)

Day 6: Percents involving Tax, Tip, & Discount (V, W)

Day 7: Percents involving combined Tax, Tip, & Discount (V, W)

Day 8: Percents involving Commission & Simple Interest (V, W)

Day 9: Percents involving Percent Error (V, W)

Day 10: Percent Review (V, W)

Portfolio: Going Out to Eat (V, W, A)

Study Guide: Percentages (V, W)

Unit Assessment: Percentages (A)

### TNReady Math Standards for Seventh Grade

- **7.RP.A.3** Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

## **Math Unit 3 Overview: Rational Number Arithmetic**

### **Description**

In this unit, you learn about operations with signed numbers - including negative numbers - using real-world contexts such as temperatures, elevations, bank accounts, and objects traveling at a constant speed. You learn to represent and investigate these contexts with tables and number line diagrams. You also use signed numbers in the context of coordinates in the plane, as well as to write and solve equations.

### **Focus Areas - Power**

Rational Number Arithmetic

### **Focus Areas - Additional**

More on Rational Number Arithmetic

### **Overview:**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Review of Integers (V, W)

Day 2: Negatives & Temperatures (V, W)

Day 3: Changing Temperatures (V, W)

Day 4: Changing Temperatures (V, W)

Day 5: Changing Elevations (V, W)

Day 6: Money & Debts (V, W)

Day 7: Representing Subtraction (V, W)

Day 8: Subtracting Rational Numbers (V, W)

Day 9: Adding & Subtracting Rational Numbers (V, W)

Day 10: Multiplying Rational Numbers (V, W)

Day 11: Dividing Rational Numbers (V, W)

Day 12: Multiplying and Dividing Rational Numbers (V, W)

Day 13: Expressions with Rational Numbers (V, W)

Portfolio: Solving Problems with Rational Numbers (V, W, A)

Study Guide: Rational Number Arithmetic (V, W)

Unit Assessment: Rational Number Arithmetic (A)

### **TNReady Math Standards for Seventh Grade**

- **7.NS.A.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- a. Describe situations in which opposite quantities combine to make 0.
  - b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  - c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
  - d. Apply properties of operations as strategies to add and subtract rational numbers.
- **7.NS.A.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
    - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
    - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
    - c. Apply properties of operations as strategies to multiply and divide rational numbers.
    - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
  - **7.NS.A.3** Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

## **Math Unit 4 Overview: Expressions, Equations, & Inequalities**

### **Description**

In this unit, you study efficient methods to solve equations and work to understand why these methods work. The unit begins with a study of different diagrams and number puzzles that can be represented with equations. For puzzles and equations that don't have an easy-to-guess solution, algebraic methods for solving equations are appropriate. In this unit, you learn these methods and solve equations using them, when appropriate. In this unit, you also learn to work with inequalities and their symbols, generate expressions that are equivalent to a given expression, and formulate and solve linear equations that represent real-world situations.

### **Focus Areas - Power**

Expressions, Equations, & Inequalities

### **Focus Areas - Additional**

More on Expressions, Equations, & Inequalities

### **Overview:**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Combining Like Terms & Distributive Property (Day 1) (V, W)

Day 2: Combining Like Terms & Distributive Property (Day 2) (V, W)

Day 3: Distributive Property & Factoring (V, W)

Day 4: Writing Expressions (Day 1) (V, W)

Day 5: Writing Expressions (Day 2) (V, W)

Day 6: Writing Expressions (Day 3) (V, W)

Day 7: Intro to 2-Step Equations (V, W)

Day 8: Writing & Solving 2-Step Equations (Day 1) (V, W)

Day 9: Writing & Solving 2-Step Equations (Day 2) (V, W)

Day 10: Writing & Solving 2-Step Equations (Day 3) (V, W)

Day 11: Writing & Solving 2-Step Equations (Day 4) (V, W)

Day 12: Writing & Solving 2-Step Equations (Day 5) (V, W)

Day 13: Solving & Graphing Inequalities (Day 1) (V, W)

Day 14: Solving & Graphing Inequalities (Day 2) (V, W)

Day 15: Expressions, Equations, & Inequalities Review (V, W)

Portfolio: (V, W, A)

Study Guide: Expressions, Equations, & Inequalities (V, W)

Unit Assessment: Expressions, Equations, & Inequalities (A)

## TNReady Math Standards for Seventh Grade

- **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- **7.EE.A.2** Understand that rewriting an expression in different forms in a contextual problem can provide multiple ways of interpreting the problem and how the quantities in it are related.
- **7.EE.B.3** Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers presented in any form (whole numbers, fractions, and decimals).
  - a. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.
  - b. Assess the reasonableness of answers using mental computation and estimation strategies.
- **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
  - a. Solve contextual problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
  - b. Solve contextual problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality on a number line and interpret it in the context of the problem.

## Math Unit 5 Overview: Scale Drawings

### Description

In this unit, you learn about scaling shapes and scale drawings. An image is a scaled copy of the original if the shape is stretched in a way that does not distort it. A scale drawing is a two-dimensional representation of an actual object or place, such as floor plans or a map. In studying these topics, you learn and use terms such as “scale,” “scale factor,” and “to scale,” and recognize when two pictures or figures are or are not scaled copies of each other. You come to recognize that angle measures are preserved in scaled copies, but lengths are scaled by a scale factor, and areas by the square of the scale factor.

### Focus Areas - Power

Scale Drawings

### Focus Areas - Additional

None

### Overview:

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Determine if Object is Scaled Copy (V, W)

Day 2: Determine if Object is Scaled Copy & Reproduce Scaled Copy (V, W)

Day 3: Finding & Using Scale Factors (V, W)

Day 4: Reproducing Scaled Copies & Using Scale Factor (V, W)

Day 5: Scale Copy Review (V, W)

Day 6: Scale Drawings & Finding Scales (V, W)

Day 7: Comparing Scale Drawings to Actual Object (V, W)

Day 8: Scale Drawings & Area (V, W)

Day 9: Scale Drawing Review (V, W)

Portfolio: Measure Your Room (V, W, A)

Study Guide: Scale Drawing (V, W)

Unit Assessment: Scale Drawing (A)

### TNReady Math Standards for Seventh Grade

- **7.G.A.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

## Math Unit 6 Overview: Measuring Circles

### Description

In this unit, you learn why circles are different from other shapes, such as triangles and squares. This unit features problems about the circumference and area of circles. In solving these, you gain an understanding of the multiple meanings of the term  $\pi$  (pi), and the relationships between  $\pi$ , circumference, radius, diameter, and area of a circle.

### Focus Areas - Power

Measuring Circles

### Focus Areas - Additional

None

### Overview:

Key: View (V), Work Day (W), Assessment (A)

Day 1: Exploring Circles (V, W)

Day 2: Exploring Circumference (V, W)

Day 3: Applying Circumference (V, W)

Day 4: Estimating Areas (V, W)

Day 5: Connecting Area & Circumference (V, W)

Day 6: Applying Area of Circles (V, W)

Portfolio: Pizza Pi (V, W, A)

Study Guide: Measuring Circles (V, W)

Unit Assessment: Measuring Circles (A)

*\*Some changes may be made for pacing purposes.*

### TNReady Math Standards for Seventh Grade

- **7.G.B.3** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

## **Math Unit 7 Overview: Angles, Triangles, & Prisms**

### **Description**

In this unit, you investigate relationships between pairs of angles, draw shapes based on descriptions, and learn methods for calculating measurements of three-dimensional figures. In doing so, you learn to understand and use the terms “complementary,” “supplementary,” “vertical angles,” and “unique.” This unit provides practice working with rational numbers and equations as you study angle relationships and solve problems involving the surface area and volume of three-dimensional figures.

### **Focus Areas - Power**

Angles, Triangles, & Prisms

### **Focus Areas - Additional**

None

### **Overview:**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Identifying Angles & Complement and Supplement Angles (V, W)

Day 2: Adjacent & Vertical Angles (V, W)

Day 3: Solving for Unknown Angles (V, W)

Day 4: Using Equations to Solve for Unknown Angles (V, W)

Day 5: Building Polygons (V, W)

Day 6: Triangle Sum Theorem & Triangle Inequality Theorem (V, W)

Day 7: Unique Triangle or Not? (V, W)

Day 8: Area & Decomposing Bases for Areas (V, W)

Day 9: Volume of Right Prisms (V, W)

Day 10: Surface Area of Right Prisms (V, W)

Day 11: Applying Volume & Surface Area (V, W)

Day 12: Finding Missing Parts involving Volume & Surface Area (V, W)

Portfolio: Laser Challenge (V, W, A)

Study Guide: Angles, Triangles, & Prisms (V, W)

Unit Assessment: Angles, Triangles, & Prisms (A)

*\*Some changes may be made for pacing purposes.*

**TNReady Math Standards for Seventh Grade**

- **7.G.A.2** Draw geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- **7.G.B.4** Know and use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- **7.G.B.5** Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

## Math Unit 8 Overview: Probability & Sampling

### Description

In this unit, you study probability, a number that represents how likely something is to happen, and sampling, the process of studying a portion of a group to learn about the larger group to which the sample belongs. In this unit, you learn to understand and use the terms “event,” “sample space,” “outcome,” “chance experiment,” “probability,” “simulation,” “random,” “sample,” “representative sample,” “population,” and “proportion.” You design and use simulations to estimate probabilities, and come to understand the probability of an outcome as its long-run relative frequency. As you study sampling, you learn the strengths and weaknesses of different methods for obtaining a representative sample (some of the group) from a population (the whole group), and learn to compare data from samples to draw conclusions.

### Focus Areas - Power

Probability & Sampling

### Focus Areas - Additional

More on Probability & Sampling

### Overview:

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Chance Experiment (V, W)

Day 2: What are Probabilities? (V, W)

Day 3: Estimating Probabilities through Repeated Experiments (V, W)

Day 4: More Estimating Probabilities (V, W)

Day 5: Estimating Probabilities using Simulation (V, W)

Day 6: Comparing Groups (V, W)

Day 7: Larger Populations (V, W)

Day 8: What Makes a Good Sample? (V, W)

Day 9: Sampling in a Fair Way (V, W)

Day 10: Estimating Population - Measures of Center (V, W)

Day 11: Estimating Population - Proportions (V, W)

Day 12: Comparing Populations using Samples (V, W)

Day 13: Comparing Populations with Friends (V, W)

Portfolio: Best Chance (V, W, A)

Study Guide: Probability & Sampling (V, W)

Unit Assessment: Probability & Sampling (A)

*\*Some changes may be made for pacing purposes.*

## TNReady Math Standards for Seventh Grade

- **7.SP.A.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- **7.SP.A.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
- **7.SP.B.3** Informally assesses the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
- **7.SP.B.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
- **7.SP.C.5** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $\frac{1}{2}$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- **7.SP.C.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
- **7.SP.C.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
  - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
  - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
- **7.SP.D.8** Summarize numerical data sets in relation to their context.
  - a. Give quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

- b. Know and relate the choice of measures of center (median and/or mean) and variability (range and/or interquartile range) to the shape of the data distribution and the context in which the data were gathered.

## Focus Areas

Focus Areas are the concepts and Content Knowledge that students need to master in order to have a base level understanding of a given subject area. Students work through Focus Areas to build background Content Knowledge and check for understanding through Content Assessments. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### Math 6th Review

#### Description

By the time you finish this playlist you should be able to: 1. Solve problems involving ratios, unit rates, and percentages. 2. Reason about solutions to equations and inequalities.

#### Key Terms

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Ratio

Equivalent ratio

Unit rate

Percent

Equation

Inverse operation

Inequality

Solution

#### TNReady Math Standards for Sixth Grade

- **6.RP.A.2** Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ . Use rate language in the context of a ratio relationship.
- **6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
  - a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
  - b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if a runner ran 10 miles in 90 minutes, running at that speed, how long will it take him to run 6 miles? How fast is he running in miles per hour?

- c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
- d. Use ratio reasoning to convert customary and metric measurement units (within the same system); manipulate and transform units appropriately when multiplying or dividing quantities.

## Proportional Relationships

### Description

By the time you finish this playlist you should be able to: 1. Solve problems using proportional relationships, including those with fractions and decimals. 2. Determine whether two quantities are in a proportional relationship. 3. Work fluently between multiple representations of proportional relationships.

### Key Terms

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Ratio

Proportional Relationship

Unit Rate

Equation

Proportional

### TNReady Math Standards for Seventh Grade

- **7.RP.A.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.
- **7.RP.A.2** Recognize and represent proportional relationships between quantities.
  - a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
  - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
  - c. Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .

- d. Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.

## Percentages

### **Description**

By the time you finish this playlist you should be able to: 1. Solve percent problems involving taxes, tips, discounts, and percent change.

### **Key Terms**

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Tax	Percent
Tip	Percent Increase
Discount	Percent Dec
rease	

### **TNReady Math Standards for Seventh Grade**

- **7.RP.A.3** Use proportional relationships to solve multi-step ratio and percent problems.

## Rational Number Arithmetic

### **Description**

By the time you finish this playlist you should be able to: 1. Add and subtract rational numbers. 2. Multiply and divide rational numbers 3. Apply the properties of operations to rational numbers

### **Key Terms**

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Rational Numbers	Commutative Property of
Negative Number	Addition/Multiplication
Positive Number	Associative Property of
Additive Inverse	Addition/Multiplication

## TNReady Math Standards for Seventh Grade

- **7.NS.A.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
  - a. Describe situations in which opposite quantities combine to make 0.
  - b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  - c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
  - d. Apply properties of operations as strategies to add and subtract rational numbers.
- **7.NS.A.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
  - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
  - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
  - c. Apply properties of operations as strategies to multiply and divide rational numbers.
  - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- **7.NS.A.3** Solve real-world and mathematical problems involving the four operations with rational numbers

## Expressions, Equations, & Inequalities

### Description

By the time you finish this playlist you should be able to: 1. Apply properties of operations to factor and expand expressions. 2. Solve two-step equations. 3. Solve two-step inequalities.

### Key Terms

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Distributive Property

Equation

Expand

Inequality

Factor

Solution

### TNReady Math Standards for Seventh Grade

- **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- **7.EE.A.2** Understand that rewriting an expression in different forms in a contextual problem can provide multiple ways of interpreting the problem and how the quantities in it are related.
- **7.EE.B.3** Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers presented in any form (whole numbers, fractions, and decimals).
  - a. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.
  - b. Assess the reasonableness of answers using mental computation and estimation strategies.
- **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
  - a. Solve contextual problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
  - b. Solve contextual problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality on a number line and interpret it in the context.

of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. (Note that inequalities using  $>$ ,  $<$ ,  $\leq$ ,  $\geq$  are included in this standard).

## **Scale Drawings**

### **Description**

By the time you finish this playlist you should be able to: 1. Identify corresponding parts of scale copies. 2. Calculate measurements of scale copies.

### **Key Terms**

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Scale Copies  
Scale Factor  
Scale Drawings

Corresponding Sides  
Corresponding Angles

### **TNReady Math Standards for Seventh Grade**

- **7.G.A.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

## **Measuring Circles**

### **Description**

By the time you finish this playlist you should be able to: 1. Identify and measure parts of a circle. 2. Know and use the formulas for circumference and area of a circle.

### **Key Terms**

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Circle  
Center  
Radius  
Diameter

Circumference  
Area  
Line Segment  
Pi

## TNReady Math Standards for Seventh Grade

- **7.G.B.3** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

## Angles, Triangles, & Prisms

### Description

By the time you finish this playlist you should be able to: 1. Recognize and use the properties of supplementary, complementary, vertical, and right angles 2. Solve problems involving area, surface area, and volume of two- and three-dimensional objects.

### Key Terms

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Angle

Complementary Angles

Supplementary Angles

Vertical Angles

Right Angle

Adjacent Angles

Congruent Angles

Area

Surface Area

Volume

Cube

Rectangular Prism

Triangular Prism

Triangular Pyramid

## TNReady Math Standards for Seventh Grade

- **7.G.B.4** Know and use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- **7.G.B.5** Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

## Probability & Sampling

### Description

By the time you finish this playlist you should be able to: 1. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring 2. Use a probability model to determine probabilities of events 3. Use measures of center and variability to compare two populations.

### Key Terms

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Probability	Measure of Center
Chance Event	Mean
Outcome	Median
Random	Range
Theoretical Probability	Spread
Experimental Probability	Dot Plot
Measure of Variability	Box Plot

### TNReady Math Standards for Seventh Grade

- **7.SP.A.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
- **7.SP.B.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
- **7.SP.C.5** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $\frac{1}{2}$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- **7.SP.C.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

## **Additional Focus Area**

Additional Focus Areas are content that students complete after they have completed a Power Focus Area. These are not required to pass a course, but they make up 6% of a student's grade, so they are highly encouraged. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### **More on Rational Number Arithmetic**

#### **Description**

By the time you finish this playlist you should be able to: 1. Convert a rational number to a decimal. 2. Solve real-world and mathematical problems with rational numbers.

#### **Key Terms**

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Rational Number

Repeating Decimal

Terminating Decimal

Rounding

#### **TNReady Math Standards for Seventh Grade**

- **7.NS.A.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- **7.NS.A.3** Solve real-world and mathematical problems involving the four operations with rational numbers.

### **More on Expressions, Equations, & Inequalities**

#### **Description**

By the time you finish this playlist you should be able to: 1. Solve word problems using two-step equations. 2. Solve word problems using two-step inequalities. 3. Apply properties of operations to generate equivalent expressions.

## Key Terms

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Equation

Variable

Inequality

Like Terms

Expression

Simplify

## TNReady Math Standards for Seventh Grade

- **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
  - a. Solve contextual problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
  - b. Solve contextual problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality on a number line and interpret it in the context of the problem.

## More on Probability & Sampling

### Description

By the time you finish this playlist you should be able to: 1. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.

### Key Terms

By the time you finish this playlist, you should be able to define and give an example of the following terms:

Population

Random Sample

Inference

## **TNReady Math Standards for Seventh Grade**

- **7.SP.A.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.

# Science



## Curriculum Overview

## **Project 1 Overview: The Periodic Game**

### **Description**

In this Project, create a series of Checkpoints designed to increase your understanding of the Periodic Table. Learn the basic vocabulary associated with the Periodic Table and apply that vocabulary to the activities. In a small group, produce a Periodic Table game for your classmates to play.

### **Overview**

Checkpoint 1: Periodic Table Focus Area

Checkpoint 2: Song, Rap, or Poem

Checkpoint 3: Construct a Periodic Table

Checkpoint 4: Check for Understanding

Checkpoint 5: Ancient Periodic Table

Final Product 1: Periodic Table Game

Final Product 2: Content Assessment

### **Focus Areas - Power**

Periodic Table

### **Focus Areas - Additional**

Particle Behavior

### **Cognitive Skills**

Identifying Patterns and Relationships, Modeling, Making Connections and Inferences, Constructing an Evidence-based Explanation, and Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Checkpoint 1 - Periodic Table Focus Area (V, W)

Day 2: Checkpoint 1 - Periodic Table Focus Area (V, W)

Day 3: Checkpoint 1 - Periodic Table Focus Area (V, W)

Day 4: Checkpoint 2 - Song, Rap, or Poem (V, W)

Day 5: Checkpoint 2 - Song, Rap, or Poem (V, W)

Day 6: Checkpoint 3 - Construct a Periodic Table (V, W)

Day 7: Checkpoint 3 - Construct a Periodic Table (V, W)

Day 8: Checkpoint 3 - Construct a Periodic Table (V, W)

Day 9: Mini lesson - Resources for Everyone: Protons, Neutrons, and Electrons Practice Worksheet (V, W)

Day 10: Mini Lesson - Resources for Everyone: Find that Element (V, W)

Day 11: Mini Lesson - Resources for Everyone: How to find shells and valence electrons (V, W)

Day 12: Checkpoint 4 - Checks for Understanding (A)

Day 13: Checkpoint 5 - Ancient Periodic Table (V, W)

Day 14: Checkpoint 5 - Ancient Periodic Table (V, W)

Day 15: Checkpoint 5 - Ancient Periodic Table (V, W)

Day 16: Final Product - Construct a Periodic Table Game (V, W)

Day 17: Final Product - Construct a Periodic Table Game (V, W)

Day 18: Final Product - Construct a Periodic Table Game (V, W)

Day 19: Final Product - Construct a Periodic Table Game (V, W)

Day 20: Final Product - Construct a Periodic Table Game (V, W)

Day 21: Final Product - Construct a Periodic Table Game (V, W)

Day 22: Final Product - Content Assessment (A)

### **TNReady Science Standards for Seventh Grade**

- 7.PS1:1 Develop and use models to illustrate the structure of atoms, including the subatomic particles with their relative positions and charge.
- 7.PS1:2 Compare and contrast elemental molecules and compound molecules.
- 7.PS1:5 Use the periodic table as a model to analyze and interpret evidence relating to physical and chemical properties to identify a sample of matter.

## **Project 2 Overview: Chemical Reactions**

### **Description**

For this project, you use the tools of scientific research to explore your own question about how different substances interact. You complete the Focus Area Chemical Reactions to gain knowledge to apply in the Checkpoints. For Final Product 1, you test your questions and/or hypothesis. For Final Product 2, you complete an assessment.

### **Overview**

Checkpoint 1: Where to Start?

Checkpoint 2: Explain those equations

Checkpoint 3: Asking Testable Questions

Checkpoint 4: Planning Your investigation

Checkpoint 5: Checks for Understanding

Checkpoint 6: Peer Feedback

Final Product 1: Testing a Question/Hypothesis

Final Product 2: Content Assessment

### **Focus Areas - Power**

Changes in Matter

### **Focus Areas - Additional**

Particle Behavior

### **Cognitive Skills**

Asking Questions, Planning and Carrying Out Investigations, Predicting and Hypothesising, and Explanation of Evidence

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Mini Lesson - Difference between elements, compounds, mixtures (V,W)

Day 2: Mini Lesson - Difference between elements, compounds, mixtures (V,W)

Day 3: Mini Lesson - Acids and bases (V,W)

Day 4: Mini Lesson - Acids and Bases (V,W)

Day 5: Mini Lesson - States of Matter (V,W)

Day 6: Mini Lesson - States of Matter (V,W)

Day 7: Checkpoint 1 - Where to Start? (V,W)

Day 8: Checkpoint 1 - Where to Start? (V,W)

Day 9: Checkpoint 1 - Where to Start? (V,W)

Day 10: Checkpoint 1 - Where to Start? (V,W)  
Day 11: Checkpoint 1 - Where to Start? (V,W)  
Day 12: Checkpoint 2 - Explain Those Equations (V,W)  
Day 13: Checkpoint 2 - Explain Those Equations (V,W)  
Day14: Checkpoint 2 - Explain Those Equations (V,W)  
Day 15: Checkpoint 3 - Asking Testable Questions (V,W)  
Day 16: Checkpoint 3 - Asking Testable Questions (V,W)  
Day 17: Checkpoint 4 - Planning Your Investigation (V,W)  
DAy 18: Checkpoint 4 - Planning Your Investigation (V,W)  
Day 19: Checkpoint 4 - Planning Your Investigation (V,W)  
DAy 20: Checkpoint 4 - Planning Your Investigation (V,W)  
Day 21: Checkpoint 4 - Planning Your Investigation (V,W)  
Day 22: Checkpoint 5 - Checks for Understanding (A)  
DAy 23: Checkpoint 6 - Peer Feedback (V,W)  
Day 24: Checkpoint 6 - Peer Feedback (V,W)  
Day 25: Checkpoint 6 - Peer Feedback (V,W)  
Day 26: Final Product - Testing (V,W,A)  
Day 27: Final Product - Testing (V,W,A)  
Day 28: Final Product - Testing (V,W,A)  
Day 29: Final Product - Content Assessment (A)

### **TNReady Science Standards for Seventh Grade**

- 7PS1:3 Classify matter as pure substances or mixtures based on composition.
- 7PS1:4 Analyze and interpret chemical reactions to determine if the total number of atoms in the reactants and products support the Law of Conservation of Mass.
- 7PS1:6 Create and interpret models of substances whose atoms represent the states of matter with respect to temperature and pressure.

## **Project 3 Overview: Body Book**

### **Description**

In this project, construct models that identify and explain the structure and function of major cell organelles. Diagram the hierarchical organization of multicellular organisms from cells to organisms. Show how the body is composed of subsystems that maintain equilibrium and support life. Classify organisms based on their structures.

### **Overview**

Checkpoint 1: Researching Cells  
Checkpoint 2: Researching Body Systems  
Checkpoint 3: Classification  
Checkpoint 4: Plan Your Book  
Checkpoint 5: Creating Cell Models  
Checkpoint 6: Creating Body Systems  
Checkpoint 7: Write Your Book  
Checkpoint 8: Checks for Understanding  
Checkpoint 9: Critique a Peer's Book  
Final Product 1: Human Body Book  
Final Product 2: Content Assessment

### **Focus Areas - Power**

Structure Of Life

### **Focus Areas - Additional**

Growth and Development of Organisms

### **Cognitive Skills**

Asking Questions, Modeling, Constructing an Evidence-based Explanation, Selection of Evidence, and Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Entry event (V,W)

Day 2: Checkpoint 1 - Researching Cells (V,W)

Day 3: Checkpoint 1 - Researching Cells (V,W)

Day 4: Checkpoint 2 - Researching Body Systems (V,W)

Day 5: Checkpoint 2 - Researching Body Systems (V,W)

Day 6: Checkpoint 2 - Researching Body Systems (V,W)

Day 7: Checkpoint 3 - Classification (V,W)  
Day 8: Mini Lesson - Diffusion and Osmosis (V,W)  
Day 9: Mini Lesson - Diffusion and Osmosis (V,W)  
Day 10: Checkpoint 4 - Plan Your Book (V,W)  
Day 11: Checkpoint 5 - Creating Cell Model (V,W)  
Day 12: Checkpoint 5 - Creating Cell Model (V,W)  
Day 13: Checkpoint 5 - Creating Cell Model (V,W)  
Day 14: Checkpoint 6 - Creating Body Systems (V,W)  
Day 15: Checkpoint 6 - Creating Body Systems (V,W)  
Day 16: Checkpoint 6 - Creating Body Systems (V,W)  
Day 17: Checkpoint 7 - Write your Book (V,W)  
Day 18: Checkpoint 7 - Write your Book (V,W)  
Day 19: Checkpoint 7 - Write your Book (V,W)  
Day 20: Checkpoint 7 - Write your Book (V,W)  
Day 21: Checkpoint 8 - Checks for Understanding (A)  
Day 22: Checkpoint 9 - Critique a Peer's Book (V,W)  
Day 23: Final Product - Turn in Human Body Book (W)  
Day 24: Final Product - Content Assessment (A)

### **TNReady Science Standards for Seventh Grade**

- 7LS1:1 Develop and construct models that identify and explain the structure and function of major cell organelles as they contribute to the life activities of the cell and organism.
- 7LS1:2 Conduct an investigation to demonstrate how the cell membrane maintains homeostasis through the process of passive transport.
- 7LS1:3 Evaluate evidence that cells have structural similarities and differences in organisms across kingdoms
- 7LS1:4 Diagram the hierarchical organization of multicellular organisms from cells to organisms.
- 7LS1:5 Explain that the body is a system composed of subsystems that maintain equilibrium and support life through digestion, respiration, excretion, circulation, sensation (nervous and integumentary), and locomotion (musculoskeletal).

## **Project 4 Overview: Mitosis and Meiosis**

### **Description**

In this Project, you learn all about mitosis and meiosis. Model the process of mitosis and meiosis. Describe the purpose of mitosis and where it occurs. Explain why mitosis results in cells that are genetically identical to the original parent cell. Compare and contrast mitosis and meiosis in terms of number of cells produced (diploid and haploid). Explain the role of gametes in sexual reproduction.

### **Overview**

Checkpoint 1: Getting to Know Mitosis

Checkpoint 2: Getting to Know Meiosis

Checkpoint 3: Venn Diagram

Checkpoint 4: Mitosis Draft

Checkpoint 5: Meiosis Draft

Checkpoint 6: Checks for Understanding

Checkpoint 7: Critique a Peer's Model

Final Product 1: Mitosis and Meiosis Models

Final Product 2: Content Assessment

### **Focus Areas - Power**

Advanced Mitosis and Meiosis

### **Focus Areas - Additional**

None

### **Cognitive Skills**

Comparing/ Contrasting, Modeling, Making Connections and Inferences, Evaluating Arguments, Constructing an Evidence-based Explanation, and Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Mini Lesson - Mitosis and Meiosis (V,W)

Day 2: Mini Lesson - Mitosis and Meiosis (V,W)

Day 3: Checkpoint 1 - Getting to Know Mitosis (V,W)

Day 4: Checkpoint 1 - Getting to Know Mitosis (V,W)

Day 5: Checkpoint 1 - Getting to Know Mitosis (V,W)

Day 6: Checkpoint 2 - Getting to Know Meiosis (V,W)  
Day 7: Checkpoint 2 - Getting to Know Meiosis (V,W)  
Day 8: Checkpoint 2 - Getting to Know Meiosis (V,W)  
Day 9: Checkpoint 3 - Venn Diagram (V,W)  
Day 10: Checkpoint 4 - Mitosis Model (V,W)  
Day 11: Checkpoint 4 - Mitosis Model (V,W)  
Day 12: Checkpoint 4 - Mitosis Model (V,W)  
Day 13: Checkpoint 5 - Meiosis Model (V,W)  
Day 14: Checkpoint 5 - Meiosis Model (V,W)  
Day 15: Checkpoint 5 - Meiosis Model (V,W)  
Day 16: Checkpoint 5 - Meiosis Model (V,W)  
Day 17: Checkpoint 5 - Meiosis Model (V,W)  
Day 18: Checkpoint 6 - Checks for Understanding (A)  
Day 19: Checkpoint 7 - Critique a Peer (V,W)  
Day 20: Final Product - Turn in Models (A)  
Day 21: Final Product - Content Assessment-(A)

### **TNReady Science Standards for Seventh Grade**

- 7.LS1.7 Evaluate and communicate evidence that compares and contrasts the advantages and disadvantages of sexual and asexual reproduction.
- 7.LS1.8 Construct an explanation demonstrating that the function of mitosis for multicellular organisms is for growth and repair through the production of genetically identical daughter cells.
- 7.LS3:2 Distinguish between mitosis and meiosis and compare the resulting daughter cells.

## **Project 5 Overview: Let's Talk Genetics**

### **Description**

In this Project, you predict the probability of individual dominant and recessive alleles to be transmitted from each parent to offspring during sexual reproduction and represent the phenotypic and genotypic patterns using ratios. Use biomedical engineering principles to design a solution that improves quality of human life after a traumatic injury or disease. Examine a problem from the medical field pertaining to biomaterials and design a solution taking into consideration the criteria, constraints, and relevant scientific principles of the problem that may limit possible solutions.

### **Overview**

Checkpoint 1: Reproduction 2

Checkpoint 2: Explaining Genes to Traits

Checkpoint 3: Discussing Human Influence on Genetics

Checkpoint 4: Debating Uses of Genetic Engineering

Checkpoint 5: Rough Draft

Checkpoint 6: Checks For Understanding

Checkpoint 7: Meet with a Peer

Final Product 1: Speech

Final Product 2: Content Assessment

### **Focus Areas - Power**

Reproduction 2

### **Focus Areas - Additional**

Natural Selection

### **Cognitive Skills**

Selecting Relevant Sources, Constructing an Evidence-based Explanation, Contributing to Evidence-Based Discussions, Oral Presentation, and Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Checkpoint 1 - Reproduction 2 (V,W)

Day 2: Checkpoint 1 - Reproduction 2 (V,W)

Day 3: Checkpoint 1 - Reproduction 2 (V,W)

Day 4: Checkpoint 1 - Reproduction 2 (V,W)

Day 5: Checkpoint 2 - Explaining Genes to Traits (V,W)  
Day 6: Checkpoint 2 - Explaining Genes to Traits (V,W)  
Day 7: Checkpoint 3 - Discussing Human Influence on Genetics (V,W)  
Day 8: Checkpoint 3 - Discussing Human Influence on Genetics (V,W)  
Day 9: Checkpoint 4 - Debating Uses of Genetic Engineering (V,W)  
Day 10: Checkpoint 4 - Debating Uses of Genetic Engineering (V,W)  
Day 11: Checkpoint 5 - Rough Draft (V,W)  
DAy 12: Checkpoint 5 - Rough Draft (V,W)  
Day 13: Checkpoint 5 - Rough Draft (V,W)  
Day 14: Checkpoint 5 - Rough Draft (V,W)  
Day 15: Checkpoint 6 - Checks for Understanding (A)  
Day 16: Checkpoint 7 - Meet with a peer (V,W)  
Day 17: Checkpoint 7 - Meet with a peer (V,W)  
Day 18: Final Product - Speech (A)  
Day 19: Final Product - Speech (A)  
Day 20: Final Product - Speech (A)  
DAy 21: Final Product - Speech (A)  
Day 22: Final Product - Content Assessment (A)

### **TNReady Science Standards for Seventh Grade**

- 7LS3.1 Hypothesize that the impact of structural changes to genes (i.e., mutations) located on chromosomes may result in harmful, beneficial, or neutral effects to the structure and function of the organism
- 7LS1.7 Evaluate and communicate evidence that compares and contrasts the advantages and disadvantages of sexual and asexual reproduction.
- 7.LS3.3 Predict the probability of individual dominant and recessive alleles to be transmitted from each parent to offspring during sexual reproduction and represent the phenotypic and genotypic patterns using ratios.
- 7.ETS2.1 Examine a problem from the medical field pertaining to biomaterials and design a solution taking into consideration the criteria, constraints, and relevant scientific principles of the problem that may limit possible solutions.
- 7.LS1:6 Develop an argument based on empirical evidence and scientific reasoning to explain how behavioral and structural adaptations in animals and plants affect the probability of survival and reproductive success

## **Project 6 Overview: Microworld**

### **Description**

Construct a scientific explanation based on compiled evidence for the processes of photosynthesis, cellular respiration, and anaerobic respiration in the cycling of matter and flow of energy into and out of organisms. Develop a model to depict the cycling of matter, including carbon and oxygen, including the flow of energy among biotic and abiotic parts of an ecosystem.

### **Overview**

Checkpoint 1: Ecosystems

Checkpoint 2: Design Your Poster

Checkpoint 3: Explain Your Model

Checkpoint 4: Essay

Checkpoint 5: Checks for Understanding

Checkpoint 6: Peer Feedback

Final Product 1: Poster

Final Product 2: Essay

Final Product 3: Content Assessment

### **Focus Areas - Power**

Organisms: Matter Cycling and Energy Flow

Ecosystems: Matter Cycling and Energy Flow

### **Focus Areas - Additional**

Human Impacts on the Earth

### **Cognitive Skills**

Modeling, Making Connections and Inferences, Evaluating Arguments, Constructing an Evidence-based Explanation, and Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Entry Event (V)

Day 2: Checkpoint 1 Ecosystems (V,W)

Day 3: Checkpoint 1 Ecosystems (V,W)

Day 4: Checkpoint 1 Ecosystems (V,W)

Day 5: Checkpoint 1 Ecosystems (V,W)

Day 6: Mini Lesson Nitrogen Fixation (V,W)

Day 7: Checkpoint 2 Design Your Poster (V,W)

Day 8: Checkpoint 2 Design Your Poster (V,W)  
Day 9: Checkpoint 2 Design Your Poster (V,W)  
Day 10: Checkpoint 3 Explain your model (V,W)  
Day 11: Checkpoint 3 Explain your model (V,W)  
Day 12: Checkpoint 3 Explain your model (V,W)  
Day 13: Checkpoint 4 Essay (V,W)  
Day 14: Checkpoint 4 Essay (V,W)  
Day 15: Checkpoint 5 Checks for Understanding (A)  
Day 16: Checkpoint 6 Peer Feedback (V,W)  
Day 17: Final Product: Poster turn in (A)  
Day 18: Final Product: Essay Turn in (A)  
Day 19: Final Product: Content Assessment (A)

### **TNReady Science Standards for Seventh Grade**

- 7.LS1.9 Construct a scientific explanation based on compiled evidence for the processes of photosynthesis, cellular respiration, and anaerobic respiration in the cycling of matter and flow of energy into and out of organisms.
- 7.LS2.1 Develop a model to depict the cycling of matter, including carbon and oxygen, including the flow of energy among biotic and abiotic parts of an ecosystem.
- 7.ESS3.1 Graphically represent the composition of the atmosphere as a mixture of gases and discuss the potential for atmospheric change.
- 7.ESS3.2 Engage in a scientific argument through graphing and translating data regarding human activity and climate.

## Focus Areas

Focus Areas are the concepts and Content Knowledge that students need to master in order to have a base level understanding of a given subject area. Students work through Focus Areas to build background Content Knowledge and check for understanding through Content Assessments. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

## Periodic Table

### Description

By the time you finish this playlist, you should be able to: 1. Identify and describe the subatomic particles that make up an atom. 2. Interpret atomic mass and nuclear notation to determine the subatomic components of a given element. 3. Use information about the subatomic components of an atom to identify elements. 4. Describe how the periodic table is organized. 5. Use the periodic table to determine the number of valence electrons available for bonding, and classify elements into families.

### Key Terms

Atoms	Isotopes	Alkali metals
Subatomic particles	Chemical symbol	Alkaline earth metals
Protons	Homonuclear diatomic elements	Transition metals
Neutrons	Elemental molecules	Boron family
Electrons	Monatomic elements	Carbon family
Valence electrons	Periodic table	Nitrogen family
Neutral atoms	Rows	Oxygen family
ions	Columns	Halogen family
Atomic mass unit	Periods	Noble gases
Elements	Families	Lanthanides
Pure substances	Groups	Actinides
Synthetic	Metals	Bohr diagram
Atomic number	Nonmetal	Lewis structure
APE	Metalloids	Atomic radius
MAN	Semiconductors	
Atomic mass		

## **TNReady Science Standards for Seventh Grade**

- 7.PS1:1 Develop and use models to illustrate the structure of atoms, including the subatomic particles with their relative positions and charge.
- 7.PS1:2 Compare and contrast elemental molecules and compound molecules.
- 7.PS1:5 Use the periodic table as a model to analyze and interpret evidence relating to physical and chemical properties to identify a sample of matter.

## **Changes in Matter**

### **Description**

In this focus area, you will identify changes in matter as physical or chemical, and explain what happens to the weight of matter during physical and chemical changes.

### **Key Terms**

Matter	Luster	Exothermic
Physical properties	Reactivity	Subscripts
Physical changes	Tarnish	Coefficient
Chemical properties	Flammability	Reactants
Chemical changes	Precipitate	Products
States	Combustion	Law of conservation of mass
Conductivity	Catalyst	
Solubility	Endothermic	

## **TNReady Science Standards for Seventh Grade**

- 7PS1:4 Analyze and interpret chemical reactions to determine if the total number of atoms in the reactants and products support the Law of Conservation of Mass.

## **Advanced Mitosis and Meiosis**

### **Description**

By the time you finish this playlist, you should be able to: 1) Mitosis - Explain the events of all stages of mitosis and the cell cycle. Explain how mitosis is similar or different in plants and animals. 2) Meiosis - Explain the events of all stages of meiosis. Compare and contrast mitosis and meiosis.

### **Key Terms**

Mitosis	Daughter cells	Sexual reproduction
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Interphase	Cell plate	Metaphase 1
Chromatin	Gametes	Anaphase 1
Chromatid	Haploid	Telophase 1
Centromere	Diploid	Cytokinesis
Spindle fiber	Crossing over	Prophase 2
Prophase	Homologous chromosomes	Metaphase 2
Metaphase	Meiosis	Anaphase 2
Chromosomes	Synapsis	Telophase 2
Anaphase	Tetrad	Cytokinesis
Telophase	Interphase	
Cytokinesis	Prophase 1	

### **TNReady Science Standards for Seventh Grade**

- 7.LS1.7 Evaluate and communicate evidence that compares and contrasts the advantages and disadvantages of sexual and asexual reproduction.
- 7.LS1.8 Construct an explanation demonstrating that the function of mitosis for multicellular organisms is for growth and repair through the production of genetically identical daughter cells.
- 7.LS3:2 Distinguish between mitosis and meiosis and compare the resulting daughter cells.

## **Reproduction 2**

### **Description**

By the time you finish this playlist you should be able to: 1. Describe how an individual inherits their genes from each parent. 2. Describe how an individual inherits two of each chromosome and allele from their parents. Identify why these alleles may be the same or different from one another.

### **Key Terms**

Genes	Phenotype	Genetic engineering (modifications)
Alleles	Homozygous	Risk-benefits analysis
Sexual reproduction	Heterozygous	Cost analysis
Asexual reproduction	Punnett Square	Constraints
Dominant recessive	Mutation	
Genotype	Bioengineering	

## **TNReady Science Standards for Seventh Grade**

- 7LS3.1 Hypothesize that the impact of structural changes to genes (i.e., mutations) located on chromosomes may result in harmful, beneficial, or neutral effects to the structure and function of the organism
- 7LS1.7 Evaluate and communicate evidence that compares and contrasts the advantages and disadvantages of sexual and asexual reproduction.
- 7.LS3.3 Predict the probability of individual dominant and recessive alleles to be transmitted from each parent to offspring during sexual reproduction and represent the phenotypic and genotypic patterns using ratios.
- 7.ETS2.1 Examine a problem from the medical field pertaining to biomaterials and design a solution taking into consideration the criteria, constraints, and relevant scientific principles of the problem that may limit possible solutions.

## **Organisms: Matter Cycling and Energy Flow**

### **Description**

By the time you finish this playlist, you should be able to: 1) Identify the key parts of plants that are used to collect energy and transport food and water within the plant 2) Describe the process and chemical equation of photosynthesis to explain how plants make their own food 3) Describe the process and chemical equation of cellular respiration to explain how plants and animals break down food to obtain energy 4) Identify the differences and similarities between cellular respiration and photosynthesis.

### **Key Terms**

Xylem	Chlorophyll	Mitochondria
Phylum	Glucose	ATP
Stomata	Photosynthesis	Anaerobic respiration
Chloroplast	Cellular respiration	

## **TNReady Social Studies Standards for Seventh Grade**

- 7.LS1:9 Construct a scientific explanation based on compiled evidence for the processes of photosynthesis, cellular respiration, and anaerobic respiration in the cycling of matter and flow of energy into and out of organisms.

## Ecosystems: Matter Cycling and Energy Flow

### **Description**

By the time you finish this playlist, you should be able to: 1. Interpret food webs to identify how matter and energy move between organisms in an ecosystem. 2. Describe how decomposers recycle nutrients in an ecosystem. 3. Describe how the atoms that make up organisms in an ecosystem are constantly cycled between the living and nonliving parts of an ecosystem.

### **Key Terms**

Carbon cycle	Heterotroph	Food web
Water cycle	Autotroph	Food chain
Oxygen cycle	Biotic factors	Ecosystem
Nitrogen cycle	Abiotic factors	Herbivore
Energy flow	Nitrogen fixation (4 types)	Carnivore
Decomposers	Condensation	Omnivore
Scavengers	Precipitation	Transpiration
Producers	Evaporation	
Consumers	Combustion	

### **TNReady Science Standards for Seventh Grade**

- 7.LS2.1 Develop a model to depict the cycling of matter, including carbon and oxygen, including the flow of energy among biotic and abiotic parts of an ecosystem.
- 7.ESS3.1 Graphically represent the composition of the atmosphere as a mixture of gases and discuss the potential for atmospheric change.
- 7.ESS3.2 Engage in a scientific argument through graphing and translating data regarding human activity and climate.

## Additional Focus Area

Additional Focus Areas are content that students complete after they have completed a Power Focus Area. These are not required to pass a course, but they make up 6% of a student's grade, so they are highly encouraged. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### Particle Behavior

#### **Description**

By the time you finish this playlist, you should be able to: 1) Describe the characteristics of a substance in each phase of matter (solid, liquid, gas) 2) Compare the movement and arrangement of particles in a solid, liquid and gas 3) Explain how matter can change from one phase to another

#### **Key Terms**

Particle	Gas	Melting
Phase/State	Condensation	Freezing
Solid, Liquid	Evaporation	Sublimation

#### **TNReady Science Standards for Seventh Grade**

- 7PS1:6 Create and interpret models of substances whose atoms represent the states of matter with respect to temperature and pressure.

### Growth and Development

#### **Description**

By the time you finish this playlist you should be able to: 1. Describe how different living things reproduce. 2. Identify how different animal behaviors increase their chance of reproduction and the survival of their offspring. 3. Describe how plants reproduce. 4. Describe how both genes and the environment can affect the growth of organisms.

#### **Key Terms**

pollen	flower	filament
ovule	fertilization	pollination
nectar	pistil	anther

disperse  
tropism  
mate  
behavior

courtship  
fruit  
gene  
offspring

asexual reproduction  
sexual reproduction

### **TNReady Science Standards for Seventh Grade**

- 7.LS1:9 Construct a scientific explanation based on compiled evidence for the processes of photosynthesis, cellular respiration, and anaerobic respiration in the cycling of matter and flow of energy into and out of organisms.

## **Natural Selection**

### **Description**

By the time you finish this playlist, you should be able to: 1) Describe the process of natural selection and how populations evolve 2) Describe the process of artificial selection and how it relates and contrasts to natural selection

### **Key Terms**

Natural selection  
survival of the fittest  
artificial selection

selective breeding  
adaptation  
variation

Charles Darwin  
Evolution

### **TNReady Social Studies Standards for Seventh Grade**

- 7.LS1:6 Develop an argument based on empirical evidence and scientific reasoning to explain how behavioral and structural adaptations in animals and plants affect the probability of survival and reproduction success.

## **Human Impacts on the Earth**

### **Description**

By the time you finish this playlist you should be able to: 1. Describe how human activities impact other living things on Earth. 2. Describe how human activities impact natural habitats. 3. Describe how increasing human population size and resource use impacts Earth's natural systems.

### **Key Terms**

sustainability  
desertification

eutrophication  
habitat loss

biodiversity  
extinction

endangered  
pollution  
soil

nutrients  
recycling  
natural resource

ozone  
population

**TNReady Social Studies Standards for Seventh Grade**

- 7.ESS3.1 Graphically represent the composition of the atmosphere as a mixture of gases and discuss the potential for atmospheric change.
- 7.ESS3.2 Engage in a scientific argument through graphing and translating data regarding human activity and climate.

## Challenge Focus Area

Challenge Focus Areas are additional content that enables students to further explore a subject matter after they have completed Power and Additional Focus Areas. They are not required and do not count towards a student's grade. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### Particle Behavior 2: Temperature, Pressure and Volume

#### **Description**

By the time you finish this playlist, you should be able to: 1) Describe the motion of gas particles using scientific language and particle diagrams. 2) Describe the Kelvin temperature scale and convert between it and Celsius. 3) Define pressure and explain its causes. 4) Explain the relationships between pressure, volume, and temperature.

#### **Key Terms**

Diffusion	Pressure	atm
Temperature	Kelvin	mm
Absolute Zero	Celsius	Hg

### Conservation of Mass

#### **Description**

By the time you finish this playlist, you should be able to: 1. Use the Law of Conservation of Mass to balance simple chemical equations. 2. Describe simple chemical equations at the particle level.

#### **Key Terms**

Law of Conservation of Mass  
Balanced Chemical Equation  
Coefficient, Subscript

## Adaptation

### **Description**

By the time you finish this playlist you should be able to: 1) Explain what adaptations are and how they are beneficial to organisms living within a specific environment 2) Describe the process in which beneficial traits, or adaptations, can become more common in a population over time.

### **Key Terms**

Traits	adaptations	inheritance
genes	reproduce	mutations
variation	offspring	population

## Energy in Chemical Processes and Life

### **Description**

By the time you complete this focus area, you should be able to: 1. Describe the chemical process of photosynthesis. 2. Describe the chemical process of cellular respiration. 3. Compare the chemical processes of photosynthesis and cellular respiration.

### **Key Terms**

photosynthesis	product	glucose
cellular respiration	reactant	water
metabolism	carbon dioxide	equation
chemical reaction	oxygen	

## Ecosystems: Relationships

### **Description**

By the time you finish this playlist, you should be able to: 1) Explain, give examples of, and identify living and nonliving factors in an ecosystem 2) Describe how limiting resources in an ecosystem can cause competition between living things and how this can eventually limit the growth of populations 3) Describe and give examples of different kinds of relationships between living things in an ecosystem.

## Key Terms

Ecosystem	prey	commensalism
abiotic, biotic	limiting factor	parasitism
individual/organism	interspecific competition	pollination
population	intraspecific competition	seed dispersal
community	symbiosis	
predator	mutualism	

## Atoms, Molecules, Pure Substances, and Mixtures

### Description

By the end of this playlist you should be able to: 1) Define Atom, Molecules, Pure Substances and Mixtures 2) Explain the meaning of chemical formulas for elements, compounds and mixtures 3) Describe the properties of different types of mixtures, including homogeneous, heterogeneous, suspensions and colloids.

### Key Terms

Atom, Molecule	Mixture	Suspension
Chemical Formula	Homogeneous	Colloid
Compound	Heterogeneous	
Element	Solution	

## Cells

### Description

By the time you finish this playlist, you should be able to: 1) Explain that all living things are made up of cells and the types of cells that exist in nature 2) Describe the location, structure, and role of cell organelles 3) Explain how the body of multicellular living organisms are organized.

### Key Terms

Eukaryotic Cell	Ribosome	Semipermeable
Prokaryotic Cell	Endoplasmic Reticulum	Organelle
Animal Cell	Rough ER	Cell
Plant Cell	Smooth ER	Tissue
Virus	Golgi Apparatus	Organ
Cell Wall	DNA	Organ System
Cell/Plasma Membrane	Mitochondria	Organis
Nucleus	Chloroplast	

## Reproduction 1

### **Description**

By the time you finish this playlist, you should be able to: 1. Describe how genetic information is organized in a cell. 2. Describe how genes control the production of specific proteins that affect the traits of an individual. 3. Describe why offspring and parents often have different traits.

### **Key Terms**

gene

chromosome

allele

trait

protein

DNA

parent

offspring

dominant

recessive

Punnett Squares

# **Social Studies**



## **Curriculum Overview**

## **Project 1 Overview: A Comparative Study of Dynastic East Asia**

### **Description**

In this Project, explore dynastic East Asia to prepare for a comparative analysis of the Tang, Song, Yuan, and Ming dynasties. As you progress through the Checkpoints, learn about the geographic, political, economic, and cultural structures of China and Japan from the reunification of China before the Tang Dynasty to the rise of a military society in the late 12th century in Japanese society. In Final Product 1, complete a comparative analysis of the four dynasties. In Final Product 2, create an infographic of one of the major dynasties.

### **Overview**

Checkpoint 1: The Tang and Song Dynasties

Checkpoint 2: The Mongol Empire (Yuan Dynasty)

Checkpoint 3: The Ming Dynasty

Checkpoint 4: Heian Aristocracy and the Rise of a Military Society

Final Product 1: Infographic

Final Product 2: Comparative Analysis

### **Focus Areas - Power**

East Asia 400-1500 CE

### **Focus Areas - Additional**

How Do We Study Geography and Its Impacts?

### **Cognitive Skills**

Selecting Relevant Sources, Comparing/ Contrasting, Informational / Explanatory Thesis, Selection of Evidence, and Multimedia in Communication

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Entry Event: Map of Ancient East Asia (V)

Day 2: Project Overview (V)

Day 3: Tang and Song Dynasties: P.E.P., Video, and EQ Discussion (V)

Day 4: Checkpoint 1 - Tang and Song Dynasties (W)

Day 5: Checkpoint 1 Document (W)

Day 6: Entry Event: Rise and Fall of Dynasties (V)

Day 7: The Mongols - P.E.P., Video, and EQ Discussion (V)

Day 8: Checkpoint 2 - The Mongols: Genghis Khan (V, W)  
Day 9: Checkpoint 2 - The Mongols: Kublai Khan (V, W)  
Day 10: Checkpoint 2 Document (W)  
Day 11: The Ming Dynasty: P.E.P., Video, and EQ Discussion (V)  
Day 12: Checkpoint 3 - The Ming Dynasty (V, W)  
Day 13: Checkpoint 3 Document (V)  
Day 14: Heian Aristocracy & the Rise of a Military Society - P.E.P., Video, and Discussion (V)  
Day 15: Checkpoint 4 - Shintoism (V,W)  
Day 16: Checkpoint 4 - Chinese and Korean Influences (V,W)  
Day 17: Checkpoint 4 - Heian Aristocracy (V,W)  
Day 18: Checkpoint 4 - The Rise of a Military Society (V,W)  
Day 19: Checkpoint 4 Document (W)  
Day 20: Final Product 1 - Infographic (V, A)  
Day 21: Final Product 1 - Infographic (A)  
Day 22: Final Product 2 - Comparative Analysis (V,W)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.01 Identify and locate the geographical features of East Asia, including:
  - China
  - Gobi Desert
  - Himalayan Mountains
  - Japan
  - Korean Peninsula
  - Pacific Ocean
  - Plateau of Tibet
  - Sea of Japan (East Sea)
  - Yangtze River
  - Yellow River
- 7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.
- 7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.
- 7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.
- 7.05 Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.

- 7.06 Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade.
- 7.07 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.
- 7.08 Describe the origins and central features of Shintoism:
  - Key Person(s): None
  - Sacred Texts: No sacred text
  - Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami
- 7.09 Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system.
- 7.10 Describe how the Heian aristocracy contributed to the development of a Japanese national culture.
- 7.11 Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society.

## **Project 2 Overview: Historical Theme Park**

### **Description**

In this Project, design a section for a theme park that focuses on an ancient western civilization. Begin by exploring different parks to get ideas to apply to your own amusement park! Continue by analyzing the geographic, political, economic, and cultural structures of each civilization that will be used in the historical theme park: Byzantine Empire, Southwest Asia, North Africa, and West Africa. Gather basic information about each civilization by completing the Focus Area, map activities, and P.E.P. Use the information you gather to complete the Checkpoint. Brainstorm ways to apply the information in a theme park. Choose one of the three civilizations to create a proposal for your theme park. Final Product 1 requires you to design a theme park proposal that you will present in a gallery walk. Final Product 2 requires you to write a constructed response about one of the civilizations.

### **Overview**

Checkpoint 1: Explore Theme Parks

Checkpoint 2: Byzantine Empire

Checkpoint 3: Southwest Asia and North Africa

Checkpoint 4: West Africa

Checkpoint 5: Plan Your Theme Park

Final Product 1: Theme Park Map

Final Product 2: Explanatory Thesis

### **Focus Areas - Power**

Byzantine Empire: 400-1500s CE

Southwest Asia and North Africa: 400-1500s CE

West Africa: 400-1500s CE

### **Cognitive Skills**

Making Connections and Inferences, Informational / Explanatory Thesis, Explanation of Evidence, and Multimedia in Communication

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Checkpoint 1 - Introduce Project and Explore Theme Parks (V, W)

Day 2: Checkpoint 1 - Explore Theme Parks (W)

Day 3: Byzantine Empire - P.E.P. (V,W)

Day 4: Byzantine Empire - Map Activity (V,W)  
Day 5: Byzantine Empire - Focus Area Work (V,W)  
Day 6: Byzantine Empire - Focus Area Work (W)  
Day 7: Byzantine Empire - Focus Area Work (W)  
Day 8: Checkpoint 2 Document (W)  
Day 9: Southwest Asia and North Africa P.E.P. (V,W)  
Day 10: Southwest Asia and North Africa - Map Activity (V,W)  
Day 11: Southwest Asia and North Africa - Focus Area Work (V,W)  
Day 12: Southwest Asia and North Africa - Focus Area Work (W)  
Day 13: Southwest Asia and North Africa - Focus Area Work (W)  
Day 14: Checkpoint 3 Document (W)  
Day 15: West Africa P.E.P. (V,W)  
Day 16: West Africa - Map Activity (V,W)  
Day 17: West Africa - Focus Area Work (V,W)  
Day 18: West Africa - Focus Area Work (W)  
Day 19: West Africa - Infographic (V,W)  
Day 20: Checkpoint 4 Document (W)  
Day 21: Checkpoint 5 - Plan Your Theme Park (V, W)  
Day 22: Checkpoint 5 - Plan Your Theme Park (W)  
Day 23: Checkpoint 5 Document (W)  
Day 24: Final Product 1: Theme Park Map  
Day 25: Final Product 1: Theme Park Map  
Day 26: Final Product 2: Explanatory Thesis

### **TNReady Social Studies Standards for Seventh Grade**

- 7.12 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language.
- 7.13 Explain the importance of Justinian’s political, social, and architectural achievements.
- 7.14 Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.
- 7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including:
  - Arabian Peninsula
  - Arabian Sea
  - Black Sea
  - Caspian Sea
  - Euphrates River
  - Mecca

- Mediterranean Sea
- Persian Gulf
- Red Sea
- Tigris River
- 7.16 Describe the origins and central features of Islam:
  - Key Person(s): Mohammad
  - Sacred Texts: The Quran and The Sunnah
  - Basic Beliefs: monotheism, Five Pillars
- 7.17 Describe the diffusion of Islam, its culture, and the Arabic language.
- 7.18 Summarize the contributions of the region's scholars in the areas of:
  - Art
  - Geography
  - Literature
  - Mathematics
  - Medicine
  - Philosophy
  - Science
- 7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.
- 7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.
- 7.21 Identify and locate the geographical features of West Africa, including:
  - Atlantic Ocean
  - Djenne
  - Gulf of Guinea
  - Niger River
  - The Sahara
  - Timbuktu
- 7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.
- 7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
- 7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves.
- 7.25 Explain the importance of griots in the transmission of West African history and culture.
- 7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

## **Project 3 Overview: An Annotated Timeline of Middle Ages in Western Europe**

### **Description**

Timelines are a staple in a history classroom. In this project, you create an annotated timeline for the Middle Ages in Western Europe. Like all timelines, it features events and dates that are deemed to be most significant from this time period, including the most important people, events, and places. Unlike a traditional timeline, events are explained or objectively summarized. To prepare for the Final Product, you work through a series of Checkpoints to learn about the geography, politics, economics, and cultural structures of Europe during the Middle Ages. In addition to completing the Checkpoint document, you gather important information that you will use on your Final Product. Once everyone's Final Products are completed, you participate in a gallery walk to evaluate your peers' work.

### **Overview**

Checkpoint 1: Overview and Geography of Western Europe in the Middle Ages

Checkpoint 2: Life in Medieval Europe

Checkpoint 3: William the Conqueror and the Magna Carta

Checkpoint 4: The Crusades

Checkpoint 5: The Black Death

Checkpoint 6: The Hundred Years War, Reconquista, and Inquisition

Final Product 1: Annotated Timeline

### **Focus Areas - Power**

Middle Ages in Western Europe: 400-1500s CE

### **Cognitive Skills**

Selecting Relevant Sources, Making Connections and Inferences, Informational / Explanatory Thesis, Integration of Evidence, and Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Overview and Geography of Western Europe in the Middle Ages (V,W)

Day 2: Checkpoint 1 Document (W)

Day 3: Life in Medieval Europe - P.E.P., Video, and EQ Discussion (V, W)

Day 4: Checkpoint 2 - Life in Medieval Europe (V,W)

Day 5: Checkpoint 2 - Life in Medieval Europe (W)

Day 6: Checkpoint 2 Document (W)  
Day 7: William the Conqueror and the Magna Carta P.E.P., Video, and EQ Discussion (V, W)  
Day 8: Checkpoint 3 - William the Conqueror and the Magna Carta (V,W)  
Day 9: Checkpoint 3 Document (W)  
Day 10: Checkpoint 4 - The Crusades: P.E.P., Video, and EQ Discussion (V,W)  
Day 11: Checkpoint 4 - The Crusades (W)  
Day 12: Checkpoint 4 Document (W)  
Day 13: Checkpoint 5 and 6 - P.E.P., Video, and EQ Discussion (V)  
Day 14: Checkpoint 5 -The Black Death (V,W)  
Day 15: Checkpoint 5 - The Black Death (W)  
Day 16: Checkpoint 5 - The Black Death (V,W)  
Day 17: Checkpoint 5 Document (W)  
Day 18: Checkpoint 6 - The Hundred Years War (V,W)  
Day 19: Checkpoint 6 - Reconquista (V,W)  
Day 20: Checkpoint 6 - Inquisition (V,W)  
Day 21: Checkpoint 6 Document (W)  
Day 22: Final Product - Annotated Timeline (V,W)  
Day 23: Final Product - Annotated Timeline (W)  
Day 24: Final Product - Annotated Timeline (W)  
Day 25: Final Product - Annotated Timeline (V,W)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.27 Identify and locate geographical features of Europe, including:
  - Alps
  - Atlantic Ocean
  - English Channel
  - Mediterranean Sea
  - Influence of the North Atlantic Drift
  - North European Plain
  - Ural Mountains
- 7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.
- 7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.
- 7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).

- 7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.
- 7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.
- 7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury.
- 7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I.
- 7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.
- 7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.
- 7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including:
  - Agricultural improvements
  - Commerce
  - Growth of banking
  - A merchant class
  - Technological improvements
  - Towns
- 7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.
- 7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.

## **Project 4 Overview: What Causes Change?**

### **Description**

This inquiry leads you through an investigation of the changes that took place in Early Modern Europe from 1400-1700. Through examining the Renaissance, the Protestant Reformation, and the Scientific Revolution, you prepare to develop arguments, supported by evidence, to answer the compelling question "What causes change?" You engage in a Pop-Up debate to discuss your claim with peers. Finally, you write an Argumentative Claim.

### **Overview**

Checkpoint 1: Why Was the Renaissance Important?

Checkpoint 2: Can Religions Co-Exist?

Checkpoint 3: What Contributed to the Scientific Revolution?

Checkpoint 4: Preparing Your Argument

Checkpoint 5: Pop-Up Debate

Final Product 1: Argumentative Claim

### **Focus Areas - Power**

Early Modern Europe: 1400-1700s CE

### **Focus Areas - Challenge**

What Was the Reformation and What Impacts Did it Have?

What Was the Renaissance and What Impacts Did it Have?

What Was the Scientific Revolution and What Impacts Did it Have?

### **Cognitive Skills**

Argumentative Claim, Counterclaims, Selection of Evidence, Explanation of Evidence, and Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Project Overview (V)

Day 2: Renaissance P.E.P., Video, and EQ Discussion (V,W)

Day 3: Checkpoint 1 - Why Was the Renaissance Important? (V,W)

Day 4: Checkpoint 1 - Why Was the Renaissance Important? (W)

Day 5: Checkpoint 1 - Why Was the Renaissance Important? (V,W)

Day 6: Checkpoint 1 - Why Was the Renaissance Important? (W)

Day 7: Checkpoint 1 - Why Was the Renaissance Important? (V,A)  
Day 8: Checkpoint 2 - The Protestant Reformation P.E.P., Video, & EQ Discussion (V,W)  
Day 9: Checkpoint 2 - Can Religions Coexist? (V,W)  
Day 10: Checkpoint 2 - Can Religions Coexist? (W)  
Day 11: Checkpoint 2 - Can Religions Coexist? (V,W)  
Day 12: Checkpoint 2 - Can Religions Coexist? (W)  
Day 13: Checkpoint 3 -What Contributed to the Scientific Revolution? (V,W)  
Day 14: Checkpoint 3 - What Contributed to the Scientific Revolution? (W)  
Day 15: Checkpoint 3 - What Contributed to the Scientific Revolution? (V,W)  
Day 16: Checkpoint 3 - What Contributed to the Scientific Revolution? (W)  
Day 17: Checkpoint 4 - Preparing Your Argument (V,W)  
Day 18: Checkpoint 4 - Preparing Your Argument (W)  
Day 19: Checkpoint 5 - Pop-Up Debate (V,W)  
Day 20: Checkpoint 5 - Pop-Up Debate (W)  
Day 21: Final Product - Argumentative Claim (V,A)  
Day 22: Final Product - Argumentative Claim (A)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.40 Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
- 7.41 Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
- 7.42 Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith.
- 7.43 Explain the development of Renaissance art, including the significance of:
  - Leonardo da Vinci
  - Michelangelo
  - William Shakespeare
  - Systems of patronage
  - The Protestant Reformation
- 7.44 Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.
- 7.45 Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses.

- 7.46 Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination.
- 7.47 Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism.
- 7.48 Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent.
- 7.49 Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.
- 7.50 Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits).
- 7.51 Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.
- 7.52 Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion.

## **Project 5 Overview: Hero or Villain?**

### **Description**

Throughout history, explorers have made discoveries that changed the way people viewed the world. In their quest for knowledge and fame, these pioneers have achieved great things for themselves and their countries. But, there is a fine line between good and evil. Could the world's greatest heroes also be considered aggressive, self-centered rebels? Your job will be to determine whether your particular explorer should be remembered as a hero or a villain. You begin this project by examining the geography of the Americas. Learn about the civilizations that are indigenous to both North America and Mesoamerica. Analyze the different explorers from England, France, Portugal, and Spain. Finally, answer the compelling question: Were the explorers of the Americas heroes, villains, or both?

### **Overview**

Checkpoint 1: The Geography of the Americas  
Checkpoint 2: Indigenous Civilizations of North America  
Checkpoint 3: Indigenous Civilizations of Mesoamerica  
Checkpoint 4: Explorers From England and France  
Checkpoint 5: Explorers From Portugal and Spain  
Checkpoint 6: The Columbian Exchange  
Final Product 1: Argumentative Claim

### **Focus Areas - Power**

Indigenous Civilizations of the Americas: 400-1500s CE  
The Age of Exploration: 1400-1700s CE

### **Cognitive Skills**

Argumentative Claim, Counterclaims, Selection of Evidence, Explanation of Evidence, Communicating Accurately and Precisely

### **Project Agenda**

*Key: View (V), Work Day (W), Assessment (A)*

Day 1: Project Overview (V)

Day 2: Checkpoint 1 - The Geography of the Americas (V, W)

Day 3: Checkpoint 1 - The Geography of the Americas Map Activity (A)  
Day 4: Checkpoint 2 - Indigenous Civilizations of North America P.E.P., Video, and EQ Discussion (V,W)  
Day 5: Checkpoint 2 - Indigenous Civilizations of North America (W)  
Day 6: Checkpoint 2 - Indigenous Civilizations of North America (W)  
Day 7: Checkpoint 2 Document (V, A)  
Day 8: Checkpoint 3 - Indigenous Civilizations of Mesoamerica P.E.P., Video, and EQ Discussion (V,W)  
Day 9: Checkpoint 3 - Indigenous Civilizations of Mesoamerica (V,W)  
Day 10: Checkpoint 3 - Indigenous Civilizations of Mesoamerica (W)  
Day 11: Checkpoint 3 - Indigenous Civilizations of Mesoamerica (W)  
Day 12: Checkpoint 3 Document (V, A)  
Day 13: Checkpoint 4 - Explorers From England and France (W)  
Day 14: Checkpoint 4 - Explorers From England and France (W)  
Day 15: Checkpoint 4 Document (V, A)  
Day 16: Checkpoint 5 - Explorers From Portugal and Spain (V,W)  
Day 17: Checkpoint 5 - Explorers From Portugal and Spain (W)  
Day 18: Checkpoint 5 - Explorers From Portugal and Spain (W)  
Day 19: Checkpoint 5 Document (V,A)  
Day 20: Checkpoint 6 - The Columbian Exchange (V,W)  
Day 21: Checkpoint 6 Document (A)  
Day 22: Final Product: Argumentative Claim (V,A)  
Day 23: Final Product: Argumentative Claim (A)

### **TNReady Social Studies Standards for Seventh Grade**

- 7.53 Identify and locate the geographical features of the Americas, including:
  - Andes Mountains
  - Appalachian Mountains
  - Atlantic Ocean
  - Caribbean Sea
  - Central Mexican Plateau
  - Great Plains
  - Gulf of Mexico
  - Mississippi River
  - North America
  - Pacific Ocean
  - Rocky Mountains
  - South America
  - Yucatan Peninsula

- 7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.
- 7.55 Describe the existence of diverse networks of North American Indian cultures (within present- day United States) including: varied languages, customs, and economic and political structures.
- 7.56 Explain the impact of geographic features and climate on the agricultural practices and
  - settlement of the Maya, Aztec, and Incan civilizations.
- 7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan
  - civilizations, including: oral traditions, class structures, religious beliefs, slavery, and
    - advancements (e.g., astronomy, mathematics, and calendar).
- 7.58 Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism).
- 7.59 Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country:
  - England: Henry Hudson
  - France: Jacques Cartier
  - Portugal: Vasco da Gama, Bartolomeu Dias
  - Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci
- 7.60 Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery.
- 7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country.
- 7.62 Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro)
- 7.63 Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World.
- 7.64 Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th
  - centuries, and examine the major economic and social effects on each continent.

- 7.65 Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa’s role in the transition to African slavery.

## **Focus Areas**

Focus Areas are the concepts and Content Knowledge that students need to master in order to have a base level understanding of a given subject area. Students work through Focus Areas to build background Content Knowledge and check for understanding through Content Assessments. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### **East Asia 400-1500 CE**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Summarize agricultural, commercial, and technological developments during the Song Dynasties. 2. Examine the rise of the Mongol Empire, including the conquests of Genghis Khan and Kublai Khan. 3. Analyze the achievements of the Ming Dynasty and reasons for its isolationism. 4. Describe the role of Buddhism, Confucianism, and Shintoism in China and Japan. 5. Analyze how culture changed in early Japan.

#### **Key Terms**

Reunification of China	Silk Road	Shintoism
Tang Dynasty	Marco Polo’s Travels	Japanese Culture
Buddhist Beliefs	Ming Dynasty	Changes
Song Dynasty	Forbidden City	Constitution of Prince
Confucianism	Reconstruction of the	Shotoku
Genghis Khan	Great Wall	Heian Aristocracy
Kublai Khan	Zheng He’s Sea	Shogun
Yuan Empire	Voyages	Samurai

### **Byzantine Empire: 400-1500s CE**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Discuss the Byzantine Empire, and describe the culture, diffusion of Christianity, and the Latin language. 2. Explain the importance of Justinian's political, social, and architectural achievements.

### **Key Terms**

Eastern Roman Empire	Theodora	Justinian's architectural achievements
Byzantine Empire	Code of Justinian	Hagia Sophia
Constantinople	Justinian's social achievements	
Justinian		

## **Southwest Asia and North Africa: 400-1500s CE**

### **Description**

By the time you finish this playlist, you should be able to: 1. Describe Islam and its diffusion. 2. Analyze the rise of the Ottoman Empire and the expansion of trade.

### **Key Terms**

Islam	Arabic language	Fall of Constantinople
Mohammad	Contributions of Muslim Scholars	Ottoman Empire
The Quran	Arabian Nights	Trade Routes
The Sunnah	Mehmed II the Conqueror	Established
Five Pillars		Role of Merchants
Diffusion of Islam		

## **West Africa: 400-1500s CE**

### **Description**

By the time you finish this playlist, you should be able to: 1. Explain indigenous African spiritual traditions and the importance of griots. 2. Analyze the growth of the kingdoms of Ghana, Mali, and Songhai and describe the role of the Trans-Saharan caravan trade. 4. Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

### **Key Terms**

Spiritual Beliefs in West Africa	Animism	Songhai
Ancestor Worship	Ghana	Djenne
	Mali	Timbuktu

Trans-Saharan Caravan	hajj
Mansa Musa	Pilgrimage to Mecca

## **Middle Ages in Western Europe: 400-1500s CE**

### **Description**

By the time you finish this playlist, you should be able to: 1. Explain what life was like in the Middle Ages. 2. Analyze the relationship between the Papacy and the European monarchs, and analyze the impact of William the Conqueror and the Magna Carta. 3. Analyze the causes, effects, of the 1st, 2nd, and 3rd Crusades. 4. Analyze the impact and importance of the Black Death in Europe. 5. Describe the significance of The Hundred Years War, Reconquista, and Inquisition.

### **Key Terms**

monasteries	Papacy	Hundred Years War
Charlemagne	Magna Carta	Reconquista
feudalism	Pope Urban II	Inquisition
manorialism	Saladin,	Iberian Peninsula
Battle of Hastings	Richard I	
William the Conqueror	Black Death	

## **Early Modern Europe: 1400-1700s CE**

### **Description**

By the time you finish this playlist, you should be able to: 1. Analyze the origins, accomplishments, and geographic diffusion of the Renaissance. 2. Analyze the historical developments of the Protestant Reformation. 3. Analyze the historical developments of the Scientific Revolution.

### **Key Terms**

Italian Peninsula	Johannes Gutenberg	Catholicism
Medici Family	indulgences	Protestantism
humanism	Martin Luther's 95	Catholic
Thomas Aquinas	Theses	Counter-Reformation
Leonardo da Vinci	predestination	Tudor dynasty
Michelangelo	Henry VIII	Queen Elizabeth I
William Shakespeare	Mary I	Spanish Armada

heliocentric theory  
geocentric theory

Galileo Galilei  
Sir Francis Bacon

Sir Isaac Newton

## **Indigenous Civilizations of the Americas: 400-1500s CE**

### **Description**

By the time you finish this playlist, you should be able to: 1. Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations. 2. Analyze the existence of diverse networks of North American Indian cultures, including their agriculture, housing, clothing, trade/economics, and customs.

### **Key Terms**

Northeast Indians	political structures	religious beliefs
Southeast Indians	Maya civilization	slavery
Plains Indians	Aztec civilization	astronomy
varied languages	Incan civilization	mathematics
customs	oral traditions	calendar
economic structures	class structures	

## **The Age of Exploration: 1400-1700s CE**

### **Description**

By the time you finish this playlist, you should be able to: 1. Explain the motivations for European exploration. 2. Identify the significance of European Explorers. 3. Analyze the religious influence in American colonization. 4. Explain the impact of the Columbian Exchange.

### **Key Terms**

mercantilism	Prince Henry the Navigator	Hernan Cortes
Henry Hudson	cartography	Francisco Pizarro
Jacques Cartier	compass	Protestant
Vasco da Gama	caravel	Columbian Exchange
Bartolomeu Dias	astrolabe	colonization
Christopher Columbus	Harrison's chronometer	mission system
Hernando de Soto	settlement	encomienda system
Ferdinand Magellan	Spanish Conquistadors	Bartolome de la Casa
Amerigo Vespucci		

## **Additional Focus Area**

Additional Focus Areas are content that students complete after they have completed a Power Focus Area. These are not required to pass a course, but they make up 6% of a student's grade, so they are highly encouraged. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### **How Do We Study Geography and Its Impacts?**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Explain the study of geography and identify the different elements of a map 2. Identify major regions, continents, and countries related to the study of World History 3. Describe the impact that geographical features have on people or nations.

#### **Key Terms**

Geography	Equator	Pacific Ocean
Movement	Hemisphere	Atlantic Ocean
Place	North America	Mediterranean Sea
Location	South America	The Middle East
Region	Asia	Indian Ocean
Interaction	Africa	Arctic Ocean
Map	Antarctica	Interdependence
Map Key	Australia	Culture
Compass	Europe	

### **Early Global Interconnectedness**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Explain how trade and travel both worked to make Afroeurasia more interconnected. 2. Explain how the black

death was related to the interconnectedness of Afroeurasia. 3. Describe the geography of the world and how connected the major civilizations were. 4. Identify which civilizations were in power across Afroeurasia and The Americas.

**Key Terms**

Trade

Afroeurasia

The Americas

Interconnected

Exploration

The Black Death/ The

Bubonic Plague

Cultural Diffusion

The Silk Road

Indian Ocean Maritime  
System

Maya

Tiwanaku

Gupta Dynasty

Sasanian Empire

Roman Empire.

## **Challenge Focus Area**

Challenge Focus Areas are additional content that enables students to further explore a subject matter after they have completed Power and Additional Focus Areas. They are not required and do not count towards a student's grade. Each Content Assessment has exactly 10 questions. Students must answer 8/10 assessment questions correctly to master the Focus Area. Students can retake an assessment as many times as necessary, but the questions will not always be the same.

### **What Was the Reformation and What Impacts Did it Have?**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Describe the criticisms facing the Catholic Church before the Reformation. 2. Describe the key ideas of the Reformation. 3. Describe Protestantism and identify which countries practiced it and which continued to practice Catholicism. 4. Describe the revitalization of the Catholic Church and how Christianity spread from Europe.

#### **Key Terms**

Indulgences	Martin Luther	Henry VIII
Pope	95 Theses	Church of England
Selection of Bishops	John Calvin	Puritan
Purgatory	Predestination	Amir Abd al-Rahman
Taxes	William Tyndale	Persecution
Reformation	Printing press	Tolerance
Protestant	The Bible	

### **What Was the Renaissance and What Impacts Did it Have?**

#### **Description**

By the time you finish this playlist, you should be able to: 1. Describe the origins of the Renaissance and the revival of classics and humanism. 2. Describe how

communication changed and grew with the reopening of the Silk Road and new inventions. 3. Describe the achievements of thinkers and artists of the Renaissance.

### **Key Terms**

Humanism	Vernacular	The Prince
Classical Era	Spread of information	Michelangelo
Secular (Secularism)	Leonardo DaVinci	The Sistine Chapel
Knowledge from God	Dante Alighieri	Galileo
Silk Road	Miguel Cervantes	Copernicus
MarcoPolo	Don Quixote	
Printing Press (Gutenberg Press)	William Shakespeare	
	Niccolo Machiavelli	

## **What Was the Scientific Revolution and What Impacts Did it Have?**

### **Description**

By the time you finish this playlist, you should be able to: 1. Describe the roots of the Scientific Revolution. 2. Describe the significance of the new scientific theories and inventions. 3. Understand the scientific method and its influence on new scientific rationalism.

### **Key Terms**

Humanism	Newton	Bacon
Renaissance	Telescope	Scientific Rationalism
Euclid	Thermometer	Scientific Method
Ibn Sina	Barometer	
Galileo	Descartes	

## **What Were the European Enlightenment and the Age of Exploration Like?**

### **Description**

By the time you finish this playlist, you should be able to: 1. Describe the impact of the age of discovery on Europe. 2. Describe the main ideas of the Enlightenment and how they connect to other historical schools of thought. 3. Describe the major Enlightenment thinkers and their impacts.

**Key Terms**

Christopher Columbus

Vasco da Gama

The Columbian

Exchange

Enlightenment

Thomas Hobbes

Age of Reason

John Locke

Charles Louis

Montesquieu

English Bill of Rights

Declaration of

Independence

# Appendix



## What Are the Different Components of Summit Learning?

# SUMMIT LEARNING STUDENT OUTCOMES



	Project-Based Learning	Self Direction	Habits of Success
What this looks like at school	Students work on projects that are specifically designed to develop <b>Cognitive Skills</b> , or lifelong critical thinking skills like oral presentation, synthesizing multiple sources and evaluating arguments.	Using the Summit Learning Platform, students independently progress through Focus Areas, a series of resources that students use to understand critical <b>content</b> . Students set goals, access learning materials that meet their needs, and reflect on their study strategies as they move through these Focus Areas.	<b>Habits of Success</b> are the social and emotional skills that enable students to be successful both inside and outside of school. They include self-awareness, resilience, stress management, and more. All students have 1:1 check-ins with their assigned mentor/teacher to get regular practice with and feedback on their Habits of Success.

## Staying Connected With Your School

During this time, it's important for students and their families to stay connected to their school. At CCJHS, we are always here for you. Please reach out to:

- **Your child's mentor:** Your child will begin and end the day with their mentor. Throughout the year, your child has regular 1:1 check-ins with their mentor - a trained person at the school specifically designated to support your child over the course of the entire school year. The mentor helps to create longer term plans for the year, support growth in habits of success, and works to create a sense of belonging within the school community. If you don't already know, ask your child who their mentor is and ask them to tell you about some of the conversations they've been having with their mentor this year.
- **Individual teachers:** For subject-specific requests, we recommend you reach out to the relevant teacher. When supporting your child around their progress and creating plans, each subject teacher is listed in the Summit Learning Platform. They may already be in contact with you directly; however, don't hesitate to reach out to them individually so they can support you in ensuring that this time is best used to continue learning for your child.
- **Local Administration/School Leaders:** They are your go-to for all general questions and support. They have been working with each teacher to ensure the time is used well. Reach out to them to offer general feedback or ask questions in support of your child. Reach out to CCJHS's administration by phone or email. CCJHS's phone number is 989-8135.
  - Dr. Belinda Anderson, Principal, [belinda.anderson@chestercountyschools.org](mailto:belinda.anderson@chestercountyschools.org)
  - Mr. Todd Lewis, Assistant Principal, [todd.lewis@chestercountyschools.org](mailto:todd.lewis@chestercountyschools.org)
  - Mr. Jared Shumate, Dean of Student Life, [jared.shumate@chestercountyschools.org](mailto:jared.shumate@chestercountyschools.org)

## Learning From Home

### What happens if my child has to miss school?

The Platform has the capability of providing everything your child needs to engage in meaningful learning experiences in a virtual environment. Students need internet access.

#### **Focus Areas**

Content knowledge is provided through Focus Areas. Each course has seven to nine Power Focus Areas (which are required), two to five Additional Focus Areas (which are encouraged but optional), and four to six Challenge Focus Areas (which are for enrichment). Preparation for the content assessment on each Focus Area can occur at home. The content assessment can also take place at home.

#### **Projects and Math Units**

Projects are the foundation of the academic experiences in Science, Reading, and History. Math Units are the foundation of the math academic experience. CCJHS teachers will update the platform daily by adding instructional videos that aid student learning of new content, provide clarifying directions for activities, and/or Workshops for remediation.

#### **Mentoring**

1:1 Mentoring is one of the important pillars of CCJHS's learning model. We know how important it is for children to be truly connected with and cared for by the adults at their school. Students meet with their mentors regularly to discuss their progress and goals. If your student has to miss for an extended amount of time, mentoring will still take place through a scheduled Zoom call. This Zoom call will be one day per week and approximately 10 minutes.

#### **PLT**

During a normal school day, students have Personal Learning Time to work on Focus Areas. If your child misses school for an extended amount of time, a list of teachers who are managing live PLT classes will be available. These teachers are Karisa Garner (6th), Camille Kemp (7th) and Lee Pipkin (8th). These class times will range from 8:00-2:30. Students can call in to a Zoom PLT class to get assistance with their learning or be monitored as they take their Focus Area content assessment. The Platform has a feature for text-to-speech for students who need a read aloud for content assessments.

#### **Teacher Office Hours**

Teachers will be available during scheduled office hours. Also, you or your student can meet with their teacher by setting up an appointment.

#### **Staying Up-to-Date**

The Platform has an announcement tool that allows teachers to post messages to their students directly on the platform. Your child can easily stay up-to-date through this feature.

## Actions You Can Take to Support Student Progress

### How can I have a “check-in” and create a temporary academic plan?

If you are able, one way to support your child’s academic progress is a daily check-in with your child. If you choose to have a check-in, you can use the probing questions below to help your child talk about their progress.

If you also have internet access and are able to support your child's learning using the platform, there are tools you can use to enhance your check-ins. You will need to have an account on the Summit Learning Platform to access these features. If you don't yet have a platform login, please reach out to Mr. Todd Lewis, Assistant Principal, or Mr. Jared Shumate, Dean of Student Life, so that we can create one for you.

### Academic Check-ins at Home Guide

Take time to **understand your school’s plan** for your child’s learning.

- a. Make sure to review any communications sent from school.
- b. Have a discussion with your child about their school day.

<i>Parent/Caregiver Question</i>	<i>Notes on Your Child’s Responses</i>
<p>What goals did you set for the day/week?</p> <ul style="list-style-type: none"> <li>● Which goals did you meet today/this week?</li> <li>● What strategies did you use to meet these goals?</li> <li>● Which goals did you not meet?</li> <li>● Why do you think you did not meet these goals?</li> </ul>	
<p>What <b>assignments</b> did your teacher(s) give you to work on?</p> <ul style="list-style-type: none"> <li>● What materials are you using or complete for these assignments?</li> <li>● How do you complete Focus Areas?</li> <li>● What is the purpose of Checkpoints in a Project?</li> <li>● What happens if you don’t do well on a Checkpoint?</li> <li>● What do you do if you are having</li> </ul>	

trouble with an assignment?	
<p>When are you supposed to <b>check-in</b> with your mentor?</p> <ul style="list-style-type: none"><li>• How will your mentor hold your check-ins?</li><li>• What do you need to do to make sure you can participate in the check-ins?</li><li>• How does mentoring help you be more self-directed?</li></ul>	

# Actions You Can Take to Support Habits of Success

## How can I help my student practice Habits of Success at home?

Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits. The framework used in our in our mentoring conversations includes 16 habits:



If you choose to practice these habits, there are 3 key things you can do with your child that can make a difference:

1. **Review** and **discuss** the Habits of Success with your child.
2. **Connect** with your child and **discuss** their strengths and growth areas.
3. **Check in** with your child to learn about progress towards goals and growth in the Habits of Success.

# Tools You Can Use to Support Learning

## How to Get to the Summit Learning Platform Help Center

For more information and how-tos related to the Summit Learning Platform, click [here](#)

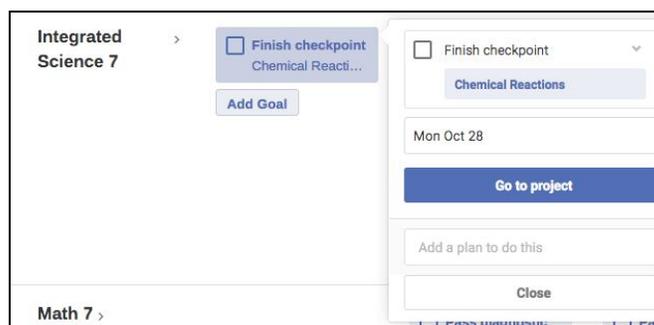
## How to Navigate the Summit Learning Platform

The Platform has five tabs along the left column: **Week**, **Year**, **Progress**, **College**, and **Resources**. For understanding progress, we will focus on **Week**, **Year**, and **Progress**. To get a general understanding of the student experience on the platform, watch this [video](#).



### Week → Overview:

- The Week tab is where students can add **goals** and **reminders**.
- The goal setting tool will walk your child through setting a **SMART** (Specific, Measurable, Achievable, Realistic, Timely) goal.
- We encourage all students to use this tool, as it will help them, their mentor and parents keep track of goals and deadlines.



### Year → Overview:

- In the Year view, you can see all **projects**, **focus areas**, and **concept units** for every course for the entire year.
- Explore the **projects** and supporting **focus areas** that your child is currently working on in all of his/her classes, as well as their **cognitive skill** grade.

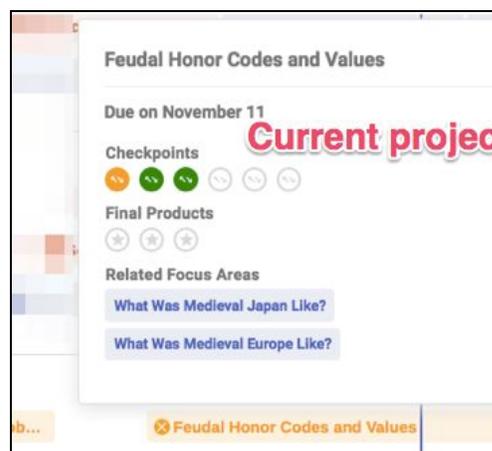
- The **vertical blue line** is our pacing line, and it indicates where a student should be today in order to be on pace to complete the course by the end of the school year.
  - Everything to the left of the line should be complete to be "on track" with his/her work.
  - Students should be working on everything the blue line is touching.
  - Students are free to work on focus areas ahead of time or return to previous focus areas for review at any time.

## Projects/Units

In the Year View, projects will be a variety of colors, and will change as the student completes work, and receives feedback from teachers.

### Projects/Units Color Key:

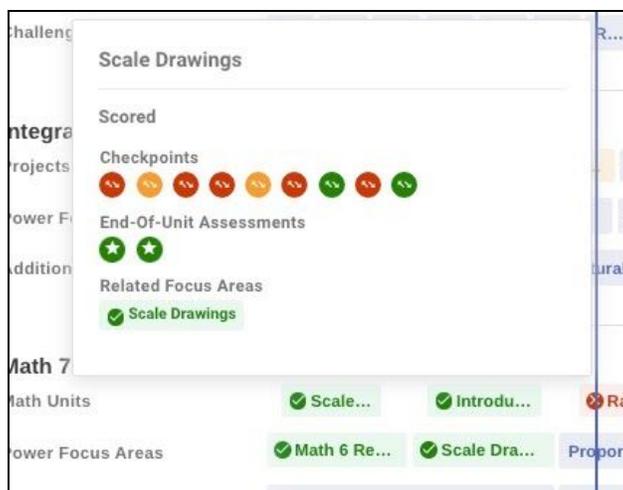
- **Green:**
  - ◆ **Current Projects:** All checkpoints have a green light.
  - ◆ **Completed Projects:** The project has been scored, and the grade is 70% or above.
- **Yellow:**
  - ◆ **Current Projects:** One or more checkpoints has a yellow light.
  - ◆ **Completed Projects:** One or more of the skills assessed received below 70%.
- **Red:**
  - ◆ **Current Projects:** One or more checkpoints has a red light.
  - ◆ **Completed Project:** Project is overdue.



Hover your cursor over a project to see checkpoint 'lights', due dates, and related focus areas. If you **click into** a Project in the Year View, you'll see the project breaks down all projects into **checkpoints or tasks**.

### Checkpoints Color Key:

- **Green: Keep Going:** Teacher has assessed the checkpoint and student is on track.
- **Yellow: Check Feedback:** Teacher has given feedback that the student needs to review.
- **Red: Stop and Revise:** Student must check feedback and fix before moving on OR student did not turn in the checkpoint on time.
- **Blue:** Student has not submitted for review, no feedback has been given, or is not yet due.



## Focus Areas: Concept & Content Learning

Focus Areas are the concepts and content knowledge that students need to master to have a base level understanding of the content.

Power Focus Areas are needed to complete projects and become college-ready, and **students must pass ALL Power Focus Areas to pass a course**. Completion of additional and challenge focus areas completion is based on your school's grading policy.

### Focus Areas Color Key:

- **Green** = Focus area is mastered. (Achieved at least an 8/10 on a content assessment or 7/10 in an AP course.)
- **Red** = Focus area is not mastered and behind the pacing line.
- **Blue** = Focus area has not been mastered and is not yet "due".

The screenshot shows a dashboard for 'Medieval History'. It lists 'Projects' with 'The Silk Road' marked as failed (red X). Under 'Power Focus Areas', 'What Was the World Like' is marked as mastered (green checkmark). A tooltip for 'What Was the World Like In 300 CE?' shows a score of 8/10, 3 attempts, and a mastery date of August 18. Other projects include 'The Silk Road and Globalization' marked as failed.

Disciplinary	Score	Attempts	Mastered On
8/10	3	August 18	

Hover your cursor over the focus area to see student attempts and when the line passes.

If you click on a **Focus Area** in the Year View, you'll see a more detailed description of the focus area, including the objectives the student needs to meet in order to master the Focus Area.

### A Focus Area consists of:

- A **Description**: This area explains what the student needs to learn. There will be objectives and key terms listed.
- A **Diagnostic Assessment** is a short quiz that helps your child figure out what they might already know and where they need to study. **Only take the diagnostic once, as the questions don't change.**
  - After they take the diagnostic, the circle next to the Objective will turn a color (red, yellow, green indicating their score within each objective) and clearly explain how many questions the student answered correctly under each learning objective. (These colors update with every assessment the student attempts.)
- **Objectives**: Click on each objective to see a list of resources that students can use to help them learn that objective. They are purposefully different - video, reading, exercises - to allow students to learn in different ways and reflect on what works best for them.
- **Content assessment**: Each content assessment consists of 10 multiple choice questions that tests students' understanding of the various concepts and objectives.
  - Students can take content assessments multiple times until they prove mastery.
  - If a student does not receive a passing score prior to the line passing, their grade will be affected.
  - The goal is for them to show mastery through passing these assessments.
  - Students will not be told which question they did not get correct, rather they will be told which *objective* they have not mastered. This focuses the learning on the content, rather than the test questions.



### **Progress Tab → Overview:**

- In the **Progress** section, you can view a snapshot of what your child has been doing every day. Any content assessment the student attempted or passed will be listed (along with their score). You will see if they submitted a checkpoint and if their teacher gave feedback. You will also see any mentor meetings and notes from that meeting.
- You can also view your child's grades in each of their classes based on their current pace. Keep in mind that these grades are not final until the school year ends and may change whenever students complete projects or pass content assessments. By clicking into each course, you will receive a detailed grade summary. **Students have the option to revise and resubmit any project final products for a better cognitive skill score.**

