



2019-2020

PARENT CURRICULUM GUIDE

SEVENTH GRADE



Hillel Community Day School partners with families to promote critical thinking, academic excellence and a love of learning for each child. In service to the entire Jewish community, we inspire a meaningful connection to Jewish customs, values and Israel.

For More Information Visit Our Website At:
www.hillelschool.org



Notes



ELA — Mr. David Prevosti

In 7th grade, students will continue to build on the skills that have been introduced and developed in the lower grades. Each day, students will listen, speak, read, and write. They will read a variety of genres of literature, including novels, short stories, poetry, and non-fiction. The selections will include a variety of subject matters and themes. Students will learn to read carefully, and to notice and write about literary elements such as character development and expressive language. Throughout the year, correct spelling, use of grade-level vocabulary, correct grammar, and accuracy will be stressed and graded. Students will also read independently, and they will be asked to respond to these personal book selections in both written and creative assignments.

Seventh Grade ELA Students Will:

- Learn how different genres provide a variety of reading experiences, and how all good literature contains many of the same elements of the writer's craft.
- Make personal connections to literature, and express their ideas by speaking and writing clearly.
- Develop more mature classroom behaviors and organizational skills and habits, appropriate for the middle school grades.
- Continues to refine strategies to read closely and comprehend increasingly complex text.

Classroom Activities May Include, But Are Not Limited To:

- Sharing responses to literature in a discussion.
- Reading and writing in a variety of modes.
- Practicing, listening and speaking effectively.
- Using the writing process to publish quality final products.

What Can Parents Do?

- Provide time and an environment conducive to reading, writing, and studying and monitor organization and homework completion daily.
- Help your child proofread by pointing out places where an error exists, and encourage your child to reread the passage and make the corrections.
- Encourage regular reading habits of a variety of materials, including newspapers or news websites, magazines, printed instructions, brochures, and package labels.
- Introduce new words to your child through conversation on a variety of topics, and encourage your child to speak clearly and coherently to you and others.
- Encourage your child with his/her journaling
- Talk with your child about the Holocaust, as we will read, 'Diary of a Young Girl.'



Judaic Studies - Mr. Noam Nachshon and Mrs. Yael Nachshon

Seventh Grade Judaic Studies includes Chumash/Torah, Nevi'im, American Jewish History, Jewish Lifecycles, and Better Together

Seventh Grade Students Will:

- Engage in meaningful prayer and Jewish ritual.
- Study and analyze ancient and modern biblical commentaries.
- Explore the prophets, beginning with Joshua and continuing through an in-depth look at Judges.
- Learn the laws and customs associated with milestones in a Jewish life, with an eye towards both Halacha (law) and Hashkafa (lens or point of view).
- Study the fascinating History of Jews in Medieval times and the history of Jews in America, how we arrived and how the various Jewish communities developed and flourished in this country.
- Join in our dynamic program with the Jewish Home to create an intergenerational relationship
- Partner with our friends in Modi'in

Classroom Activities May Include, But Are Not Limited To:

- Group learning through discussions, debates, classwork, and text readings
- Projects, presentations and field trips.
- Simulations and Dramatic Re-enactments

What Can Parents Do?

- Make sure that your child has recorded their expected homework and plans to complete it in a timely manner.
- Check Sycamore for updates and more information.
- Discuss your child's learning with them. Ask questions, engage them in conversation, and encourage your child to teach you!
- Be aware that your child's Judaic Studies classes will be covering Jewish viewpoints that may be new to them. Help your child be open to hearing new ideas and supporting your child as he or she works to make sense of different ways of thinking, approaching text, and engaging with Judaism.

Math — Mrs. Clara Fonda

Classroom Activities May Include, But Are Not Limited To:

- Authentic assessments
- Collaborative group learning
- Math projects
- Classroom modeling of math skills
- On-line math tutorials and practice

What Can Parents Do?

- Regularly practice real number computation at home.
- Review homework assignments and reinforce their understanding.
- Provide a quiet, distraction free homework environment.
- Encourage students to perform mental computations.
- Identify life experiences where they may apply their math skills.
- Encourage students to prepare for tests and quizzes.



Math — Mrs. Clara Fonda

In seventh grade, the students finish the seventh grade mathematics curriculum as well as the entire eighth grade curriculum. This prepares them to take algebra in eighth grade. Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Seventh Grade Students will:

- Solve problems involving scale drawings and informal constructions
- Work with two and three dimensional shapes to solve problems involving area, surface area and volume
- Draw inferences about populations based on samples
- Formulate and reason about expressions and equations (8th grade topic)
- Solve linear equations and systems of linear equations (8th grade topic)
- Grasp the concept of a function and use functions to describe quantitative relationships (8th grade topic)
- Analyze two and three dimensional space and figures using distance, angle, similarity, and congruence(8th grade topic)
- Understand and apply the Pythagorean Theorem (8th grade topic)



Conversational Ivrit(Hebrew) with Mr. Noam Nachshon

No only is Hebrew the language of our Jewish heritage, but it is a living, breathing language. With that in mind, we will be studying Hebrew as our Foreign Language" at HCDS. Our studies will be based on the New York State Learning Standards for Languages Other Than English (NYS LOTE) and on guidelines from the American Council on the Teaching of Foreign Languages (ACTFL). Our goal is to provide the tools for HCDS students to gain a level of proficiency in the modern Hebrew language by their graduation in 8th grade.

Seventh Grade Students will:

Reading

- Read and understand complex Hebrew texts with fluency and accuracy

Writing

- Compose essays using complex sentences, learned vocabulary, and correct grammar

Listening

- Understand a longer story
- Understand plot structure
- Identify a problem in the text
- Analyze a piece from differing points of view

Speaking

- Use complex sentence structure using past, present, and future tense
- Use positive and negative interrogative sentences, commands and conditional sentences

Grammar

- Complex word forms
- Advanced verb conjugation and special cases
- Pronoun agreement for gender, number

Classroom Activities May Include, ButAre Not Limited To:

- Periodic vocabulary quizzes
- Individual and group written work
- Reading time and reading logs
- Short scripted and unscripted dialogues and monologues
- Listening to and/or reading passages for comprehension
- Various educational , vocabulary based games
- UlpanOr - iHebrew videos, dialogues, audio articles, and games

What Can Parents Do?

- Check for completion of homework assignments
- Encourage your child to read in Hebrew
- Listen to Hebrew music and view Hebrew videos on YouTube



Physical Education — Mr. Ken Soble

Heavy emphasis on total fitness and how each area of individual students' spring fitness evaluations relates to a particular unit or sport (i.e., agility in soccer; flexibility in softball fielding). Continued development of sport-related skills and more advanced teamwork concepts are taught and expected of students in "middle school".

Seventh Grade Students Will Learn:

- Be exponentially more aware of the positive effect of stretching and various fitness activities.
- Exhibit better sports specific skills; expectation is one of improvement in each unit as well as continued progress in the area or sport of student's self-identified area of interest (based mostly on post-experience).

Classroom Activities May Include, But Are Not Limited To:

- Jogging, musical exercise, sit ups and pulling bar (all fitness oriented).
- More specific contests and drills related to current sports units. Example: with soft-ball, contests that allow for the pitting of base runners versus fielders (a type of race). In volleyball, hand positioning and types of hits get specific attention for the first time.
- Floor hockey, soccer, basketball, baseball, golf, tennis, volleyball and lacrosse (all adjusted to age appropriateness)
- Activities to understand the relationship between physical activity and well being
- Team-building exercises
- General, non-sports related games and activities
- Daily drill, clinic, or contest on a sports-related skill or team concept.

What Can Parents Do?

- Encourage more activity at home
- Make opportunities available for your child's participation in outside activities – martial arts, gymnastics and team sports, as well as walking and running.
- Model the behaviors expected for your child.
- Stay in touch with teacher for physical/social progress updates.

Chemistry - Mrs. Susan Fregoe

Seventh grade science students will study the chemical and physical science of the natural world. Students will learn to appreciate how scientific method can lead to a more complete understanding of environment. this understanding of nature and environment will allow the students to understand how chemistry and physical science works in the environment.

Seventh Grade Students Will:

- Be provided with a knowledge of chemistry
- Study physical science and how it impacts the environment
- develop and use models
- analyze and interpret data
- write up science experiments
- use the Next Generation Science standards

Classroom Activities May Include, But Are Not Limited To:

- Hands on laboratory experiments
- Video viewings on science topics
- research project
- field trips
- Science Fair

What Can Parents Do?

- Show interest in what your child is doing in school
- provide a quiet place for your child to study
- explore the environment with your child
- help your child with time management
- model curiosity about the environment and science



Art — Miss Abbey Brothers

This year in art we will continue to develop our appreciation for individuality and our ability to share personal feelings and ideas in a visual way. Seventh grade artists continue in our knowledge of art history, as well as our appreciation of diversity in our fellow students' ideas and work.

Seventh Grade Artists Will Learn To:

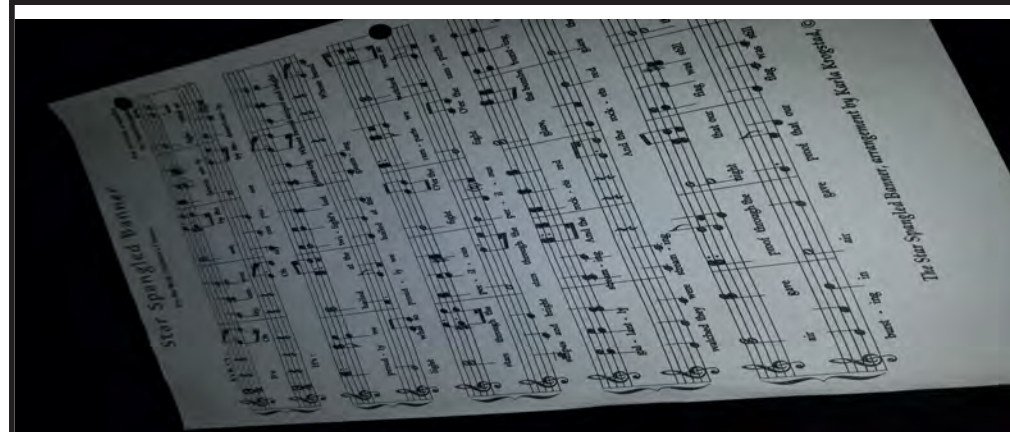
- Demonstrate use of skills, tools and processes with quality craftsmanship when planning and creating
- Present & Produce: students refine and prepare work for presentation Respond: analyze, interpret, and evaluate works of art; demonstrate knowledge of art vocabulary
- Connect: relates artistic work with societal, cultural and historical context to deepen understanding
- Utilize methods of art criticism for both personal and peer work

Classroom Activities May Include, But Are Not Limited To:

- Drawing - Colored Pencil, cray-pas, crayons
- Painting – Watercolor/Acrylic
- Sculpture
- Printmaking
- Mixed Media
- Fibers and Craft Media
- Media and Technology

What Can Parents Do?

- Model the enjoyment of art
- Take your child(ren) to galleries, plays, concerts.
- Encourage respect and appreciation for all artists and their unique “voices”.
- Continue to encourage creative thinking in all aspects of their lives.



Music — Mr. Jack McMahon

The content of the HCDS music curriculum is primarily Judaic based. Seventh grade repertoire will include songs that teach Hebrew vocabulary, Jewish holidays, Torah stories and Jewish values. More attention will be given to liturgical texts as well as exposure to music from different heritages, ex. Yiddish and Ladino. At this level students will also start to learn the historical relevance of music, such as Holocaust music. Secular and American holiday music will also be included. Continued work on rhythm, pitch and choral singing skills will be incorporated into the curriculum.

Seventh Grade Music Students Will Learn:

- Reinforce and learn Hebrew vocabulary through song.
- Sing songs which stress Jewish values.
- Learn the sources of songs based on the liturgical and Torah texts.
- Be exposed to different melodies for the same prayers.
- Sing Jewish and American holiday songs.
- Sing traditional Jewish music as well as songs by contemporary song writers.

Classroom Activities May Include, But Are Not Limited To:

- Beginning each class with vocal warm ups.
- Identifying notes on keyboard
- Learning note and rest values
- Reading notes on staff.

What Can Parents Do?

- Ask what your child did in music class.
- Take your child to musical events in the community.
- Provide opportunities for your child to listen to a varied musical repertoire.

Social Studies — Mr. David Prevosti

Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from preColumbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. (NOTE: If a school/district has a 7th grade program that incorporates Reconstruction, this document is not intended to prohibit that inclusion.) Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.

What does it mean to think socially and historically?

Core themes and practices

Students should think about...	Students should take action by...
Chronology: <ul style="list-style-type: none"> When do time periods begin and end? How do we classify periods of time? What comes before, what comes after, and why does that matter? 	Interrogating Evidence: Examine multiple sources of history... <ul style="list-style-type: none"> Who made this? Who was it made for? What message is being sent by this? How do you feel about this message? Is this credible? What can we learn from this source?
Change: Think about how things change from one state to another... <ul style="list-style-type: none"> What are the multiple causes and effects of change? Is the change positive, negative, or somewhat in-between? 	Building Conceptual Frameworks: Use big concepts to better understand the world... <ul style="list-style-type: none"> How does new knowledge fit with everything else I know and have experienced? How can we categorize and sort new knowledge to make sense of it?
Context & Empathy: Think about how beliefs and values of people in the past relate to their perspectives and actions... <ul style="list-style-type: none"> How do peoples' cultures and beliefs shape their actions? What influences peoples actions in the past? 	Engaging with Accounts: Investigate different "stories" of history... <ul style="list-style-type: none"> Who created this "story" and why? What evidence can be used to prove this? How are multiple accounts similar and how are they different?

"Facts are like fish swimming about in a vast and sometimes inaccessible ocean; and what the historian catches will depend, partly on chance, but mainly on what part of the ocean he chooses to fish in and what tackle he chooses to use – these two factors being, of course, determined by the kind of fish he wants to catch." - E.H. Carr

What Can Parents Do?

- Provide adequate time and an environment conducive to reading, writing, and studying.
- Monitor homework daily by checking the planner for assignments and papers for completion.
- Introduce your child to maps, graphs, and charts from newspapers, magazines, websites, and other daily life sources. Discuss them with your child, and check for understanding.
- Discuss current events and share personal memories and family stories.

S.T.E.A.M. with Ms. Tara Wiseman

7th Grade learners are naturally engaged in the STEAM Lab. The hands-on, minds-on activities are selected to foster creativity and critical thinking. The curriculum encourages learners to begin with an appropriate level of challenge and advance as far as they are able. The emphasis on choice and autonomy allows learners to further personalize learning by tailoring projects to their own interests and experience.

Seventh Grade Students Will:

- Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- Contribute to project teams to produce original works or solve problems.
- Apply existing knowledge to generate new ideas, products, or processes.
- Use models and simulation to explore complex systems and issues.
- Use information provided in manuals or by experienced people to see and understand how things work.
- Describe and illustrate a concept or process using a model, simulation or concept-map.

Group Challenges May Include But Are Not Limited To the Following Tools:

- Animation-ish
- Bridge Designer
- Comic Life
- CrazyTalk
- Fischertechnik
- Frames-Stop Motion Animation
- Pixie
- Geographic Information Systems (GIS)
- Hour of Code
- IQ Key
- K'Nex
- LEGO Mindstorms EV3 Robotics
- MaKey MaKey
- Photoshot Elements
- PowerPoint
- Punch Home Design Suite
- Scratch
- Solar Oven
- Sphero
- Tinkercad
- Vernier Science

What Can Parents Do?

- Make decisions about responsible digital practices together. Talk with your child about how to judge the accuracy and bias of online news and ways to behave safely and responsibly in the immense digital world. (Common Sense Media: www.p21.org/tips/online)
- Set an example for collaboration and compassion. Be a strong role model and mentor to your children. Make working with others and having an open mindset a priority. (Making Caring Common Project: www.p21.org/tips/rolemodel)
- Think Globally and act locally. Work with your child to consider what you can do as a family or individually to make an impact in your community or on national and global issues through internships or volunteer positions. Take part in service-learning opportunities that provide meaningful civic and community service. (TeachUNICEF: www.p21.org/tips/global)
- Set expectations. Set and communicate clear, specific and appropriate expectations around your child's use of online media and mobile devices. (Connect Safely: www.p21.org/tips/expectations)
- Create consistent digital policies. Pay attention to the technological and online resources available at your child's school and reinforce the policies created around mobile devices and social networks at home. (Common Sense Media: www.p21.org/tips/online2)