Health & Physical Education

- Evaluate the impact of health behaviors and choices on personal and family wellness.
- Discuss diseases and health conditions including STIs, HIV/AIDS, and Lyme Disease.
- Analyze how resilience and protective factors support healthy social and emotional development.
- Discuss how the body systems are interdependent and interrelated.
- Analyze how healthy eating can reduce the risk of disease, cancer, osteoporosis, and other health conditions.
- Compare and contrast the benefits and dangers of naturally occurring substances and commonly used medicines.
- Identify the characteristics of healthy and unhealthy relationships.
- Analyze how the use of alcohol, tobacco, and other drugs impact health and well-being.
- Discuss ways to quit using substances and discuss factors that support the ability to quit.
- Discuss changes in family structures and the forces that influence change.
- Describe the signs of an unhealthy relationship and develop strategies to end it.
- Explain the role of technology in relationships and develop a plan for remaining safe while using technology and social media.
- Define gender identity, gender expression, and sexual orientation, and explore external influences that impact one’s attitude about gender expression and sexual orientation.
- Describe the benefits of abstinence.
- Discuss routine healthcare procedures such as breast examination, testicular examination, and dental care.
- Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- Discuss pregnancy and parenting.
- Compare and contrast the use of movement skills in various forms of physical activity.
- Describe the influence of history and culture on games, sports, and dance.
- Apply offensive, defensive, and cooperative strategies in selected activities, games, or sports.
- Define and model the components of sportsmanship and fair play.
- Use specific strategies, including visualization and positive self-talk, to prepare for physical activity.
- Explain and perform the basic skills and rules of various sports such as soccer, football, basketball, baseball/softball, volleyball, racquet sports, and track and field.
- Develop cardiovascular endurance and muscular strength through participation and FITNESSGRAM component and various assessments.

Visual Arts

- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Music

- Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
- Describe a personal interpretation of contrasting works and explain how creators’ and performers’ application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

Dance

- Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
- Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.
- Explore possibilities of producing dance in a variety of venues or for different audiences and, using composition terminology, explain how the production elements would be handled in different situations.
- Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Theatre

- Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.
- Choose a variety of technical elements that can be applied to a design in a drama/theatre work.
- Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.
- Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
Dear Parents,

Today is an exciting time to be in school. Your child will learn new and exciting things by reading, writing, problem solving, discussing, asking questions, exploring, and learning by doing. We want all students to meet with success and develop their highest potential. Listed below are some easy ways you can support your child's success in school.

Make sure your child has

• A quiet place to work with good light.
• A regular time each day for homework.
• Basic supplies, such as paper, pencils, pens and markers.
• Aids to good organization, such as and assignment calendar, book bag and folders.

Questions to ask your child

• What did you learn at school today?
• What is your assignment today?
• Is the assignment clear? (If not, suggest calling a classmate for assistance.)
• When is it due?
• Do you need special resources to complete your assignment (e.g., dictionary, glue, paint)?
• For a major project, would it help to write out the steps or make a schedule?

Other ways to help

• Review your child’s homework, but don’t do the homework.
• Meet with teachers early in the year and find out about homework policies.
• Review teacher comments on homework that have been returned and discuss them with your child.
• Contact the teacher if there is a homework problem or need you cannot resolve.
• Congratulate your child on a job well done!

Read - Encourage your child to read. Reading develops vocabulary, knowledge, and a love for books.

Write - Encourage your child to try different types of writing, such as poetry, articles, stories, lists, graphic novels, Instagram posts, or anything of interest. Writing helps learners generate ideas.

Thank you,

Mr. León
Superintendent

Newark Board of Education

Snapshots of Seventh Grade

Mathematics

• Understand and use ratios and proportions to represent quantitative relationships.
• Develop, analyze, and explain methods for solving problems involving proportions, similar figures, and percent change.
• Solve problems involving scale factors, using ratio and proportion.
• Solve simple problems involving the use of proportional reasoning.
• Use models to solve contextual problems using various representations, such as graphs, tables, and equations.
• Use coordinate geometry to represent and examine the properties of geometric shapes.
• Use geometry to examine special geometric shapes, such as regular polygons or those with particular characteristics, such as parallelograms, isosceles triangles, or triangles with pairs of parallel or perpendicular sides.
• Select and apply techniques and tools to accurately find length, area, volume, and angle measurements to appropriate levels of precision.
• Develop an initial conceptual understanding of different uses of variables.

Use symbolic algebra to represent situations and to solve problems, especially those that involve linear relationships.
• Recognize and generate equivalent forms for simple algebraic expressions.
• Use geometric models to represent and explain numerical and algebraic relationships.
• Formulate questions, design studies, and collect data about a characteristic of a population and analyze the data to make inferential statements.
• Solve and interpret measures of center and spread, including mean, median, mode, and range.
• Use simple and compound events, using organized lists, tables, tree diagrams, and simulations.
• Use proportions and percentages to represent and make comparisons, such as changes over time, comparing different quantities, or making predictions.

Social Studies

• Describe how the function of a cell as a whole and parts of cells contribute to the function.
• Describe how food is rearranged through chemical reactions and solid lines to show support growth and/or release energy as this matter moves through an organism.
• Determine scale properties of objects in the solar system. Understand scale models correspond to the actual by sending messages to the brain for immediate behavior or stronger action.
• Determine the relationships among the energy transferred, the type of matter, the mass, and the change in kinetic energy of the particles as measured by the temperature of the sample.
• Describe the impact of the sun's gravity that includes how the amplitude of a wave is related to the energy in a wave.
• Describe effects of natural selection when transmitted through various materials.
• Describe how natural selection and extended structures.
• Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
• Describe how natural selection and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively.

• Draw on disciplinary concepts from history, geography, economics, and civics to analyze how a specific problem can manifest itself at local, regional, and global levels over time.
• Weigh purpose and varying points of view in multiple sources and use evidence to support arguments.
• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
• Identify the challenges and opportunities faced by those trying to address a problem.
• Cite evidence to support the view that in the past to the present of people in the present across multiple sources while clearly distinguishing opinion from fact.

• Understand and be able to map politically and physically Central and South Asia, East Asia, Southeast Asia and Oceania, and Europe.
• On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia.
• Explain the contributions of Early Indian and Central Asian civilizations, religions, and cultures.
• Describe the impact of encounter, such as trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.
• Explain major local and regional developments in early Chinese history and evaluate the ways in which they are similar to or different from the changes in other regions of the world.
• Trace the spread of Buddhism from India in the 4th century BCE to China, Korea, and Japan, and its development in Japan from the 6th through the 13th century CE; explain significant cultural contributions of ancient Japan.
• Describe the impact of encounters, such as trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.
• Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand.
• Explain Ancient and Classical Greece, c. 1200–300 BCE; and Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE–500 CE.
• Identify the major accomplishments of the ancient