

# **SCHOOL DISTRICT OF MCFARLAND**

## **CURRICULUM OVERVIEW**

### **Seventh Grade**

**2024 - 2025**

**(Last updated April 2024)**

This overview is designed to provide information to parents about what is taught in the School District of McFarland in eighth grade. It does not list everything students are taught or all things which students experience. Instead, for each content area, it highlights some state standards and major skills or units that students are taught. For a more in-depth overview, please contact your child's classroom teacher(s).

*The McFarland School District does not discriminate on the basis of race, color, national origin, ancestry, creed, pregnancy, religion, marital status, parental status, sexual orientation, sex, including transgender status, change of sex or gender identity, English language proficiency, age, military status, or physical, mental, emotional, or learning disability in any of its student programs and activities.*

<p><b>READING/LANGUAGE ARTS</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use effective reading strategies</li> <li>• Read, understand &amp; critically analyze literature</li> <li>• Read to understand the human experience and acquire information.</li> <li>• Create writing for a variety of audiences &amp; purposes</li> <li>• Understand the grammar and usage of standardized American English</li> <li>• Communicate orally, discuss effectively</li> <li>• Recognize and interpret various uses and adaptations of language</li> <li>• Conduct research &amp; inquiry on self-selected or assigned topics, issues, or problems</li> <li>• Use effective digital literacy strategies</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Reading <ul style="list-style-type: none"> <li>◦ Guided &amp; Independent</li> <li>◦ Comprehension strategies</li> <li>◦ Word Study and analysis</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>◦ Paragraph/Compositional/ Flash drafting</li> <li>◦ Narrative, expository, persuasive</li> </ul> </li> <li>• Speaking/Listening <ul style="list-style-type: none"> <li>◦ Small groups and presentations</li> <li>◦ Language choices</li> <li>◦ Group norming</li> </ul> </li> </ul>	<p><b>SCIENCE</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Create model representations of a system of ideas, processes, or events.</li> <li>• Construct explanations using science language, data, and/or images.</li> <li>• Conduct investigations to solve a problem or make sense of a scientific phenomena.</li> <li>• Evaluate hypotheses and data and draw conclusions based on evidence.</li> <li>• Complete engineering and design challenges.</li> <li>• Develop nonfiction literacy skills.</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Biology: Cells &amp; Body Systems</li> <li>• Physics: Forces &amp; Motion</li> <li>• Space Science</li> <li>• Intro to Chemistry: Atoms &amp; Elements</li> <li>• Human Impact: Climate Change</li> </ul>	<p><b>SOCIAL STUDIES</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use multiple perspectives to analyze and explain the causes of issues or events.</li> <li>• Explain patterns of continuity over time and the influence of historical context.</li> <li>• Compare historic events to current issues or events.</li> <li>• Apply historical perspectives to describe differing viewpoints of current events.</li> <li>• Explain the impact of the author's point of view on the meaning of primary or secondary sources.</li> <li>• Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</li> <li>• Identify patterns that influence a person's cognition, perception, and behavior.</li> <li>• Differentiate between intended and unintended consequences of technology and their impact.</li> <li>• Use inquiry based strategies to explore, research and evaluate sources, identify bias and report findings regarding social science topics.</li> <li>• Determine big ideas/universal truths through analyzing patterns found in social studies.</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Prehistory to Civilizations</li> <li>• Cradles of Civilization</li> <li>• Features of Civilization</li> <li>• Egypt, Greece, and Rome</li> <li>• Maya, Inca, and Aztec</li> <li>• Indigenous Groups of North America</li> <li>• Africa: Pre and Post Contact</li> <li>• Holocaust and Genocide</li> <li>• Human Rights</li> </ul>
<p><b>MATH</b> <b>Core Connections 2</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze proportional relationships and use them to solve real-world problems.</li> <li>• Apply and extend previous understandings with rational numbers and know about and approximate numbers that are not rational.</li> <li>• Use properties to operations to generate equivalent expressions.</li> <li>• Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>• Draw, construct and describe geometrical figures and describe the relationship between them.</li> <li>• Solve real-world and mathematical problems involving angle measure, area, surface area, and volume; including cylinders, cones and spheres.</li> <li>• Use random sampling to draw inferences about a population and draw informal comparative inferences about two populations.</li> <li>• Investigate chance processes and develop, use, and evaluate probability models.</li> </ul>	<p><b>MATH</b> <b>Core Connections 3</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Know that there are numbers that are not rational and approximate them.</li> <li>• Work with radicals and integer exponents.</li> <li>• Understand the connection between proportional relationships, lines, and linear equations.</li> <li>• Solve linear equations and pairs of simultaneous linear equations.</li> <li>• Define, evaluate, compare, and use functions to model relationships between quantities.</li> <li>• Understand congruence and similarity using physical models, transparencies, or technology.</li> <li>• Understand and apply the Pythagorean Theorem.</li> <li>• Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</li> <li>• Investigate patterns of association in data with two variables.</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Expressions and Equations</li> <li>• Geometry</li> <li>• Statistics</li> <li>• Functions</li> <li>• Number Sense</li> </ul>	<p><b>MATH</b> <b>Core Connections Algebra 1</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Interpret and write expressions in equivalent forms to solve problems.</li> <li>• Understand, construct and compare linear functions.</li> <li>• Create and solve equations that describe number relationships.</li> <li>• Solve systems of equations algebraically and graphically.</li> <li>• Construct and compare exponential models to solve problems.</li> <li>• Construct and compare quadratic models and solve problems. Students will use polynomial identities to solve problems.</li> <li>• Understand and solve inequalities with one variable algebraically and graphically.</li> <li>• Construct and compare square root, cube root and absolute value models and solve problems.</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Simplifying Expressions</li> <li>• Linear Functions</li> <li>• Solving Equations</li> <li>• Systems of Equations</li> <li>• Exponential Functions</li> <li>• Quadratic Functions</li> <li>• Inequality and Complex Equations</li> </ul>

<p align="center"><b>ARRE TIME / DEVELOPMENTAL GUIDANCE</b></p> <p>Areas of Study:</p> <ul style="list-style-type: none"> <li>• Mindsets &amp; Goals</li> <li>• Values &amp; Friendships</li> <li>• Thoughts, Emotions, &amp; Decisions</li> <li>• Serious Peer Conflicts</li> <li>• Building Community</li> <li>• Charting Your Course</li> <li>• Asset Building</li> <li>• Affected Family Members</li> <li>• Empathy for People with Disabilities</li> <li>• Aging, Death and Dying</li> <li>• Respect and Tolerance</li> <li>• Communicating Positively with Family</li> </ul>	<p align="center"><b>ART</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• continue the pursuit of purposeful imagemaking. They will explore artistic conventions and learn new skills and techniques.</li> </ul> <p><u>Areas of Study :</u></p> <ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Landscapes</li> <li>• Ceramics</li> <li>• Pen and Ink Techniques</li> <li>• Text Design</li> <li>• Weekly Drawing Assignments</li> </ul>	<p align="center"><b>MUSIC</b></p> <p><u>Vocal Music</u> – General Music / Choir</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Keyboard</li> <li>• World drumming</li> <li>• Music Theory</li> <li>• Music History</li> <li>• Music Composition</li> <li>• Guitar</li> <li>• Cambiata Choir</li> <li>• Treble Choir</li> <li>• Local and District Solo &amp; Ensemble Festivals</li> </ul> <p><u>Instrumental Music</u></p> <ul style="list-style-type: none"> <li>• Concert Band</li> <li>• Orchestra</li> <li>• Jazz Ensemble</li> <li>• Fiddles on Fire</li> <li>• Marching Band</li> <li>• Local/ District Solo / Ensemble Festival</li> </ul>
<p><b>FRENCH 1 or SPANISH I</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Begin level I French or Spanish as a prerequisite to continue level I in 8<sup>th</sup> grade</li> <li>• Learn about the diversity of French or Spanish culture through the 6 AP themes:             <ol style="list-style-type: none"> <li>1. Families and Communities</li> <li>2. Contemporary Life</li> <li>3. Personal and Public Identities</li> <li>4. Global Challenges</li> <li>5. Beauty and Aesthetics</li> <li>6. Science and Technology</li> </ol> </li> </ul> <p>* Be assessed according to 4 of the ACTFL (American Council on the Teaching of Foreign Languages) Novice proficiency standards:</p> <ol style="list-style-type: none"> <li>1. Interpretive Listening</li> <li>2. Interpretive Reading</li> <li>3. Interpersonal Communication</li> <li>4. Presentational Writing</li> </ol>	<p align="center"><b>INFORMATION LITERACY</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Research topics across curricular areas</li> <li>• Access, evaluate, &amp; apply information from a variety of sources.</li> <li>• Be encouraged to develop a life-long interest in reading.</li> <li>• Use library/media/technology to access, organize, create, communicate information</li> <li>• Demonstrate the ability to work collaboratively &amp; use information &amp; technology responsibly.</li> <li>• Systematically process resources to accomplish outcomes &amp; evaluate their appropriateness.</li> <li>• Creatively define problems and identify opportunities, plan and gather information, explore alternatives, implement viable options, and evaluate, defend, and communicate outcomes based on technological knowledge.</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Location of library materials for research and problem solving</li> <li>• Book talks of award-winning titles</li> <li>• Research skills</li> </ul>	<p align="center"><b>PHYSICAL EDUCATION</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop agility, strength, skill, &amp; endurance.</li> <li>• Gain further understanding of health, exercise, &amp; conditioning</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Fitness Testing</li> <li>• Badminton</li> <li>• Swimming</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cooperative Games</li> <li>• Track &amp; Field</li> <li>• Pickle Ball</li> <li>• Softball</li> <li>• Football</li> <li>• Floor Hockey</li> <li>• Soccer</li> </ul>
<p align="center"><b>TECHNOLOGY &amp; ENGINEERING</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• design objects for printing with a 3-D printer</li> <li>• Basic hand and power tool use.</li> <li>• design and build a small race car from pine, aluminum and plastic parts.</li> <li>• work in cooperative groups to design and build a paper roller coaster.</li> <li>• Study the changes in kinetic and potential energy as the marble moves through the roller coaster.</li> </ul>	<p align="center"><b>FAMILY &amp; CONSUMER SCIENCES</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use critical thinking skills to achieve success in a variety of units and in everyday life.</li> </ul> <p><u>Areas of Study:</u></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Clothing Care</li> <li>• Practice reading and understanding technical directions in food preparation</li> <li>• Practice reading and understanding technical directions and using cooperation skills in sewing</li> <li>• Financial Literacy</li> </ul>	<p align="center"><b>HEALTH</b></p> <p>Areas of Study:</p> <ul style="list-style-type: none"> <li>• Model of Health &amp; Well-being</li> <li>• Hygiene</li> <li>• Stress Management</li> <li>• Digital Citizenship</li> <li>• Alcohol, Tobacco, &amp; Other Drugs</li> <li>• Mental Health</li> <li>• Suicide Prevention</li> <li>• Community First Aid &amp; Safety</li> <li>• Alcohol, Tobacco, &amp; Other Drugs</li> <li>• Human Growth and Development</li> <li>• Sexual Harassment</li> </ul>