

**Pentucket Regional Middle School
7 Red Team Curriculum Map**

7 Red	Science	English	Math	Social Studies
September	<p>Content: Introduction to Science Characteristics of Living Things Scientific Method Ecosystems (of the Rocky Coast)</p> <ul style="list-style-type: none"> ◆ Food Chains/Webs ◆ Introduction to Scientific Method <p>Skills: Lab safety (ongoing all year) <ul style="list-style-type: none"> • Proper use of Lab Equipment Reading Scales - Metric Units Organization (ongoing all year) Note taking (ongoing all year) Listening (ongoing all year) Writing Hypothesis Introducing Lab Reports Creating a Data table</p>	<p>Content: Grammar: Subject (complete and simple) and predicate (complete and simple), Capitalization, punctuation.</p> <p>Literature: "Legend of Sleepy Hollow"-Washington Irving.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year): Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content: Fractions/Decimals/Percents Operations of F/D/% Statistics: Graphs and Charts Multiplication and Division by 10</p> <p>Skills: Computing Constructing and interpreting graphs Estimation</p>	<p>Content: <i>Introduction:</i> why study geography? Where are you from (ethnicity)?</p> <p>Five Themes of Geography.</p> <p>Longitude and latitude, time zones, maps, graphs, and charts.</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking.</p> <div style="border: 2px solid black; padding: 10px; margin-top: 20px;"> <p>NB: Students will be concurrently using this alternative curriculum with the <u>Mapping the World by Heart</u> program to emphasize the political and physical geography of the world. This is a curriculum that by year's end prepares students to accurately draw the world from memory.</p> </div>

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<p style="text-align: center;">October</p>	<p>Content: Ecosystems of the Rocky Coast continued -</p> <ul style="list-style-type: none"> ◆ Scientific Classification of Organisms <p>Skills: Using a Dichotomous Key Using a triple beam balance Using a pan balance</p>	<p>Content: Grammar: Adjectives, possessive adjectives, personal pronouns (subject and object forms), possessive pronouns</p> <p>Literature: "Legend of Sleepy Hollow"-Washington Irving.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year): Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content: Continue graphs and charts Measurement: standard and metric</p> <p>Skills: Measuring Converting within systems Estimation</p>	<p>Content: <i>Physical geography:</i> Land forms, climate, weather, water cycle, plate tectonics, weathering, erosion.</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; Data gathering, drawing conclusions, oral presentations; sequencing.</p>

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November	<p>Content: Cell Structure and Organization Introduction to Cell Chemistry</p> <p>Skills: Model Building Use of Microscope-field of vision Research and Presentation Preparing wet mount slides</p>	<p>Content:</p> <p>Grammar: action verbs, transitive and intransitive verbs, direct objects, adverbs, prepositions and prepositional phrases.</p> <p>Literature: "Legend of Sleepy Hollow"-Washington Irving.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year):</p> <p>Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content: Introduction to Algebra Properties Order of Operations Exponents Scientific Notation</p> <p>Skills:</p> <p>Evaluating Expressions Computations using whole numbers, fractions and decimals</p>	<p>Content: <i>Geography drives lifestyle:</i> natural resources, and human resources. Population.</p> <p>Why people live where they live (all based on geography) and how they do it; compare and contrast desert, rainforest, coastal, mountain and plains/grasslands <i>cultures</i>, etc.</p> <p><i>Environmental Impact:</i> man's effect on the world around him.</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; Data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression.</p>

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December	<p>Content: Cell Chemistry Osmosis Diffusion Enzyme Reactions Metabolism: Respiration Photosynthesis Introduction to Periodic Table of Elements</p> <p>Skills: Chemical Symbols for elements of human body Interpreting Chemical Formulas Graphing - pie and bar % elements in human body</p>	<p>Content: Grammar: indefinite pronouns, personal pronouns (in greater depth than previously)</p> <p>Literature: "A Christmas Carol"- Charles Dickens.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year): Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content: Graphing (Cartesian Coordinate System) Integers</p> <p>Skills: Constructing graphs Computing with all operations of integers</p>	<p>Content: Why people live where they live (all based on Geography) and how they do it; compare and contrast desert, rainforest, coastal, mountain and plains/grasslands <i>cultures</i>, etc. CONTINUED.</p> <p><i>Ethnic, linguistic and religious groups:</i> atheism, Buddhism, Christianity (Protestant, Catholic, Orthodox), Hinduism (Sikhism), Islam (Sunni/ Shia/Sufi), Judaism (Orthodox, Reformed, Conservative, Reconstructionist), Taoism/ Confucianism.</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression; visual media.</p>

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January	<p>Content: Cell Reproduction Mitosis Meiosis DNA/RNA</p> <p>Skills: DNA Model Lab Technique - DNA Extraction Lab</p>	<p>Content:</p> <p>Grammar: demonstrative pronouns, reflexive pronouns, nouns (singular and plural forms), indirect objects</p> <p>Literature: "A Christmas Carol"- Charles Dickens.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year):</p> <p>Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content:</p> <p>Continue Integers Parallel Lines Congruence/similarity Sides vs. interior angles</p> <p>Skills: Measuring angles Recognizing relationships Estimation</p>	<p>Content: <i>Religion</i> CONTINUED...Atheism, Buddhism, Christianity (Protestant, Catholic, Orthodox), Hinduism (Sikhism), Islam (Sunni/Shia/Sufi), Judaism (Orthodox, Reformed, Conservative, Reconstructionist), Taoism/ Confucianism.</p> <p><i>Religious conflict</i></p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression; visual media.</p>

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February	<p>Content: Genetics</p> <p>Skills: Punnett Squares Pedigrees</p>	<p>Content:</p> <p>Grammar: compound verbs, compound subjects, other compound sentence parts, coordinating conjunctions,</p> <p>Literature: Selected Readings from Classical Mythology (Adventures book).</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year):</p> <p>Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content:</p> <p>Pythagorean Theorem Circles / Triangles / Trapezoids</p> <p>Skills:</p> <p>Using protractors and compasses</p> <p>Calculating area</p> <p>Classifying Shapes</p>	<p>Content: <i>Geography drives history:</i> Why did Europe conquer the world and not vice versa? Brief history of empires, colonization and independence movements. When and how nations of the world became independent from colonizers (India, US, Canada, Africa, Middle and Far East) and from themselves (USSR & S. Africa).</p> <p>Follow progression from city state to kingdom to empire to nation state that parallels ethnic/national status.</p> <p><i>Forms of government:</i> Democracy, monarchy, oligarchy, anarchy, and dictatorship.</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression; visual media.</p>

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March	Evolution Theory of Natural Selection Adaptation & Variation Punctuated Equilibrium Skills: Compare and Contrast Analyzing Scientific Explanations	Content: Grammar: linking verbs, predicate nominatives, predicate adjectives, base comparative, and superlative forms of adjectives, Literature: Selected Readings from Classical Mythology (Adventures book). Vocabulary: Taught within the context of literature. Spelling Skills: (ongoing all year): Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.	Content: Volume Continue triangles / circles/ trapezoids Skills: Calculate volume	Content: <i>Geography drives history</i> CONTINUED: ... <i>Minorities</i> (Kurds, Aborigines, Indians, and Palestinians) and the political, educational and social status of <i>women</i> . Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression; visual media.

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April	<p>Content: Anatomy & Physiology</p> <p>Skills: Recognizing relationships between human body systems</p>	<p>Content :</p> <p>Grammar: verbs-six tenses, infinitive forms, regular and irregular verbs</p> <p>Literature: "To Build A Fire"- Jack London.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year):</p> <p>Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content:</p> <p>Ratio and Proportions Prime Factorization Divisibility Functions Input/output</p> <p>Skills:</p> <p>Calculate rate of change</p>	<p>Content: <i>Geography drives economics:</i> resources are fixed (water, oil, mining, and food). Who has them, who needs them, and resulting conflict. Refer back to colonization. (Turkey vs. Syria and Iraq; Arab v. Israel; USSR v. US; China v. Tibet and Taiwan).</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression; visual media.</p>

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May	<p>Content: How Ecosystems Change (ecological succession)</p> <p>Skills: Comparing and Contrasting Sequencing Graphing Reading and interpreting a diagram</p>	<p>Content: Grammar: the “to be” verb, the progressive form of the six verb tenses, modal auxiliary verbs,.</p> <p>Literature: "To Build A Fire"- Jack London.</p> <p>Selected poetry, drama, and short stories from the Adventures book and other sources.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year): Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content: Algebra-Two Step Equations Linear Equations</p> <p>Skills: Solving equations Graphing Equations</p>	<p>Content: <i>Geography drives economics</i> CONTINUED: Currency; trade; supply/demand; economies: traditional, command, mixed and market; standard of living, GNP, per capita income.</p> <p>How levels of education affect economy – in particular of women.</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression; visual media.</p>

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June	<p>Content: Ecosystems continued</p> <p>Skills: Interpreting Diagrams Comparing and Contrasting</p>	<p>Content:</p> <p>Grammar: gerunds, the passive voice</p> <p>Literature: Selected poetry, drama, and short stories from the Adventures book and other sources.</p> <p>Vocabulary: Taught within the context of literature.</p> <p>Spelling</p> <p>Skills: (ongoing all year):</p> <p>Explain plot, Express reaction, Recognize literary techniques, Recognize principal parts of a sentence, Write and edit compositions, Compare and contrast literature to film.</p>	<p>Content:</p> <p>Algebra-Two Step Equations Linear Equations</p> <p>Skills: Solving equations Graphing Equations</p>	<p>Content: <i>Urbanization:</i> move to cities. Why it happens and consequences.</p> <p><i>Globalization:</i> UN, NATO, World Bank, International Monetary Fund, British Commonwealth, and Organization of American States.</p> <p>Skills: Reading and analyzing maps, graphs, and charts; organization; effective note taking; critical thinking; data gathering, drawing conclusions, oral presentations; sequencing; group interaction; compare and contrast; fact vs. opinion cause and effect; written expression; visual media.</p>