



The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.

Seventh Grade Overview

English Language Arts

In this course, seventh grade students are immersed in the reading and writing workshop where they continue to develop their thinking skills and strategies to apply to increasingly complex texts. Students build upon their understanding of characters from sixth grade by studying characterization, the techniques authors use when creating characters. As seventh graders develop as readers, they will then use those skills to write deeper interpretations of texts using their Readers Notebook. As the year progresses, students will learn to craft a well researched and evidence based argument. Finally, students explore symbolism and dive deeper into the arc of a story through the lens of dystopian literature.

➤ READING

Investigation Characterization: Author-Study Book Clubs Unit

Unit Summary: This unit focuses readers on studying not just characters, but characterization. The study of characterization is the study of how authors create these characters. It is the study of authorial techniques. In addition, this unit helps to build reader's habits as well as their interpretation skills.

- A Deep Dive into Perspective
- Author's Craft: Analyzing How Authors Bring Characters to Life
- Investigating Authorial Control

Essential Reading Skills for Teens

Unit Summary: This unit focuses on learning in today's digital world and then sharing that knowledge with others. Students will form study groups to research topics of contemporary, scientific, or historical significance. As students continue to develop their research skills, they will learn the crucial skill of note taking.

- Essential Study Habits

- Ethical Research Practices
- Studying Disputes and Arguments

Dystopian Book Clubs

Unit Summary: This unit focuses on developing the reading skills necessary to read more complex fiction text: analyzing symbolism, deepening character analysis, understanding story arcs, reading critically with questions in mind. In addition, students will build their ability to transfer from one context to another to support their increasing independence as a reader.

- Reading Dystopia in the Shadow of Literary Traditions
- Investigating the Challenges of Series Reading
- Bridging the World of Dystopian Novels

➤ WRITING

Writing about Reading From Readers Notebooks to Companion Books

Unit Summary: In this unit student will learn to transfer all they know about writing in general, and informational writing in particular to the writing they do in the rest of the curriculum, and especially into the writing students do about literature.

- Planning and Drafting Companion Books
- Writing to Deepen Literary Analysis

Art of Argument

Unit Summary: This unit will help students understand that by engaging in oral debates they can learn to think more logically, to call upon evidence to support their ideas, to respond to counter arguments, and to write more effective arguments.

- Establishing and Supporting Positions
- Composing More Focused and Nuanced Arguments
- Taking Arguments to a Global Audience

Realistic Fiction Writing Unit

Unit Summary: This unit supports students in publishing one short piece of fiction with an emphasis on exploring the process of plot and character creation. Throughout the unit, students explore the “glamour of grammar” by showing the power and importance of conventions and usage, such as their effect on clarity, rhythm, and even meaning.

- Creating and Developing Meaningful Stories and Characters
- Drafting and Revising with an Eye toward Meaning
- Meticulous Revision and Precise Edits with Audience in Mind

Math

➤ 7th Grade Math

The story of this mathematics course is told in nine units. Each unit has a narrative that describes the mathematical work that will unfold in that unit. Each lesson in the unit also has a narrative.

Lesson Narratives explain:

- A description of the mathematical content of the lesson and its place in the learning sequence.
- The meaning of any new terms introduced in the lesson.
- How the mathematical practices come into play, as appropriate.

Activities within lessons also have a narrative, which explain:

- The mathematical purpose of the activity and its place in the learning sequence.
- What students are doing during the activity.
- What teacher needs to look for while students are working on an activity to orchestrate an effective synthesis.
- Connections to the mathematical practices when appropriate.

Scope and Sequence

The progression of learning for the course.

- *Unit 1: Scale Drawings*
- *Unit 2: Introducing Proportional Relationships*
- *Unit 3: Measuring Circles*
- *Unit 4: Proportional Relationships and Percentages*
- *Unit 5: Rational Number Arithmetic*
- *Unit 6: Expressions, Equations, and Inequalities*
- *Unit 7: Angles, Triangles, and Prisms*
- *Unit 8: Probability and Sampling*
- *Unit 9: Putting It All Together*

➤ Accelerated Math

Accelerated Math is a compacted and advanced program to provide the rigor necessary to prepare students to take the Algebra I course in either seventh grade or eighth grade. It is an exceedingly fast paced course that covers the PA Core Standards for grades 7 and 8 in a one-year course of study.

- Two-year accelerated students will skip the 6th grade Math and begin middle school with Big Ideas Accelerated Math and proceed to take Algebra I in grade 7 and Geometry in grade 8. The sixth-grade standards extend into the 7th and 8th grade courses of study which are encompassed within Accelerated Math.
- One-year accelerated students will take the 6th grade Math prior to taking Big Ideas Accelerated Math in 7th grade and will then take Algebra I in grade 8.
- Progression of learning for the course.
 - *Unit 1: Integers*
 - *Unit 2: Rational Numbers*
 - *Unit 3: Expressions and Equations*
 - *Unit 4: Inequalities*
 - *Unit 5: Ratios and Proportion*
 - *Unit 6: Percents*
 - *Unit 7: Constructions and Scale Drawings*
 - *Unit 8: Circles and Area*
 - *Unit 9: Surface Area and Volume*
 - *Unit 10: Probability and Statistics*
 - *Unit 11: Transformations*
 - *Unit 12: Angles and Triangles*
 - *Unit 13: Graphing and Writing Linear Equations*
 - *Unit 14: Real Numbers and the Pythagorean Theorem*

Science

➤ **Intro to Chemistry 2: How Can I Make New Stuff from Old Stuff?**

Unit Summary: How Can I Make New Stuff from Old Stuff is a project- based introduction to chemistry unit. This unit builds on core science concepts such as the particle nature of matter, and substances and their properties. The unit continues to support students’ engagement with scientific practices such as asking questions, developing and using models to explain phenomena, planning and carrying out investigations, and analyzing and interpreting data such that students can construct explanations and engage in argumentation from evidence. In order to contextualize chemistry concepts and scientific inquiry in real- world student experiences, the unit focuses on making new substances from old substances— specifically making soap from fat and sodium hydroxide.

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

Unit Summary: This physical science unit explores energy transfer, energy transformation, and what it means for energy to be conserved, as students investigate common phenomena. In order to contextualize energy concepts in real-world experiences, students engage in several scientific practices including asking questions, designing and carrying out investigations, analyzing data, developing models and constructing explanations of phenomena such as why a basketball bounces or a pendulum swings but then stops.

➤ **Earth Science 2: What Makes the Weather Change?**

Unit Summary: What Makes the Weather Change? is an Earth Science unit that focuses on what causes variation in local weather events and global climate patterns. Students figure out what makes the weather change by developing a model of the flow of matter and energy through the atmosphere.

➤ **Life Science 2: What is Going on Inside Me?**

Unit Summary: What Is Going on Inside Me? is a project-based, life-science unit. This unit focuses on what happens to food and oxygen to enable the body to meet our energy needs. Students track what happens to food as it goes through the digestive system to the circulatory system and is delivered to the cells all over the body. Tracing the transformation of food to energy raises questions about how this happens, leading to the coordination of systems. The questions provide a thread that motivates the investigation of the various body systems and ties them all together. The rationale for this design is to pursue an explanatory question that provides a reason to understand each of the systems and the role it plays. This is intended to avoid what happens in many traditional treatments of body systems, where instruction presents an unmotivated list of the body's major systems, treating these details of structure and function of each system without sufficient attention to helping students see how the systems work together and how matter and energy flow through the body.

Social Studies

Middle School students will think, act, and behave just as historians do by developing explanations for their observations, hypotheses, and thoughts through investigating, reading, writing, and sharing. Students will:

- Analyze and explain the political, geographic, and cultural factors that led to the fall of great empires
- Trace the growth of new empires and their cultural, social, economic, and political characteristics

- Identify important figures and analyze their significance to the development of empires and spread of ideas
- Analyze the effects of various conflicts among Eurasian powers
- Explore how social structures developed during the Middle Ages
- Analyze how the exchange of people, technology, religious and cultural beliefs promoted change in European societies
- Describe how people used and modified their environments to develop civilizations

Students will explore the following units of study:

- Fall of Empires
- Emergence of New Empires
- Middle Ages
- Beginning of Modern Times
- Meanwhile in the Americas