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GRADE

7



“WE KNOW THAT EVERY SINGLE PARENT CARES DEEPLY ABOUT THEIR CHILD’S ACADEMIC ACHIEVEMENT. THAT’S WHY WE ARE WORKING MORE CLOSELY WITH FAMILIES, BECAUSE WE KNOW THEIR INVOLVEMENT IS CRITICAL TO THE SUCCESS OF OUR CHILDREN, AND OUR SCHOOLS.”
- CHANCELLOR KAYA HENDERSON

How to Use the Parent Curriculum Guide:

This guide gives you the tools you need to support your child at home. In this booklet, you’ll find strategies based on the DCPS curriculum to help your child meet his or her learning goals. You’ll have a better understanding of what your child is learning in school and how you can further learning at home.

In addition, this guide provides specific strategies to implement at home for our Cornerstone assignments. Cornerstone assignments are high-quality, in-depth activities offered across the district that all DC Public Schools students will participate in during each unit of study. We have provided you with four sample Cornerstone assignments that your child may experience along with tips and suggestions on ways to support them at home.

For more information on Cornerstones visit bit.ly/DCPSCornerstonesVid.

What You Can Do:

You play a very important role in your child’s academic performance. Here are some things you can do to support learning at home:

- ▶ Let your child know that education is the foundation for success.
- ▶ Know what your child is expected to learn in the 7th grade.
- ▶ Help your child set high short-term and long-term academic goals.
- ▶ Provide a designated time and location to complete homework.
- ▶ Talk to your child about what is happening in school and constantly monitor progress.
- ▶ Advocate for your child.
- ▶ Share your child’s strengths with your child’s teacher.

Questions to Ask Your Child’s Teacher:

When speaking with your child’s teacher about academic progress, here are a few questions you may want to consider asking:






























- ▶ What are the learning goals? Can you show me examples of student work that meets the learning goals?
- ▶ May I see an example of my child’s work? How does it or doesn’t it meet these learning goals?
- ▶ Is my child at or above grade level, what extra support is available? What can I do at home?
- ▶ What classroom routines do you have that should also be used at home?
- ▶ What kinds of questions could I ask my child on a daily basis about your class?

Talking to Your Child:

Good conversations help our children see that we are interested in their lives. Here are a few conversation starters you may want to consider asking:

- ▶ Tell me about the best part of your day.
- ▶ What was the hardest thing you had to do today?
- ▶ Can you show me something you learned today?
- ▶ What books are you reading in school? Describe your favorite character? Why do you like that character?
- ▶ What do you think you should do more of at school? What do you think you should do less of? Why?

WHAT MY SEVENTH GRADER IS LEARNING

	ENGLISH LANGUAGE ARTS 	MATH 	SCIENCE & SOCIAL STUDIES  	
<p>AUGUST–OCTOBER</p> 	<p>Students will read a variety of real and fictionalized accounts of people who demonstrated perseverance against overwhelming odds.</p> <p>Students will present evidence-based writing that focuses on explaining how particular story elements interact to provide an author’s purpose </p>	<p>Students will solve real-world problems using expressions and equations.</p> <p>Students will solve real-world problems involving the four operations with rational numbers. </p>	<p>Students will analyze cells and group organisms by cell structure (unicellular and multicellular). </p>	<p>Students will trace the emergence of civilization. </p>
<p>OCTOBER–DECEMBER</p> 	<p>Students will compare and contrast comic and tragic events.</p> <p>Student will present evidence based writing that focuses on crafting stories that depict real or imagined humorous or tragic experiences. </p>	<p>Students will analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Students will draw and construct geometrical figures and describe their relationship. </p>	<p>Students will use models to analyze the cause and effect relationship of gene transmission from parents to offspring in sexual and asexual reproduction. </p>	<p>Students will analyze how early Indian civilizations emerged along river valleys because of favorable geographic conditions. </p>
<p>DECEMBER–FEBRUARY</p> 	<p>Students will read survival stories that explore classic literary conflict between the individual and nature.</p> <p>Students will present evidence-based writing that focuses on crafting an argument about risk taking in wilderness settings. </p>	<p>Students will solve real-world problems using algebraic expressions and equations. </p>	<p>Students will analyze the growth and development of organisms, and examine the variations of traits due to mutations. </p>	<p>Students will analyze the influence of Ancient Greece on the modern world. </p>
<p>FEBRUARY–APRIL</p> 	<p>Students will read survival stories that explore classic literary conflict between the individual and nature.</p> <p>Students will present evidence-based writing that focuses on crafting an argument about risk taking in wilderness settings. </p>	<p>Students will solve real world and mathematical problems involving angles, area, surface area and volume.</p> <p>Students will learn to approximate the probability of an event. </p>	<p>Students will examine fossil records to analyze the history of life on earth. </p>	<p>Students will explore the Roman Empire and describe the Republican influences on modern civilization. </p>
<p>APRIL–JUNE</p> 	<p>Students will make connections among real and fictionalized science as they trace the logic of the storylines.</p> <p>Students will write arguments about how society’s beliefs and expectations in the future affect transitions to adulthood. </p>	<p>Students will use random sampling to draw inferences about a population. </p>	<p>Students will examine ecology as an interdependent relationship of organisms. </p>	<p>Students will trace the development of civilization and dynasties in China. </p>

ENGLISH LANGUAGE ARTS CORNERSTONE

In this Cornerstone, students study perseverance by analyzing the struggles and challenges of “warriors.” Students define and create criteria to define what a “Warrior” is and select a person from their community who has persevered and meets their criteria of an everyday ‘warrior.’ Students will then compare and contrast this warrior to Melba Patillo Beals in the book *Warriors Don’t Cry* or a character from an alternative text that addresses similar themes. Students consider how each person overcame obstacles and challenges as well as the impact he or she had on his or her respective community and identify and analyze a song to illustrate their real world warrior’s perseverance. Students create a visual product to share this comparison and orally present their findings to their classmates and community.

How You Can Help Your Child:

- ▶ Help students identify and work with a community member who will be the warrior they research and potentially interview.
- ▶ Praise your child’s efforts at writing. Resist the tendency to focus on errors of spelling, punctuation, and other mechanical aspects of writing. Emphasize the things that your child has done well.
- ▶ Ask to see your child’s writing, either the writing brought home or the writing kept in folders at school. Encourage the use of writing folders, both at home and at school. Most writing should be kept, not thrown away. Folders help teachers, parents, and students see progress in their writing skills.

Year Long Learning Tips:

- ▶ Have your child help plan a family outing, using the Internet or library to research a place he or she is interested in. Have your child explain why they are interested in going there, and list three interesting facts he or she discovered about the location in their research.

SOCIAL STUDIES CORNERSTONE

In this Cornerstone, students explore how early human societies were transformed by the Agricultural Revolution. Students are first introduced to the hunter-gatherer human economy. Then, they examine how and why early humans sought to live in more permanent communities. This Cornerstone is used as a foundation for the ancient world history unit.

How You Can Help Your Child:

- ▶ To learn more about the origins of early humans, families can plan a trip to the Smithsonian Museum of Natural History and visit the David H. Koch Hall of Human Origins.
- ▶ Families can also learn about early civilization by exploring the “Ancient Mesopotamia” web site hosted by the Oriental Museum at the University of Chicago (<http://mesopotamia.lib.uchicago.edu/>).



Year Long Learning Tips:

- ▶ Help with time management. As your child’s workload and extracurricular interests increase, the way your child manages his or her time will become increasingly important to her academic success. Most kids aren’t naturally good at time management and have to be taught effective strategies. Help your child plan ahead and make a schedule of when assignments are due, so that he or she isn’t always racing to complete things at the last minute.

WORLD LANGUAGES CORNERSTONE

In this Cornerstone, students study how part of the pathway to careers begins in school. They explore connections between school subjects, pastimes, personal interests, and the world of work. Using images and the target language, students create infographics or “school to work” board games (like Chutes & Ladders) to express and represent their future aspirations.

How You Can Help Your Child:

- ▶ Talk with your child about your personal school-to-career pathway, and how your pastimes and personal interests might be reflected in your current life.
- ▶ Ask your child to share their hopes and dreams for their own future, and discuss what they are doing now that will help them reach those aspirations.
- ▶ Ask your child to share the infographic and display it in your home, or play the school-to-work game they create as a family.



HEALTH/PE CORNERSTONE

In this Cornerstone, students develop a 2 week personal physical fitness plan. In this physical fitness plan students specify the proper ways to warm-up and cool down as well as the component of fitness each of the exercises represents. Students develop this plan using the overload principle in order to show proper progression for building strength and endurance.

How You Can Help Your Child:

- ▶ Encourage your child to share their physical fitness plan.
- ▶ Consider allowing your child to develop a physical fitness plan for you. Ask your child to explain the plan and why it will be helpful in building strength and endurance.

Year Long Learning Tips:

- ▶ Make sure your child has a quiet, well-lit place to study. Avoid having your child do study with the television on or in places with other distractions.
- ▶ Allow your child to take regular study breaks. Students should break for 10 minutes after every 45 minutes of studying.
- ▶ Help your child prioritize tasks. Ask your child to write out all of things he or she needs to do for the week, including non-school related task. Have your child label each task from 1 to 4, with 1 being the most important. Help your child prioritize for better academic success and tell them to rewrite the list with all of the 1's at the top. Check in frequently to see how the list is evolving.
- ▶ Did you know that your school has a new digital grade book called EngradePro? EngradePro allows for parents to monitor student progress in real time. You can view your child's grades, assignments and send messages directly to the teacher. For more information, and to get your username and password, please contact your child's school.

ACTIVITIES TO PRACTICE WITH MY SEVENTH GRADER



Read together everyday for 20 minutes.

AUGUST-
OCTOBER



Consider asking your student to select a conflict studied in the unit that they would like to learn more about. Visit the local library together and conduct additional research on the conflict. Ask your student to teach you what they have learned.



Visit the Cells Alive website and try your hand at assembling online jigsaw puzzles of animal and plant cells. After completing each puzzle, discuss how each of the cell types are similar and different from one another (bit.ly/DCPSCells).



Discuss the impact of reducing or increasing, recipes on the amount for each ingredient.



Keep a journal recording how much time you spend reading each day! List your favorite characters from each story and identify a place in the story where the character shows a quality that you admire.



Check out "What does it mean to be human?" (humanorigins.si.edu/) and trace the growth of human civilization with your child.



OCTOBER -
DECEMBER



Students calculate tax, tip and discount while shopping or going out for food.



Visit the Genetic Science Learning Center website and explore the Basics of Heredity with your child. Learn how traits are passed from parents to offspring and the role of DNA in the process (bit.ly/DCPSDNA).



Check out the infographic "History of Pyramids" (bit.ly/DCPSpyramids)



Consider having your students research historical neighborhoods in Washington D.C. Have them teach you the neighborhood's historical impact on the city.



Go to the Hindu American Foundation at bit.ly/DCPSHinduBasics and check "Hinduism's Contribution from Antiquity" How many of these contributions show up in your life today?



DECEMBER -
FEBRUARY



Visit the Koshland Science Museum website and read about the Developmental Stages of human life, from prenatal to old age (<http://bit.ly/DCPSKoshland2>). Then, visit the museum and visit the "Age in 3 Minutes" exhibit.



Students and parents co-create a survival plan and kit to use in the event of an earthquake, hurricane, snowstorm, or black-out. Students use what they have learned throughout the unit to create the plan and decide which items to include in the kit.



Visit the Dumbarton Oaks Museum and check out the Pre-Byzantine Gallery showcasing their collection of Greek art.



Visit your local library to check-out three new books! Visit bit.ly/FindMyLibrary to find your local library branch. Make sure to add the new books you read to your reading journal!



Ask students to continue visual patterns and to figure out how many objects will be in the 43rd pattern. See if they can create an equation to determine how many objects will be in any step of the pattern. See: www.visualpatterns.org/



FEBRUARY -
APRIL



Take a trip to the Smithsonian National Museum of Natural History's Q?rius (pronounced curious) exhibit and explore its huge collection of specimens that highlight the history and diversity of planet Earth.



Students and parents read a popular science fiction novel (e.g. Divergent) together and engage in a book talk. Students and parents then watch the movie based on the novel together and note the similarities and differences between the movie and novel.



Visit the Basilica of the National Shrine of the Immaculate Conception and check out the world's largest collection of contemporary Roman art.



While playing board games, students can analyze the probability of certain events occurring, such as, rolling an even number, rolling a 2, or spinning a red.



Q?rius is a full, hands-on exhibit, so prepare for you and your child to explore the way real scientists do (bit.ly/DCPSSmithsonian)!



APRIL -
JUNE



Play the Chain Reaction game online to learn about food chains and how all living things in a food chain are dependent upon one another (bit.ly/DCPSChainReaction).



Discuss with your child that every ecosystem consists of many interconnected food chains called food webs. Go on a nature walk with your child and identify producers and consumers, and draw your own food chains.



Ask students to analyze the claims in commercials and ads that they see. If an ad proclaims that it is 50% better than the competitor, discuss the types of subjects and sample size that would be fair to use in order to make that claim.



Consider creating a comic strip with your student about a real event. Encourage your student to share their creation with younger family or community members.



Visit the Freer Gallery of Art and check out the exhibit "Silk Road Luxuries from China". This exhibit showcases some of the goods found on trade route that connected Mediterranean ports with China

