

Huron School District

## Seventh Grade Curriculum Handbook For Parents



### Mission Statement

*Huron Schools: Completely Committed to Kids!*

Dear Parents and Guardians:

The relationship between a child and their parents is the most important bond in the world. There isn't anything that rivals the love between a parent and a child. In the Huron School District, it is our goal to respect that bond and to form a partnership between the home and the school. When schools and parents share the same vision and goal for each child, anything is possible.

The purpose of this handbook is to provide families with information about grade level curriculum and student outcomes in their middle school. In the Huron School District, we have placed the highest priority on having set grade appropriate standards and creating the framework to reach those standards. The curriculum is simply a road map to a better education. Like all road maps, it is only as good as the person reading it.

For parents, an important component of this guide is the "You can help by..." section. I strongly suggest that parents read this section and ask their son's or daughter's teacher about additional activities that can be done at home to reinforce the lessons being taught in class.

Like you, it is our goal to have every child achieve academically to their fullest potential; and have no child left behind. This is only possible when parents and the schools work together to create a strong academic foundation that will serve in the years to come as a strong base for the future success of all students.

Best wishes and have a great school year.

Sincerely,

Richard Naughton  
Superintendent

## Development of a Seventh Grade Child

It is important to remember that each child is unique and that a wide range of individual differences will be apparent with any group of children. Although there is diversity, there is also consistency. A child's development is organized and directed. Age characteristics are broad guidelines to help us know what may be expected from children of a certain age.

### **The Thirteen Year Old: Growth Patterns**

#### **Physical**

- High physical energy
- Skin problems emerging; hygiene a key issue
- Girls: 95% of mature height in average girl
- Boys: voice change for many

#### **Social**

- Neatness a key issue with personal appearance, *not* with personal environment
- Feelings easily hurt and can easily hurt other's feelings
- Strong sports interests
- Telephone, computer, video games and other electronic diversions are a major time factor

#### **Language**

- One word answers to adult questions
- Peer language important

#### **Cognitive**

- Like to challenge intellectual as well as social authority
- Tentative approach to difficult intellectual tasks; not willing to take big learning risks

Developmental information listed above was taken from, *Yardsticks: Children in the Classroom Ages 4-14; A Resource for Parents and Teachers* by, Chip Wood ©1994

# Language Arts – Curriculum

The primary goal is for students to communicate effectively at home, school and in the community by reading, writing, speaking, listening and viewing. The Common Core State Standards (CCSS) are taught throughout the school year.

By the end of seventh grade year, most students should be able to do the following:

## READING

### **Word Study**

- Use a variety of techniques in decoding and understanding the meanings of words encountered in context.
- Students will be able to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks rimes and syllabication of words.
- Recognize and know the meaning of frequently encountered words at grade level.
- Apply strategies to identify unknown words and construct meaning.
- Determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures and literary terms using strategies and content related resources.

### **Narrative Text**

- Identify how the tensions among characters, communities, themes, and issues are related to their own experiences.
- Analyze the structure, elements, style, and purpose of narrative literature including mystery, poetry, memoir, drama, myths, and legends.
- Analyze the characters role in the internal and external conflicts of a theme.
- Analyze author's craft including the use of theme, overstatement, understatement, and exaggeration.

### **Informational Text**

- Analyze the structure, elements, features, style and purpose of informational literature including persuasive essay research report, brochure, personal correspondence, autobiography and biography.
- Analyze organizational text patterns including sequential, compare/contrast, and cause/effect.
- Explain how authors use metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.

### **Comprehension**

- Connect personal knowledge, experiences and understanding to themes and perspectives in text.
- Summarize grade-level narrative and informational text.
- Analyze themes and principles within and across texts to create a deeper understanding by drawing conclusions and making inferences.
- Have the ability to apply knowledge in relationship to all other subject areas and life experiences.

### **Parent Can Help By...**

Encourage your child to read a book a month, or read the newspaper together on Saturday mornings.

Encourage extra reading

Take your child to the library to check out books, magazines and other materials that interest them.

Read grade-appropriate books with your child and actively discuss the ideas and themes in each story.

# WRITING

## **Writing Genres**

- Write a narrative such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate literary plot devices.
- Write arguments to support claims with clear reasons and evidence.
- Write informative/explanatory texts.
- Write a research report using a variety of resources that include organizational patterns.

## **Writing Process**

- Apply a variety of pre-writing strategies for both informational and narrative writing.
- Revise drafts to reflect different perspectives for multiple purposes.
- Draft focused ideas to achieve a specific purpose for intended audiences when writing.
- Proofread and edit all writing.

## **Grammar and Punctuation**

- Use a variety of grammatical structures including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present, past, and future verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns.

## **Spelling**

- In the context of writing, students will spell correctly.
- All work needs to be neat and legible.

## **Parents Can Help By...**

- Encourage your child to read on their own.

# LISTENING & SPEAKING

## **Parents Can Help By...**

Read over homework and rehearse their reading.  
Use proper communication in their personal speech and manners.

# LIBRARY INSTRUCTION

## **Seventh Grade Students Will...**

Students will learn how to apply basic research skills to find information needed for research papers and projects. Students will be able to find fiction books, non-fiction books and magazines that they will enjoy reading for pleasure.

# Mathematics – Curriculum

Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Students should be able to reason and communicate mathematically; problem solve and make connections to the real world. The Common Core State Standards are taught throughout the school year.

**By the end of the seventh grade year, most students should be able to do the following:**

## **Ratios and Proportional Relationships**

- Compute unit rates
- Represent proportional relationships between quantities
- Solve multi-step ratio and percent problems

## **The Number System**

- Add, subtract, multiply, and divide rational numbers (positives, negatives, fractions, decimals)
- Apply properties of operations to rational numbers
- Solve real-world mathematical problems involving rational numbers

## **Expressions and Equations**

- Generate equivalent expressions
- Solve real-world mathematical problems using algebraic expressions and equations
- Construct simple equations and inequalities to solve problems

## **Geometry**

- Draw, construct, and describe geometric figures and describe the relationships between them
- Know the formulas for area and circumference of a circle and use them to solve problems
- Understand the different types of angles (supplementary, complementary, vertical, adjacent)
- Find the unknown angle measure in a figure
- Solve real-world problems involving area, volume, and surface area of two and three dimensional objects

## **Statistics and Probability**

- Use random sampling to draw inferences about a population
- Use measures of central tendency (mean and median) and variability (MAD and IQR) to compare two populations
- Develop, use, and evaluate probability models
- Collect data to determine probability
- Use organized lists, tables, tree diagrams, and simulations

## **Parents Can Help By...**

Working with your child at home to reinforce basic facts  
Promoting school attendance  
See that your child completes their homework  
Promoting responsibility of make-up work

**Websites for additional mathematics support:**

[www.frontrowed.com](http://www.frontrowed.com)

[www.xtramath.org](http://www.xtramath.org)

<http://mymathuniverse.com/programs/cmp3/channels/8>

# Science - Curriculum

The middle school science program provides students with a science curriculum that includes using the scientific method, constructing knowledge, reflecting on scientific knowledge, life science, physical science, and earth science.

**By the end of the seventh grade year, most students should be able to understand the following:**

## **Life Science**

- Microscopes
- Cell Structure and Function
- Cell Processes and Energy
- Genetics: The Science of Heredity

## **Physical Science**

- The nature of science
- Describing, Measuring, and States of Matter
- Elements and Atoms
- Periodic Table of Elements
- Atoms and Bonding
- Observing, Describing, and Controlling Chemical Reactions
- Solutions

## **Earth Science**

- Weather
- Human impact on the environment

## **Parents Can Help By . . .**

- Studying notes with students
- Having your child measure whenever possible
- Helping your child see how science relates to his/her everyday world.

# Health - Curriculum

## **The seventh grade health curriculum focuses on . . .**

- Violence prevention
- Drug prevention
- Physical Activity
- Nutrition
- Healthy Sexuality

## **Parent Can Help By . . .**

- Discussing daily class activities
- Discuss family worksheets

# Social Studies – Curriculum

The seventh grade Social Studies curriculum is the Geography of the Eastern Hemisphere

**By the end of the seventh grade year, most students should be able to do the following:**

## Historical Perspective

- Identify the background of the exploration of the hemisphere, and know basic growth of the settlements that later became nations.
- Understand the idea of cause and effect with respect to the settlement of nations in both the Northern and Southern hemispheres.
- Understand basic Michigan history and how our state fits into the formation of the United States (Not 7th Gr)

## Geographic Perspective

- Students should be able to understand the movement of people from one area to another.
- Be familiar with major regions, physical features, and human features of the Eastern hemisphere,
- Understand how humans affect the environment.
- Be familiar with the five themes of Geography and be able to relate them to this hemisphere.

## Civic Perspective

- Students will understand the Core Democratic Values, and be able to use them in writing or discussion.
- Students will understand various forms of government found in the Eastern Hemisphere.

## Economic Perspective

- Students will be able to understand basic economic principles of supply and demand, as well as profit and loss.
- Students will understand how industrialization has impacted the Michigan economy (Not in 7th Gr)
- Students will understand various economic systems in the hemisphere.

## Inquiry

- Students will be able to write using Core Democratic Values to support their opinions in civic writing. Students will use current events in civic writing and be able to show cause and effect with their work.
- Students will be able to investigate written sources to derive the information needed to write.?

## Citizen Involvement

- Civic writing
- Students will understand diverse populations within the Eastern Hemisphere.. and within Michigan

## Cultural Studies

- Introduction to cultural diversity and tolerance
- Journaling to reflect on class discussion topics and character posters
- Native American culture and geography
- Hispanic American culture and geography
- Civil Rights Movement and the effect on the present
- African culture and geography
- Japanese Internment Camps and the effect on the present times
- Asian culture and geography
- Civic Writing – Core Democratic Values
- Cultural Exploration Power Point Presentations

## Parents Can Help By . . .

- Discuss current events with their children
- Point out local Michigan features they find interesting or helpful



# Physical Education – Curriculum

The trimester objective is to provide your son/daughter with a variety of activities to help instill a desire to develop their own personal program for lifetime fitness. Students will participate in sport units and fitness activities daily. Your child will be assessed in the five major areas of fitness using the National Physical Education assessment program called Fitnessgram.

## **By the end of the seventh grade year, most students should be able to do the following:**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activity.
- Participate regularly in physical activity.
- Achieve and maintain a health-enhancing level of physical fitness.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **The following units will be covered in physical education:**

- Basketball
- Volleyball
- Floor Hockey
- Soccer
- Softball
- Kickball
- Touch Football
- Team Handball
- Badminton/Pickleball
- Fitness Activities
- Dodgeball

## **Seventh Grade Focus**

The focus of seventh grade physical education is building a better understanding of strategies and tactics and being able to apply them in physical activity settings. The importance of daily physical fitness will be taught to the students of all grade levels.



## Fine Arts - Curriculum

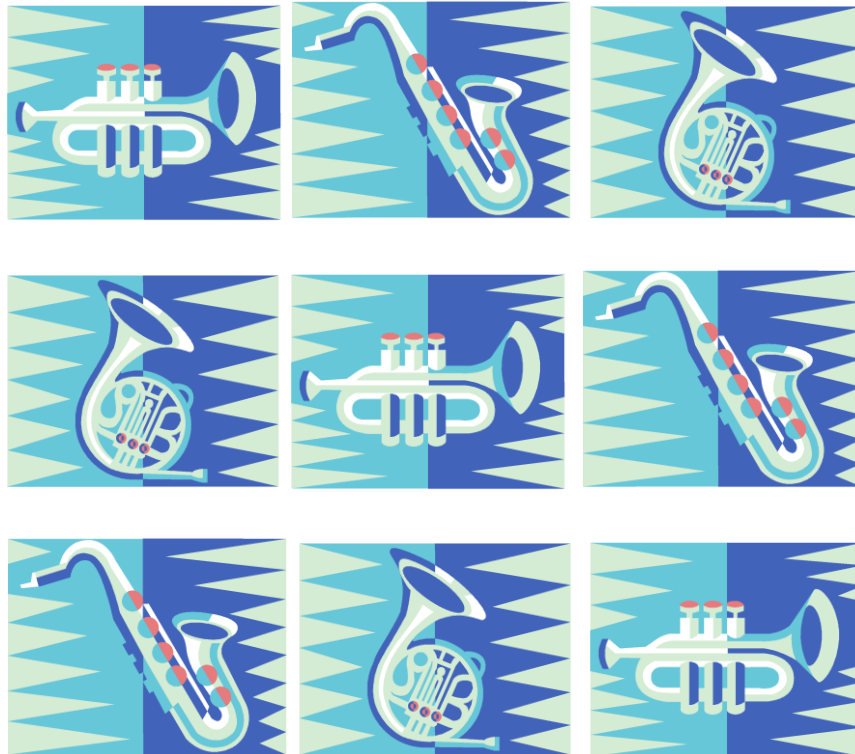
The primary aim of fine arts education is to provide students with a means for aesthetic expression, communication and cultural awareness. An organized set of experiences gives students the opportunity to convey emotions and ideas, portray images, and explore through creative expression. These musical and artistic experiences all require creative and critical higher level thinking skills.

**By the end of the seventh grade year, most students will be able to do the following:**

- Read musical notation in both treble and bass clefs
- Read and perform basic rhythms
- Show a basic understanding of composers and their styles of music
- Create and perform an original composition

**Parents Can Help By . . .**

- Listen to a variety of music
- Take your child (children) to live performances
- Discuss how music is used in everyday media
- Provide the opportunity to study a musical instrument



# Technology – Curriculum

By the end of the seventh grade year, most students should be able to do the following:

## Michigan Technology Standards:

### Basic Operations

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students understand that new technology tools can be developed to do what could not be done without the use of technology.
- Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.
- Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and business).
- Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.
- Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.

Students are proficient in the use of technology

- Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.
- Students use accurate technology terminology.
- Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.

### Social, Ethical, and Human Issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students understand the potential risks and dangers associated with on-line communications.
- Students practice responsible use of technology systems, information, and software.
- Students provide accurate citations when referencing information from outside sources in electronic reports.
- Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, and file-sharing).

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

- Students use technology to identify and explore various occupations or careers.
- Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.
- Students identify uses of technology to support communication with peers, family, or school personnel.

### Technology Productivity Tools

Students use technology tools to enhance learning, increase productivity, and promote creativity.

- Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.
- Students use a variety of resources, including the internet, to increase learning and productivity.
- Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).
- Students use available utilities for editing pictures, images, or charts.

### Technology Communication Tools

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

- Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, and web conferences) or other on-line resources to collaborate interactively with peers, experts, and other audiences.

Students evaluate and select new information resources and technology innovations based on the appropriateness to specific tasks.

- Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

## Student Progress

The middle school reporting system reflects current curriculum and practice, communicates grade level expectations, and reports student progress three times a year. Our goal is that by the end of the school year, students will achieve the learning outcomes listed on the report card. The report card evaluation codes are as follows:

Report Card Codes	
Grades	Comments
A+	a Does outstanding work
A	b Cooperative, positive attitude
A-	c Shows academic improvement
B+	d Works hard
B	e Helpful to other students
B-	f Uses class time effectively
C+	g Pleasure to have in class
C	h Shows interest and desire to improve
C-	i Has the potential to do better
D+	j Grade based on students own level
D	m Excessive talking during class time
D-	n Low quiz or test scores
E	o Does not bring materials needed for class
G	p Absences/Tardies affecting grade
H	q Does not use class/lab time productively
I	r Assignments not turned in or incomplete
S+	s Little or no class participation
S	t Needs to be disciplined frequently
S-	u Needs to improve organizational skills
U	v Please contact teacher for conference
W	

Every student is expected to make progress toward achievement of the core curriculum performance standards.

Students are assessed by many methods to measure their progress, including teacher observation, checklists, projects, rubrics, work samples, tests and demonstrations. Teachers use the report card to document student learning three times a year. Teachers also communicate student progress through a variety of other ways. Fall conferences provide all parents with direct communications with the teacher.

Parents are our partners in promoting student success. Attending conferences, open houses, and maintaining ongoing communication with the teacher, the school and your child, positively impact student learning. Students benefit when school and parents work together.

The Huron School District complies with all Federal laws and U.S. Department of Education requirements prohibiting discrimination and does not discriminate on the basis of race, color, religion, national origin, age, sex, marital status or disability.



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