

Grade 7

Course Descriptions

Elements of Language

This course uses the foundation laid in its first part – “Grammar, Usage, and Mechanics”, in practical application in part 2 and part 3 “Paragraphs” and “Communications”. Besides going deeper into morphological and syntactical categories reinforcing parts of speech, types of sentences, punctuation and capitalization, students are introduced to independent and subordinate clauses, verbal phrases – participial and infinitive, classifying and identifying complements, transitive and intransitive verbs. Students also start studying in a more structured way verb tenses and active and passive voice. In the writing workshop this course focuses on developing narrative, descriptive, expository, and persuasive paragraphs and essays, and learning to create topic and supporting sentences. Witnessing an event, explaining a process, looking at both sides, previewing a novel, advertising and convincing others are all part of the communication skills developed throughout the process.

Resource – *Elements of Language, Holt, 2009*

Literature

In grade 7 students upgrade their knowledge about the main components of a literary analysis. Works of both classical and contemporary authors are read, discussed and analyzed. Students are introduced to a variety of texts, styles, and genres, where they explore plot, conflict, setting, characters, point of view, theme, mood, tone and style. The course offers fiction, poetry, timeless myths and legends, and nonfiction biographies and autobiographies. Each unit ends with a writing workshop which includes a persuasive essay, a comparison-contrast essay, a short story, and presenting a critique.

Resource – *Literature, Holt McDougal, 2010*

Algebra ½

This course will help students develop the skills necessary to manipulate numbers, solve equations and understand the general principles at work. In addition to reinforcing the concepts presented in Math 6, this course extends problem solving to a more sophisticated level. Students apply integer operations to various units of study and concentrate on building an understanding of the core concepts and skills of Algebra.

After completing the fall semester of this course the students will be able to utilize problem solving in these areas: place value, addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and signed numbers, percent, proportion,

order of operations, exponents and roots, prime and composite numbers. During the spring semester students learn graphs, averages, unit multipliers, ratios, multi-term equations, like terms, surface area and volume, compound interest, commission, profit, probability and practical application through the incorporation of word problems.

The goal of this course is to prepare students for their first encounter of entirely algebraic concepts in 8th and 9th grade math.

Grades Summarize 10 tests and final Exam, 90 homework assignments, monthly quizzes and classroom participation and demonstrations.

Resource: *Algebra ½, An Incremental Development, 3rd Edition by John H. Saxon*

World History

This class introduces students to The Byzantine Empire, Europe in the Middle Ages, The Rise of Europe, and European Colonization historical periods, which we will tackle into seven parts accordingly: The Byzantine Empire, A New Civilization in Europe, Conflicts and Crusades, A Changing Medieval World, The Renaissance, The Reformation, European Colonization. This class introduces students to political, religious, social, intellectual, and artistic life in Europe and the World during these historical periods.

It develops 6 historical thinking skills within the 4 major categories of 1. Analyzing historical sources and evidence (analyzing evidence and interpretation), 2. Making historical connections (contextualization), 3. Chronological reasoning (causation and periodization), and 4. Creating and supporting a historical argument (argumentation).

The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables). Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance as well as opportunities to develop written arguments that have a thesis supported by relevant historical evidence. The course includes essays, discussions, and variety of interactive methods of teaching.

Resource - *My World History, Pearson Education, 2012*

Life Science

The Science 7 curriculum focuses on biology and includes all kinds of life sciences, including ecology, genetics, cell biology, zoology, botany, human biology and also some evolution theories. The course builds upon students' experiences in life and helps them recognize science in everyday life. It presents a scientific study of the structure and function of living organisms and also their relations and interactions. It describes in details the processes that support life. It investigates human interference in natural ecosystems

as well as the composition and processes in the atmosphere. Throughout the course, students build an understanding of science concepts through systems and biodiversity. The course also provides practical exercises that gives every student some experimental skills. Each student conducts a science fair project in order to develop scientific research skills. The course provides the foundation for further studies in high school biology.

Resource – *Life Science, Holt, 2007*

Life Skills

Life Skills is a course that will help students develop skills critical to academic and social success. Each topic has practical, applicable activities to help students understand it. Some of the topics covered are study skills, test taking skills, relationship and teamwork, conflict resolution, problem solving, time management, decision making and goal setting.

Resource – *Overcoming Obstacles,*

Logic

This is an introduction to Logic course. It covers the main fallacies or wrong ways of thinking that people use. We also discuss problem solving and the scientific method as well as evaluating evidence. Students will be better able to identify wrong types of thinking used in everyday life, and develop skills to evaluate arguments and other's beliefs.

Resource – *The Thinking Toolbox, Bluedorn, 2005; The Fallacy Detective, Bluedorn, 2005*

Physical Education

The purpose of this course is to provide students with the knowledge, skills and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill related components of fitness which are critical for students' success.

The main goal of this course is to also develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting in both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Art (Elective)

This course offers students an introduction to Visual Arts. Students will explore the creative process through studio projects (drawing, painting, composition, sculpture, fiber, graffiti, decoupage, collage, written work, art appreciation and art history). The elements and principles of art will be emphasized as they apply to each artist's style. Some art projects will be self-directed, fueled by the students' own interests with research in art history, cultures, modern and contemporary art.

Course objectives: The students will identify and create artwork based on the elements of art and principles of design, demonstrate through their artwork how to use the elements of art to show movement and express feelings, recognize, compare and use different media to create their artwork, develop a respect and appreciation for the artwork of artists, including classmates' art, recognize and compare differences in several art mediums, create representational and abstract art, learn to create depth in 2-dimensional artwork using one point perspective, communicate thoughts, feelings and experiences to others through art, develop creative problem solving and higher-level thinking skills, learn about modern and contemporary art, develop critical thinking and imagination, understand terms that are basic to art media, procedures and techniques, as well as appreciation, maintain a sketchbook for a variety of drawings assignments to perfect their hand-eye ability and drawing skills.

Course topics: Fundamentals of Drawing and Composition, Elements of Art, Principles of Design, Art History and Art Criticism, Drawing, Color theory, Sculpture, Painting, Fibers, Graffiti, Decoupage, Collage.

Resource: *"The Visual Arts: A History "*, by Hugh Honour and John Fleming; *"The Art Teacher's Survival Guide for Elementary and Middle School"*, by Helen D. Hume; *"Children and their Art"*, by Michael Day and Al Hurwitz.

Spanish (Elective)

The course introduces students to the effective learning of a new foreign language. The organization, sequencing and distribution of contents follow the policy established by the European Language Framework and the Curriculum Plan of Institute Cervantes. Both documents represent the core of the concept and are applied to the School's context, and to the cognitive development and motivation of the students.

By the end of the course students are expected to develop skills corresponding to A1.2. Level, i.e. they will be able to present themselves, introduce a person, talk about his/her family, school, everyday life and express likes, dislikes and preferences. The methodology aims to develop the communicative competence of the learners and fosters their four language skills. It supposes a lot of active participation, sometimes it combines with cross-curricular techniques.

