

AMERICA BECOMES A WORLD POWER		Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-1. U.S. as World Power	<ul style="list-style-type: none"> Expansion of the U.S. Navy, Captain Alfred T. Mahan U.S. annexation of Hawaii The Spanish-American War <ul style="list-style-type: none"> Cuban War for Independence, José Martí Teddy Roosevelt and the Rough Riders Spain gives the U.S. Guam, Puerto Rico, and the Philippines Complications of imperialism: War with the Philippines, Anti-Imperialist League Building the Panama Canal: “Roosevelt Corollary” to the Monroe Doctrine, “Speak softly and carry a big stick.” 			
WORLD WAR I: “THE GREAT WAR,” 1914-1918		Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-2A. History	<p>HISTORY</p> <ul style="list-style-type: none"> National pride and greed as causes: European nationalism, militarism, and colonialism <ul style="list-style-type: none"> The British Empire: Queen Victoria Italy becomes a nation: Garibaldi German nationalism and militarism: Bismark unifies Germany, war against France, France cedes Alsace-Lorraine to Germany European imperialism and rivalries in Africa <ul style="list-style-type: none"> Stanley and Livingstone British invade Egypt to protect Suez Canal French in North Africa Berlin Conference and the “scramble for Africa” Entangling defense treaties: Allies vs. Central Powers, Archduke Ferdinand assassinated The Western Front and Eastern Front, Gallipoli, Lawrence of Arabia War of attrition and the scale of losses: Battle of the Marne (1914), new war technologies (for example, machine guns, tanks, airplanes, submarines), trench warfare U.S. neutrality ends: sinking of the Lusitania, “Make the world safe for democracy” Armistice Day, Nov. 11, 1918, abdication of Kaiser Wilhelm II Treaty of Versailles <ul style="list-style-type: none"> New central European states and national boundaries German reparations and disarmament Woodrow Wilson’s 14 Points <ul style="list-style-type: none"> League of Nations, concepts of collective security 			
HG-2B. European Geography	<p>GEOGRAPHY OF WESTERN AND CENTRAL EUROPE</p> <ul style="list-style-type: none"> Students should regularly consult maps in reference to the following topics. Physical features Mountains: Alps, Apennines, Carpathians, Pyrenees Danube and Rhine Rivers Seas: Adriatic, Aegean, Baltic, Black, Mediterranean, North Population and natural resources, acid rain damage 			

HG-2B. European Geography (continued)	<ul style="list-style-type: none"> ○ Languages, major religions ○ Legacy of Roman Empire: city sites, transportation routes ○ Industrial Revolution leads to urbanization (review from grade 6) ○ Scandinavia: comprised of Denmark, Norway, Sweden, sometimes includes Finland & Iceland <ul style="list-style-type: none"> ● Cities: Copenhagen (Denmark), Oslo (Norway), Stockholm (Sweden), Helsinki (Finland) ○ United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland <ul style="list-style-type: none"> ● Irish Sea, English Channel ● North Sea: gas and oil ● England: London, Thames River ● Scotland: Glasgow, Edinburgh ● Northern Ireland: Ulster and Belfast, Catholic-Protestant strife ● Ireland: Dublin (review from grade 6: famine of 1840's, mass emigration) ○ France <ul style="list-style-type: none"> ● Alps, Mont Blanc / Corsica (island) ● Seine and Rhone Rivers / Bay of Biscay, Strait of Dover ● Major cities: Paris, Lyon, Marseilles ○ Belgium, Netherlands (Holland), and Luxembourg <ul style="list-style-type: none"> ● Cities: Berlin, Bonn, Hamburg, Munich ● Ruhr Valley: mining region, industrial cities including Essen ● Largest population in Europe, highly urbanized ○ Austria and Switzerland <ul style="list-style-type: none"> ● Mostly mountainous (the Alps) ● Cities: Vienna (Austria), Bern, Geneva (Switzerland) ○ Italy <ul style="list-style-type: none"> ● Apennines ● Sardinia and Sicily (islands) ● Cities: Milan, Rome, Venice, Florence ● Vatican City: independent state within Rome ○ Iberian Peninsula: Spain and Portugal <ul style="list-style-type: none"> ● Cities: Madrid (Spain), Lisbon (Portugal) 			
THE RUSSIAN REVOLUTION		Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-3A. History	<p>HISTORY</p> <ul style="list-style-type: none"> ○ Tensions in the Russian identity: Westernizers vs. traditionalists ○ Revolution of 1905, "Bloody Sunday," Russo-Japanese War ○ The last czar: Nicholas II and Alexandra ○ Economic strains of World War I ○ Revolutions of 1917 <ul style="list-style-type: none"> ● March Revolution ousts Czar ● October Revolution: Bolsheviks, Lenin and revolutionary Marxism ○ Civil War: Bolsheviks defeat Czarist counterrevolution, Bolsheviks become the Communist Party, creation of the Soviet Union 			

HG-3B. Geography	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> ○ Students should regularly consult maps in reference to the following topics: ○ Overview <ul style="list-style-type: none"> ● Territorially the largest state in the world ● All parts exposed to Arctic air masses ● Little moisture reaches Russia, because of distance from Atlantic Ocean, and because Himalayas block movement of warm moist air from south ● Population concentrated west of Ural Mountains ● Siberia: rich in resources ● Mongolia: Russian-dominated buffers state with China ● Few well-located ports ● Rich oil and natural gas regions ○ Physical features: <ul style="list-style-type: none"> ● Volga and Don Rivers (connected by canal) ● Caspian Sea, Aral Sea (being drained by irrigation projects) ● Sea of Japan, Bering Strait ○ Cities: Moscow, Petersburg (formerly Leningrad), Vladivostok, Volgograd (formerly Stalingrad) 			
AMERICA FROM THE TWENTIES TO THE NEW DEAL		Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-4A. 1920s to New Deal	<p>AMERICA IN THE TWENTIES</p> <ul style="list-style-type: none"> ○ Isolationism: restrictions on immigration, Red Scare, Sacco and Vanzetti, Ku Klux Klan ○ The “Roaring Twenties”: flappers, prohibition and gangsterism, St. Valentine’s Day Massacre, Al Capone ○ The Lost Generation: Ernest Hemingway, F. Scott Fitzgerald ○ Scopes “Monkey Trial” ○ Women’s right to vote: 19th Amendment ○ “New Negro” movement, Harlem Renaissance <ul style="list-style-type: none"> ● African American exodus from segregated South to northern cities ● W.E.B. Du Bois: <i>The Souls of Black Folk</i>, NAACP (review from grade 6) ● Zora Neal Hurston, Countee Cullen, Langston Hughes ● “The Jazz Age”: Duke Ellington, Louis Armstrong ● Marcus Garvey, black separatist movement ○ Technological advances <ul style="list-style-type: none"> ● Henry Ford’s assembly line production, Model T ● Residential electrification: mass ownership of radio, Will Rogers ● Movies: from silent to sound, Charlie Chaplin ● Pioneers of flight: Charles Lindbergh, Amelia Earhart ● Decline of rural population 			

HG-4B. Great Depression	<p>THE GREAT DEPRESSION</p> <ul style="list-style-type: none"> ○ Wall Street stock market crash of '29, "Black Tuesday" ○ Hoover insists on European payment of war debts, Smoot-Hawley Tariff Act ○ Mass unemployment <ul style="list-style-type: none"> ● Agricultural prices collapse following European peace ● Factory mechanization eliminates jobs ● Bonus Army ● "Hoovervilles" ○ The Dust Bowl, "Okie" migrations ○ Radicals: Huey Long, American Communist Party, Sinclair Lewis 			
HG-4C. Roosevelt & New Deal	<p>ROOSEVELT AND THE NEW DEAL</p> <ul style="list-style-type: none"> ○ Franklin Delano Roosevelt: "The only thing we have to fear is fear itself" <ul style="list-style-type: none"> ● Eleanor Roosevelt ○ The New Deal <ul style="list-style-type: none"> ● Growth of unions: John L. Lewis and the CIO (Congress of Institutional Organizations), A. Philip Randolph, Memorial Day Massacre ● New social welfare programs: Social Security ● New regulatory agencies: Securities and Exchange Commission, National Labor Relations Board ● Tennessee Valley Authority ○ Roosevelt's use of executive power: "Imperial Presidency", "court packing" 			
WORLD WAR II		Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-5A. Rise of Totalitarianism	<p>THE RISE OF TOTALITARIANISM IN EUROPE</p> <ul style="list-style-type: none"> ○ Italy <ul style="list-style-type: none"> ● Mussolini establishes fascism / Attack of Ethiopia ○ Germany <ul style="list-style-type: none"> ● Weimar Republic, economic repercussions of WWI ● Adolf Hitler and the rise of Nazi totalitarianism: cult of the <i>Führer</i> ("leader"), <i>Mein Kampf</i> ● Nazism and the ideology of fascism, in contrast to communism and democracy ● Racial doctrines of the Nazis: anti-Semitism, the concept of Lebensraum (literally, "living space") for the "master race," <i>Kristallnacht</i> ● The Third Reich before the War: Gestapo, mass propaganda, book burning ○ The Soviet Union <ul style="list-style-type: none"> ● Communist totalitarianism: Josef Stalin, "Socialism in one country" ● Collectivization of agriculture ● Five-year plans for industrialization ● The Great Purge ○ Spanish Civil War <ul style="list-style-type: none"> ● Franco, International Brigade, Guernica 			

HG-5B. War in Europe & U.S. 1939-45	<p>WORLD WAR II IN EUROPE AND AT HOME, 1939-45</p> <ul style="list-style-type: none"> ○ Hitler defies Versailles Treaty: reoccupation of Rhineland, Anschluss, annexation of Austria ○ Appeasement: Munich Agreement, “peace in our time” ○ Soviet-Nazi Nonaggression Pact ○ Blitzkrieg: invasion of Poland, fall of France, Dunkirk ○ Battle of Britain: Winston Churchill, “nothing to offer but blood, toil, tears, and sweat” ○ The Home Front in America <ul style="list-style-type: none"> ● American Lend-Lease supplies, Atlantic Charter ● America First Movement ● U.S. mobilization for war: desegregation of defense industries, “Rosie the Riveter,” rationing, war Bonds ● America races Germany to develop the atomic bomb: the Manhattan Project ○ Hitler invades Soviet Union: battles of Leningrad and Stalingrad ○ The Holocaust: “Final Solution,” concentration camps (Dachau, Auschwitz) ○ North Africa Campaign: El Alamein ○ D-Day: Allied invasion of Normandy, General Dwight Eisenhower ○ Battle of the Bulge, bombing of Dresden ○ Yalta Conference ○ Surrender of Germany, Soviet Army takes Berlin 			
WORLD WAR II IN THE PACIFIC, AND THE END OF THE WAR		Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-5C. Pacific Front & End of War	<p>WORLD WAR II IN THE PACIFIC, AND THE END OF THE WAR</p> <ul style="list-style-type: none"> ○ Historical background: Japan’s rise to power <ul style="list-style-type: none"> ● Geography of Japan (review all topics from grade 5) <ul style="list-style-type: none"> ▪ Sea of Japan and Korea Strait ▪ High population density, very limited farmland, heavy reliance on imported raw materials and food ● End of Japanese isolation, Commodore Matthew Perry ● Meiji Restoration: end of feudal Japan, industrialization and modernization ● Japanese imperialism: occupation of Korea, invasion of Manchuria, rape of Nanking ● Japanese-Soviet neutrality treaty ○ Pearl Harbor, Dec. 7, 1941: “A day that will live in infamy.” ○ Internment of Japanese-Americans ○ Fall of the Philippines: Bataan Death March, General Douglas MacArthur, “I shall return.” ○ Battle of Midway ○ Island amphibious landings: Guadalcanal, Iwo Jima ○ Surrender of Japan <ul style="list-style-type: none"> ● Atom bombs dropped on Hiroshima and Nagasaki, the Enola Gay ● U.S. dictates pacifist constitution for Japan, Emperor Hirohito ○ Potsdam Conference, Nuremberg war crimes trials ○ Creation of United Nations: Security Council, Universal Declaration of Human Rights 			

GEOGRAPHY OF THE UNITED STATES		Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-6. U.S. Geography	<p>Students should regularly consult maps in reference to the following topics:</p> <ul style="list-style-type: none"> • Physical features: <ul style="list-style-type: none"> ○ General forms: Gulf/Atlantic coastal plain, Appalachian highlands and piedmont, Midwest lowlands, great Plains, Rocky Mountains, Intermountain Basin and Range, Pacific coast ranges, Arctic coastal plain ○ Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks ○ Peaks: McKinley, Rainier, Whitney ○ Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (freshwater)—Erie, Huron, Michigan, Ontario, Superior ○ Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee ○ Niagara Falls, Grand Canyon, Mojave Desert, Death Valley • Political, economic, and social features: <ul style="list-style-type: none"> ○ The fifty states and their capitals (review), Washington, D.C., Commonwealth of Puerto Rico, Virgin Islands, Guam ○ Cities: Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Houston, Kansas City, Los Angeles, Memphis, Miami, Milwaukee, Minneapolis, New Orleans, Norfolk, Philadelphia, Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco, Seattle, Tampa ○ Population <ul style="list-style-type: none"> ▪ Expansion of settlement ▪ Population density ○ Regions <ul style="list-style-type: none"> ▪ New England ▪ Mid-Atlantic ▪ South: “Dixie,” Mason-Dixon Line, Bible Belt ▪ Middle West: Rust Belt, Corn Belt ▪ Southwest: Sun Belt ▪ Mountain States ▪ West Coast: San Andreas fault, California aqueduct (water supply) system ▪ Coal, oil, and natural gas deposits ▪ Agricultural crop regions ○ New York City <ul style="list-style-type: none"> ▪ Bronx, Brooklyn, Manhattan, Queens, Staten Island, Broadway, Fifth Avenue, Park Avenue, Times Square, Wall Street, Central Park, Harlem, Greenwich Village 			

CONVENTIONS OF STANDARD ENGLISH		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 			
<p>Language Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [.] green shirt</i>). Spell correctly. 			
KNOWLEDGE OF LANGUAGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 			

VOCABULARY ACQUISITION AND USE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Language Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 			
<p>Language Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 			
<p>Language Standard 6: Acquire & use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, & listening at the college /career readiness level; demonstrate independence in gathering vocab knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			

RATIOS & PROPORTIONAL RELATIONSHIPS (7.RP)		Weeks 1-3	Weeks 4-6	Weeks 7-9	
Analyze proportional relationships and use them to solve real-world and mathematical problems.	1.	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i>			
	2.	Recognize and represent proportional relationships between quantities.			
	2a.	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.			
	2b.	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.			
	2c.	Represent proportional relationships by equations. <i>For example, if total cost t is proportional to number n of items purchased at a constant price p, the relationship between total cost and number of items can be expressed as $t = pn$.</i>			
	2d.	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.			
	3.	Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities, and commissions, fees, percent increase and decrease, percent error.</i>			
THE NUMBER SYSTEM (7.NS)		Weeks 1-3	Weeks 4-6	Weeks 7-9	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	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.			
	1a.	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has a 0 charge because its two constituents are oppositely charged.</i>			

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers (cont.).	1b.	Understand $p + q$ as the number located on 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.			
	1c.	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 their difference, and apply this principle in real-world contexts.			
	1d.	Apply properties of operations as strategies to add and subtract rational numbers.			
	2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.			
	2a.	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.			
	2b.	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.			
	2c.	Apply properties of operations as strategies to multiply and divide rational numbers.			
	2d.	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.			
	3.	Solve real-world and mathematical problems involving the four operations with rational numbers.			

EXPRESSIONS & EQUATIONS (7.EE)		Weeks 1-3	Weeks 4-6	Weeks 7-9
Use properties of operations to generate equivalent expressions.	1.	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
	2.	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i>		
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	3.	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>		
	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.		
	4a.	Solve word 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>		
	4b.	Solve word 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 and interpret it in the context of the problem. <i>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.</i>		

GEOMETRY (7.G)		Weeks 1-3	Weeks 4-6	Weeks 7-9
Draw, construct, and describe geometrical figures and describe the relationships between them.	1.	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.		
	2.	2. Draw (freehand, with ruler and protractor, and with technology) 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.		
	3.	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	4.	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.		
	5.	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.		
	6.	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.		

STATISTICS & PROBABILITY (7.SP)		Weeks 1-3	Weeks 4-6	Weeks 7-9
Use random sampling to draw inferences about a population.	1.			
	2.			
Summarize and describe distributions.	3.			
	4.			
Investigate chance processes and develop, use, and evaluate probability models.	5.			
	6.			
	7.			

Investigate chance processes and develop, use, and evaluate probability models (continued).	7a.	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>			
	7b.	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>			
	8.	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.			
	8a.	Understand that, just as with simple events, probability of a compound event is the fraction of outcomes in the sample space for which compound event occurs.			
	8b.	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For event described in everyday language (e.g., "rolling double sixes"), identify outcomes in sample space which compose event.			
	8c.	Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>			

NOTES related to strategies/activities to support mathematical practices:

Mathematical Practices Applicable to Math K-12	1.	Make sense of problems and persevere in solving them.			
	2.	Reason abstractly and quantitatively.			
	3.	Construct viable arguments and critique the reasoning of others.			
	4.	Model with mathematics.			
	5.	Use appropriate tools strategically.			
	6.	Attend to precision.			
	7.	Look for and make use of structure.			
	8.	Look for and express regularity in repeated reasoning.			

KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	Literature	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	Informational Text	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<p>Reading Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	Literature	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		
	Informational Text	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		

<p>Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	Literature	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.)			
	Informational Text	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			
CRAFT & STRUCTURE			Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	Literature	Determine the meaning of words and phrase as they are used in a text; including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on specific verse or stanza or a poem or section of a story or drama.			
	Informational Text	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.			

<p>Reading Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	Literature	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to the meaning.			
	Informational	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.			
<p>Reading Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p>	Literature	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
	Informational	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
Integration of Knowledge and Ideas			Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	Literature	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
	Informational Text	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).			

<p>Reading Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	Lit	(Not applicable to literature)			
	Informational Text	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			
<p>Reading Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	Literature	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
	Informational Text	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			
Range of Reading and Level of Text Complexity			Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Reading Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	Literature	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
	Informational Text	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			

ATOMIC STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
1. Atomic Structure	Review (from grade 5): Structure of atoms: protons, neutrons, electrons <ul style="list-style-type: none"> o Molecules o Compounds are formed by combining two or more elements and have properties different from the constituent elements. 			
	Early theories of matter <ul style="list-style-type: none"> o The early Greek theory of four elements: earth, air, fire, and water o Later theories of Democritus: everything is made of atoms and nothing else <ul style="list-style-type: none"> • (“atom” in Greek means that which can be cut or divided); atoms of the same kind form a pure “element” o Alchemy in middle ages 			
	Start of modern chemistry <ul style="list-style-type: none"> o Lavoisier and oxygen: the idea that matter is not gained or lost in chemical reactions o John Dalton revives the theory of the atom. o Mendeleev develops the Periodic Table, showing that the properties of atoms of elements come in repeating (periodic) groups. o Niels Bohr develops a model of the atom in shells that hold a certain number of electrons. Bohr’s model, plus the discovery of neutrons helped explain the Periodic Table: atomic number, atomic weight, and isotopes. 			
CHEMICAL BONDS & REACTIONS		Weeks 1-3	Weeks 4-6	Weeks 7-9
2. Chemical Bonds & Reactions	To get a stable outer shell of electrons, atoms either give away, take on, or share electrons.			
	Chemical reactions rearrange the atoms and the electrons in elements and compounds to form chemical bonds.			
	When single atoms combine with themselves or with other atoms, the result is a molecule. <ul style="list-style-type: none"> o O₂ is a molecule of oxygen. NaCl is a molecule of salt, and because it has more than one element is called a compound. 			
	Ionic bond <ul style="list-style-type: none"> o Atoms like sodium that have just one or two extra electrons are very energetic in giving them away. Elements with the same number of extra or few electrons can join with each other to make an ionic bond. Example: NaCl, table salt. 			
	Metallic bond <ul style="list-style-type: none"> o In the metallic bond, electrons are not given away between elements, but are arranged so that they are shared between atoms. Pure metals show this sharing, and the atoms can rearrange themselves in different ways, which explains why you can pound metals into different shapes. 			

2. Chemical Bonds & Reactions (continued)	<p>Covalent bond</p> <ul style="list-style-type: none"> ○ Some atoms share electrons in a definite way, making them very stable and unreactive. <ul style="list-style-type: none"> ● Examples are H₂ and O₂. Carbon, which can take up or give away 4 electrons in covalent bonds, can help make molecules that can adopt almost any shape. It is the basis of life. 			
	<p>Kinds of reactions</p> <ul style="list-style-type: none"> ○ Oxidation: a chemical reaction that commonly involves oxygen. More generally, oxidation is a reaction in which an atom accepts electrons while combining with other elements. The atom that gives away electrons is said to be oxidized. <ul style="list-style-type: none"> ● Examples: rusting of iron, burning of paper. Heat is given off. ○ Reduction: the opposite of oxidation. Reduction involves the gaining of electrons. An oxidized material gives them away and heat is taken up. ○ Acids: for example, vinegar, HCL, H₂SO₄; sour; turn litmus red ○ Bases: for example, baking soda; bitter; turn litmus blue pH: ranges from 0-14; neutral = 7, acid = below 7, base = above 7 ○ Reactions with acids and bases <ul style="list-style-type: none"> ● In water solution, an acid compound has H ion (a proton lacking an electron), and the base compound has an OH ion (with an extra electron). ● When the two come together, they form HOH (water) plus a stable compound called a "salt." 			
	How chemists describe reactions by equations, for example: HCl + NaOH = NaCl + H ₂ O			
	A catalyst helps a reaction, but is not used up.			
CELL DIVISION & GENETICS		Weeks 1-3	Weeks 4-6	Weeks 7-9
3. Cell Division & Genetics	<p>Cell division, the basic process for growth and reproduction</p> <ul style="list-style-type: none"> ○ Two types of cell division: mitosis (growth and asexual reproduction), meiosis (sexual reproduction) ○ Asexual reproduction: mitosis; diploid cells (as in amoeba) ○ Sexual reproduction: meiosis: haploid cells; combinations of traits ○ How change occurs from one generation to another: either mutation or mixing of traits through sexual reproduction ○ Why acquired characteristics are not transmitted 			
	<p>Gregor Mendel's experiments with purebred and hybrid peas</p> <ul style="list-style-type: none"> ○ Dominant and recessive genes ○ Mendel's statistical analysis led to understanding that inherited traits are controlled by genes (now known to be DNA). 			

3. Cells (continued)	<p>Modern understanding of chromosomes and genes</p> <ul style="list-style-type: none"> ○ Double helix (twisted ladder) of DNA coding; how DNA makes new DNA ○ How DNA sequence makes proteins; one gene equals one protein ○ Genetic engineering ○ Modern researchers in genetics: Francis Crick, James Watson, Severo Ochoa, Barbara McClintock 			
HISTORY OF THE EARTH & LIFE FORMS		Weeks 1-3	Weeks 4-6	Weeks 7-9
4A. Paleontology	<p>Fossils as a record of the Earth's history and past life forms</p> <hr/> <p>How fossils are formed, and types of fossils (mold, cast, trace, true-form)</p>			
4B. Geologic Time	<p>The age of the earth is about 4.6 billion years, based on geologic evidence and radioactive dating. Life has existed on earth for more than 3 billion years.</p> <ul style="list-style-type: none"> ○ How movements of the earth's plates have affected the distribution of organisms <hr/> <p>Organizing geologic time: Scientists have organized the earth's history into four major eras:</p> <ul style="list-style-type: none"> ○ Precambrian Era (earliest forms of life, such as bacteria and blue-green algae; later in the period, invertebrates such as jellyfish) ○ Paleozoic Era (Pangaea; invertebrate life, such as trilobites, early in this era, followed by development of vertebrates later in the era, including fish; development of insects, amphibians, and the beginnings of reptiles; development of simple plants, such as mosses and ferns) ○ Mesozoic Era (Pangaea separates into continents: "Age of Reptiles"; dinosaurs, flowering plants, small mammals and birds) ○ Cenozoic (Present) Era (Ice Age; mammoths; gradual development of mammals, birds and other animals recognizable today; humans; flowering plants, forests, grasslands) 			
EVOLUTION		Weeks 1-3	Weeks 4-6	Weeks 7-9
5A. Evolution	<p>Evolution is the change in a population of organisms over time caused by both genetic change and environmental factors.</p> <ul style="list-style-type: none"> ○ Adaptation and mutation <hr/> <p>Charles Darwin: voyages of the <i>Beagle</i>; <i>Origin of Species</i> (1859)</p>			

5B. Natural Selection	Natural selection as mechanism of evolution: Darwin's theory that life forms better adapted to their current environment have a better chance of surviving and will pass on their traits to their offspring <ul style="list-style-type: none"> ○ Trait variation and change from generation to generation 			
	Evidence for theory of evolution includes comparative anatomy, geology, fossils, and DNA research.			
5C. Extinction & Speciation	Extinction occurs when an environment changes and a species is no longer adapted to it.			
	New species can develop when part of the population becomes separated and evolves in isolation.			
	Life forms have evolved from simple organisms in oceans through amphibians to higher forms such as primates.			
SCIENCE BIOGRAPHIES		Weeks 1-3	Weeks 4-6	Weeks 7-9
6. Biographies	<ul style="list-style-type: none"> ○ Charles Darwin (Evolution) ○ Antoine Lavoisier (Atomic Structure: Start of Modern Chemistry) ○ Lise Meitner ○ Dmitri Mendeleev (Atomic Structure: Start of Modern Chemistry) 			

COMPREHENSION AND COLLABORATION		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics and texts</i>, and <i>issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, modify their own views.</p>			
<p>Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>			
<p>Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
PRESENTATION OF KNOWLEDGE AND IDEAS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p>Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Include multimedia components and visual displays in presentations to clarify claims findings and emphasize salient points.</p>			
<p>Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p>			

TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims with clear reasons and relevant evidence.			
	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			
	Support claims(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
	Use words, phrase and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows from and supports the argument presented.			
Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
	Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.			
	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			
	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows from and supports the information or explanation presented.			

Writing Standard 3: Write narratives to develop real or imagined experience or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
	Use precise words and phrase, relevant descriptive details, and sensory language to convey experiences and events.			
	Provide a conclusion that follows from the narrated experiences or events.			
PRODUCTION AND DISTRIBUTION OF WRITING		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).			
Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)			

College & Career Ready Standards	GRADE 7 WRITING: Content Map Quarter 1 2 3 4 Teacher: _____	Content <i>(Specific text, chapter, lesson, etc.)</i>		
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Writing Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of subject under investigation.	Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions for further research and investigation.			
Writing Standard 8: Gather relevant information from multiple print and digital sources, assess credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and following a standard format for citation.			
Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).			
	Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 10: Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			