

## Social Studies

Social studies allows students to gain knowledge across disciplines and to develop inquiry, critical thinking, and communication skills. As students gain an appreciation for the past and an understanding of the present, their capacity for multiple perspectives and subsequent tolerance of diversity and change increases. Consequently, young learners develop civic competence; the ability to become informed, responsible citizens who are able to contribute to the well-being of their communities.

By the end of grade **seven** your student will be able to:

- Develop skills that enable students to think like a historian through the understanding of differences in historical perspectives
- Analyze the nature and specific characteristics of culture
- Investigate cultures of the Western Hemisphere
- Experience activities that involve students in the study of Canada's geography, history, government, and contemporary issues
- Experience activities that involve students in the study of Mexico's and Brazil's geography, history, government, and contemporary issues
- Experience activities that encourage students to compare and contrast the study of Latin America's geography, history, government, and contemporary issues
- Experience activities that expose students to contemporary challenges to Latin American nations, and develop problem-solving skills in response to those challenges
- Continue to develop the formal process of research through the individual research paper
- Review and build upon skills of previous grades as well as expanding skill development including note taking, content area reading strategies, graphic organizers, presentations, and research

## Language Arts

The English Language Arts program assists all students in becoming knowledgeable and proficient users of language. In an on-going process, students become inquisitive and critical thinkers, effective writers, attentive listeners, articulate speakers, discriminating viewers, and strategic readers.

By the end of grade **seven** your student will be able to:

- Use common grade-appropriate Greek or Latin affixes and roots as clues to defining the meaning of a word
- Interpret figures of speech or references to literature or mythology, in a text
- Determine a theme or central idea of a text and analyze what the text says as well as inferences drawn
- Analyze how the form or structure of a play or poem contributes to its meaning
- Determine how an author develops and contrasts the points of view of different characters or narrators in a text
- Analyze how particular elements of a story or play interact
- Compare and contrast a written piece to its audio, filmed, staged or multimedia version
- Compare and contrast a fictional portrayal with an historical account of the same period
- Cite several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article or play
- Evaluate a speaker's key points and reasoning, asking questions, and stating his or her own well-supported ideas in discussions emphasizing main points, making eye-contact, speaking loudly enough and using formal English when the situation calls for it
- Conduct short research projects, drawing on several sources
- Organize and focus writing to include supporting statements and conclusions with accurate and reliable evidence
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences

- Avoid plagiarism and follow standard format for citing sources
- Use technology (internet and keyboarding) to produce and publish writing
- Independently select, read and respond to a variety of literary genres

## Science

The science program is designed to build students' conceptual knowledge and science literacy. It implements a hands-on, inquiry based approach. A variety of techniques, materials, and technologies are used to help students develop skills in scientific process, communication, and critical thinking along with increasing their content knowledge. Math and language arts are integrated throughout the science curricula at all levels.

By the end of grade **seven** your student will be able to:

- Explain the relationship among force, distance and work, and the use the relationship ( $W=F \times D$ ) to calculate work done in lifting heavy objects
- Describe how organisms, including humans, have specialized organ systems that interact to maintain dynamic internal balance
- Explain the life-sustaining functions of cells
- Explain how technology allows us to improve food production and preservation, improving our ability to feed growing populations
- Explain how energy provides the ability to do work and can exist in many forms
- Explain how landforms are the result of the interaction of constructive and destructive forces

## Mathematics

The mathematics program in East Hampton is committed to developing math literate students who utilize the tools of mathematics effectively to analyze data and solve quantitative problems.

By the end of grade **seven** your student will be able to:

- Graph proportional relationships
- Add, subtract, multiply and divide all rational numbers and negative numbers
- Solve problems involving area and circumference of circles, surface area of 3-D objects, and volume of 2- and 3-D objects made of triangles, quadrilaterals, polygons, cubes and prisms
- Represent addition and subtraction on a horizontal or vertical number line diagram
- Recognize and represent proportional relationships between quantities including tax, interest, commissions, % error, etc.
- Use variables to represent quantities in real-world problems, constructing simple equations and inequalities
- Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events
- 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
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram
- Use measures of center and variability for data from random samples to draw informal comparative inferences about two populations

## Music

All children possess an innate creative spirit that can be brought out through varied musical experiences. Movement, singing, playing instruments, composing, and analysis of listening selections are utilized throughout the year.

By the end of grade **seven** your student will be able to:

- Play the recorder with technical accuracy
- Play recorder music with harmony and melody
- Study music representing diverse cultures
- Create and perform accompaniment to simple tunes
- Create recorder composition
- Perform recorder and percussion compositions in small groups
- Create and perform a commercial using dialogue and music

## Band (optional)

- Read quarter, eighth, half, whole, sixteenth, and dotted rhythms
- Perform in small ensembles and large band setting
- Play Bb, Eb, F, Ab major, chromatic, and G, C, D minor scales
- Play music with expression and technical accuracy
- Develop understanding between staccato, legato, and slur articulation
- Develop ability to play soft to loud dynamic
- Develop beginning marching skills needed for Memorial Day Parade

## Chorus (optional)

- Sing in unison, two-part, and three-part harmony
- Sing with expression and technical accuracy
- Sing music representing diverse genres and cultures
- Sing and play a variety of folk songs from around the world
- Perform alone or with others in a variety of venues

## World Language

The mission of the World Language Department is to challenge students to become more effective participants in the global community by promoting awareness and sensitivity to other cultures.

At the end of Grade 7 your students will:

At the end of Grade 7 your students will:

- Study either Spanish or French
- Students explore Spain and French students explore France
- Develop comprehension of oral and written target language
- Describe likes, dislikes, and explain why
- Identify the subject pronouns, definite articles, and indefinite articles
- Form, ask, and answer questions about personal information
- Tell time, discuss classes, and sequence events
- Explore gender and agreement of nouns and adjectives
- Describe family, friends, and self
- Identify some sports, classes, music, food, school materials, bedroom objects, and numbers through 1,000,000

## Health

The health curriculum is a comprehensive program (based on National Health Standards) designed to address significant health issues facing today's youth. Maintaining good health begins with an understanding of what bodies need to be physically, socially, and emotionally healthy. Our goal is to teach the skills necessary for students to make informed choices in order to maintain a healthy lifestyle.

By the end of grade **seven** your student will be able to:

- Identify adolescent health risk situations and behaviors, and apply the skills of decision-making, conflict resolution, and refusal to abstain from alcohol, tobacco, and other drug use
- Express and practice conflict resolution skills that can prevent escalation
- Use appropriate strategies to prevent/reduce risks and promote well-being
- Apply skills to manage stress
- Demonstrate strategies to prevent, manage, and resolve conflicts in healthy ways, and identify adults and peers who might assist
- Use a decision-making process to enhance health

## Art

Art is a universal language. We believe it is imperative that all students have the opportunity to grow in their understanding of this avenue of communication. Art education involves nurturing the development of an aesthetic attitude and the ability to make personal artistic statements by using one's creative powers and decision-making skills.

By the end of grade **seven** your student will be able to:

- Understand and appreciate 2-dimensional abstract art with tie-ins to perspective and perspective drawing
- Study the abstract art of Rousseau, Picasso, Warhol, Monet, Munch, and da Silva
- Create various forms of abstract drawings and paintings using pencil, color pencil, watercolor, and tempera paint

## Physical Education

Physical education is an integral part of the total educational program. Every student participates in a planned sequential program aimed at developing specific physical fitness skill areas. It is our goal to use a variety of physical activities to promote healthy life- styles, develop gross and fine motor skills, and lay the ground work for participation in lifetime leisure activities.

By the end of grade **seven** your student will be able to:

- Demonstrate the ability to perform plyometric, weight, and fitness training activities to enhance physical fitness
- Complete the Connecticut Health-Related Fitness Assessment
- Use skill combinations competently in modified versions of individual, dual, and team activities
- Identify similarities of movements across different physical activities
- Demonstrate a variety of movement sequences (e.g. tumbling routine)
- Engage in fair play and sportsmanship behaviors during physical activity
- Demonstrate increasing competence in more advanced specialized skills
- Participate in health-enhancing physical activity outside the physical education setting

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# EAST HAMPTON PUBLIC SCHOOLS CURRICULUM OVERVIEW



## Vision

The East Hampton School District – preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

## Mission

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges

## GRADE 7