

Content Area	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<b>English</b>	Students fly with pioneers of aviation (and/or space exploration), reflecting on the possibilities and challenges of flight. By examining these real and fictional versions of people who made their dreams come true, students extend their thinking to dreaming for themselves. Evidence-based writing focuses on arguing for or against Robert Browning's words: "A man's reach should exceed his grasp."	Students read a variety of real and fictionalized accounts of people who demonstrated perseverance against overwhelming odds. Students explore external and internal conflicts among people who succeed. Evidence-based writing describes an author's perspective or purpose and analyzes how particular story elements (e.g., setting, character, plot) interact.	Students encounter brushes with death through survival stories that explore the classic literary conflict between the individual and nature. Students evaluate factual, fictional and film representations of survival against all odds. Evidence-based writing focuses on how different authors sequence events and information to build suspense and create tension.	Students enter worlds that do not exist, and weigh scientific fact against science fiction. Students make connections among real and fictionalized science as they trace the logic of storylines. Evidence-based writing focuses on believability, using science and literary analysis to argue the feasibility of specific works of science fiction.	Students explore the human condition to determine when war is warranted and when peace should prevail. Students analyze both sides of the argument, as found in fiction and in history. Evidence-based writing outlines rationale for war or peace and develops an evidence-based argument to defend a position.	In this final six-week unit of seventh grade, students wrap up their yearlong study of the human condition by examining humor and despair in literature. Students compare and contrast comic and tragic events. Evidence-based writing focuses on literary analysis with an original thesis.			
<b>Mathematics</b>	1.1 Geometry (2-D shapes, angle pairs, cross figures, area, volume and surface area)  1.2 Number Systems Operations (add, subtract positive and negative rational numbers)	2.1 Number Systems Operations (multiply, divide with positive and negative rational numbers)  2.2 Evaluating Expressions (multi-step expressions, equations and inequalities)	3.1 Stats and Probability, Part 1 (populations, comparing data sets)  3.2 Ratios and Proportions, Part 1 (proportional relationships, representations of relationships, slope)	4.1 Statistics and Probability, Part 2 (probability models, theoretical and experimental probability)  4.2 Ratios and Proportions, Part 2 (multi-step problems, scaling, percents)	5.1 Strategic Re-teaching and Review to Prepare for DC CAS (based on student data, DC CAS preparation)	6.1 Bridge (measuring of shapes, Pythagorean's Theorem)			
<b>Science</b>	"Healthy Humans": 7.7.1. Describe the specific functions and roles of each major human body system, including the digestive, respiratory, excretory, reproductive, circulatory, nervous, endocrine, musculoskeletal, and immune systems. 7.7.3. Explain how the amount of food energy (usually measured in calories) that a person requires varies with body weight, age, sex, activity level, and metabolic rate.	"Immunity Community": 7.7.5. Identify specific examples of how viruses, bacteria, fungi, and more complex parasites may infect the human body and interfere with normal body functions. 7.7.10. Explain how fundamental changes in health practices have resulted from the establishment of the germ theory of disease. 7.7.8. Recognize that the environment may contain dangerous levels of substances that are harmful to human beings. Therefore, the good health of individuals requires monitoring the soil, air, and water as well as taking steps to keep them safe.	"Don't cell me short": 7.4.1. Investigate and explain that all living things are composed of one or more cells; cells are organisms' basic units of structure and function; and cells come only from existing cells (Theodor Schwann's and Matthias Schleiden's cell theory). 7.4.8. Describe how the most basic chemical functions of organisms, such as extracting energy from food and getting rid of wastes, are started or carried out completely within the cell.	"Down in DNA": 7.5.1. Describe that heredity is the passage of information for developing and maintaining the organism's body from one generation to another, that genes are the basic units of heredity, and that they are made of DNA, consisting of very long molecules located in the chromosomes of each cell. 7.4.3. Explain that in those cells that contain a nucleus (eukaryotic plant and animal cells), the nucleus is the main repository for genetic information. 7.4.9. Explain how cells in multicellular organisms continually divide to make more cells for growth and repair, and various organs and tissues function to serve the needs of cells for food, air, and waste removal. 7.5.2. Explain how, in asexual reproduction, offspring are an almost identical copy of the mother cell.	"The Plants Dance": 7.8.3. Illustrate and explain how plants use the energy from light to make simple sugars, and more complex molecules, from carbon dioxide and water through a process called photosynthesis. Understand how this produces food that can be used immediately or stored for later use. 7.8.4. Create a food web to explain how energy and matter are transferred between producers and primary consumers and secondary consumers.	"Is variety the spice of life?": 7.2.2. Know how technologies having to do with food production, sanitation, and disease prevention have dramatically changed how people live and work and have resulted in changes in factors that affect the growth of human population.	how two types of organisms may interact in a competitive or cooperative relationship, such as producer/consumer, predator/prey, parasite/hosts, or as symbionts. 7.6.2. Explain how Darwin's research and that of his followers supported a concept of differential survival in terms of fitness (i.e., given the potential exponential increase of offspring and the only linear potential increase of resources, favorable variations that aid individual organisms in their survival in a given environment will confer on those organisms a greater reproductive success for that variety). 7.6.1. Describe that biological variation (phenotype variation) is the raw material on which natural selection operates. 7.6.5. Using specific examples, explain that extinction of a species is a result of mismatch of adaptation and the	"Blast from the Past": 7.3.2. Recognize and describe that biological classifications are based on how organisms are related: Organisms are classified into a hierarchy of groups and subgroups, with species as the most fundamental unit. 7.6.4. Explain how independent lines of evidence drawn from geology, fossils, comparative anatomy, and molecular biology provide the firm basis of evolutionary theory.	"The Prosecution Rests": 7.1.4. Recognize testable hypotheses in investigations that pertain to the content under study, and write instructions that others can follow in carrying out the investigation. 7.1.6. Incorporate circle charts, bar and line graphs, diagrams, scatterplots, and symbols into writing, such as lab or research reports, to serve as visual displays of evidence for claims and/or conclusions.

<b>Social Studies</b>	Students trace the emergence of civilization, considering the ways humans adapted to their environments depending on the natural resources available. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students learn research and pre-writing skills.	Students explore the Ancient Egyptian and Hebrew peoples, focusing on how societies and religion operate in reciprocal relationships. Students deepen their analyses of sources, using research and pre-writing skills to write historical narratives with effective introductions, conclusions, and transitions.	Students consider how civilizations in India emerged along river valleys because of favorable geographic conditions. They also compare the common characteristics of early Indian societies, including of government, social structure, politics, religion, writing, and art. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.	Students explain the influence of Ancient Greece on the modern world, specifically the power of people in shaping government. Students also recognize the importance of charismatic leaders and military conquest in cultural diffusion. Students read primary source accounts from political leaders, using evidence to support claims in a thesis-based essay.	Students describe Republican influences on modern civilization. They also explore the Roman Empire, including the cycles of order and disorder and the decline that often follows imperial expansion. Students learn to edit one another's writing and use feedback to make revisions for a final draft.	Students trace the development of civilization and dynasty in China, focusing on the importance of geography. Students study how societies and religion shape each other, as well as the power of political organization, trade, and technology. Students publish their research papers using an online medium.			
<b>Physical Education</b>	Cooperatives. This unit includes activities that teach students to work cooperatively, with a partner or in a group, in order to achieve a common goal, are used to further establish class norms.	Fitness Concepts. This unit provides students with a basic knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Students will learn how to assess and maintain their own fitness and how to use activity logs and technology such as heart rate monitors to track and measure activity levels.	Rhythmic Skills and Movement Patterns. In this unit, students will examine multicultural dances from around the world. As a culminating activity for this unit, students are asked to develop and demonstrate their own routine set to music. Students will utilize heart rate monitors and pedometers to realize the benefits of dance as well as to assess their activity levels.	Movement Concepts. In this unit students will demonstrate fundamental skills of varied positions, supports, balances, jumping and landing, rotation rolls, partner stunts and advanced skills. They will also complete extension tasks.	Manipulative Skills/Combination of Movement Patterns and Skills. These units offer students the opportunity to refine sport specific skills and develop more advanced offensive and defensive strategies. The activities should continue to be modified to be more inclusive, active and enjoyable than traditional sports drills and games. Continue to create small-sided games. Advanced individuals can progress to larger sided games.	Manipulative Skills/Combination of Movement Patterns and Skills. These units offer students the opportunity to refine sport specific skills and develop more advanced offensive and defensive strategies. The activities should continue to be modified to be more inclusive, active and enjoyable than traditional sports drills and games. Continue to create small-sided games. Advanced individuals can progress to larger sided games.			
<b>Health</b>	Mental/Emotional Health. This unit centers on the multiple dimensions of health, including mental health, and how they are interrelated. It also examines factors that influence health. Students will explore how societal messages influence their own perceptions and behaviors.	Alcohol, Tobacco, and Other Drugs. This unit explores how to apply life-skills such as risk refusal and decision making to choices about alcohol, tobacco, and other drugs. Student will learn about the many costs of alcohol, tobacco, and other drug use and involvement.	Sexual Health. In this unit, students will examine the physical, mental, and emotional changes that occur during puberty. Students will learn about pregnancy and disease preventative measures they can take and about the consequences of sexual activity.	Safety. This unit builds on personal safety to include consideration of others' safety. Students will practice conflict-resolution strategies and procedures such as first aid and communication skills that promote personal safety and help address conflict.	Nutrition. This unit exposes students to the importance of caring for their bodies through the food choices that they make. They will learn how to maintain a healthy diet and plan meals, as well as assess their own overall fitness.	Anatomy. This unit demonstrates how food choices either promote or prevent disease. Students will learn about disease prevention and health conditions prevalent in adolescents.			