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Sahara Global Education Development

## Seventh Grade Curriculum Chart 2019-2020

	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<p style="text-align: center;"><b>English Reading</b></p> <p>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.</p> <p>Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.</p>	<ul style="list-style-type: none"> <li>- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>- Determine the meaning of words and phrases 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 a specific verse or stanza of a poem or section of a story or drama.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</li> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>- 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.</li> <li>- 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.</li> </ul>
<p style="text-align: center;"><b>English Writing</b></p> <p>To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures,</p>	<ul style="list-style-type: none"> <li>- Write arguments to support claims with clear reasons and relevant evidence.               <ol style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.               <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.               <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> <li>- Gather relevant information from multiple print and digital sources, using search terms effectively;</li> </ul>

<p>and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.</p>	<p>reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<p>assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p> <ul style="list-style-type: none"> <li>- Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., “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”).</li> <li>b. 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”).</li> </ul> </li> </ul>
<p style="text-align: center;"><b>English Speaking &amp; Listening</b></p> <p>To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular</p>	<ul style="list-style-type: none"> <li>- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or 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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit</li> </ul>	<ul style="list-style-type: none"> <li>- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>- 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.</li> <li>- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or 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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with</li> </ul>	<ul style="list-style-type: none"> <li>-- 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.</li> <li>- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>

<p>discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively</p>		<p>elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>		<p>relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	
<p><b>Math</b></p>		<ul style="list-style-type: none"> <li>-Review</li> <li>-Decimal Patterns and Basic Algebra</li> <li>-Statistics and Analyzing Data</li> </ul>	<ul style="list-style-type: none"> <li>-Fractions, Decimals, and Percents</li> <li>-Ratios and Proportions</li> <li>-Applying Percent</li> <li>-Probability</li> </ul>	<ul style="list-style-type: none"> <li>-Basic Algebra: Linear Equations and Functions</li> <li>- Problem Solving and Application Projects</li> </ul>	<ul style="list-style-type: none"> <li>-Basic Geometry</li> <li>-Geometry: Measuring two dimensional figures</li> <li>-Geometry: Measuring three dimensional figures</li> </ul>
<p><b>Science</b></p>		<ul style="list-style-type: none"> <li>- Scientific Investigation</li> <li>- Measurement and Data</li> <li>- Cells in Living Organisms</li> </ul>	<ul style="list-style-type: none"> <li>- Reproduction in Living Organisms</li> <li>- Human Systems and Genetics</li> </ul>	<ul style="list-style-type: none"> <li>- Energy and Diversity</li> <li>- Earth's Changing Surface</li> </ul>	<ul style="list-style-type: none"> <li>- Living in Space</li> <li>- STEM Project</li> </ul>
<p><b>ICT Technology</b></p>			<ul style="list-style-type: none"> <li>- Digital Media in our Lives</li> <li>- Scams and ID Theft</li> <li>- Cyberbullying</li> <li>- Creator's rights and responsibilities</li> <li>- Safety Online &amp; Digital Footprint</li> <li>- Fake VS Real: Identifying High-Quality Sites Online</li> </ul>		
<p><b>French or Arabic</b></p> <p>At the Middle School level, students must choose either French or Arabic as an additional language to continue through High School.</p>		<p><b>Level I</b> <u>Speaking:</u> a. Understand and use basic age appropriate courtesy expressions and gestures, and make age-appropriate introductions, presenting classmates, family members, and friends. b. Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...) c. Express needs, interests, likes and dislikes in brief conversations. d. Express feelings and emotions in simple phrases. e. Express basic agreement and disagreement <u>Writing:</u> a. Comprehend main events and identify main characters in illustrated children's stories or stories presented orally with visuals.</p>			

<p style="text-align: center;"><b>French or Arabic</b></p> <p>At the Middle School level, students must choose either French or Arabic as an additional language to continue through High School.</p>		<p><b>Level II</b>  <u>Speaking:</u>  a. Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.  b. Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex conversations</p> <p><u>Reading/Writing:</u>  a. Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts.  b. Makes inferences and derives meaning from context and linguistic features.  c. Creates messages fully and effectively in contexts both personal and general.  d. Produces full paragraphs that are organized and detailed.</p>
<p style="text-align: center;"><b>Exploratory</b></p>		<p>Students may have an elective each quarter for 3 quarters. Electives change each year. Some examples are: School Garden, Photography, Keyboarding, Theater/Drama, English Support (by referral), Chess, Arabic</p> <p>* All students are required to take Digital Citizenship at least once each year of Middle School.</p>

\*\* Topics and times may change depending on student progress in each area of learning.