

7th Grade Curriculum Maps | 2015-2016

GRAMMAR				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
Season 2: Review Gerunds, Infinitives, Participials, Appositives	Students will identify the various phrases within a sentence and be able to isolate what job it is performing within the sentence.	<ul style="list-style-type: none"> ○ What is fiction? ○ What job is the phrase fulfilling in the sentence? 	SKILLS: <ul style="list-style-type: none"> ○ Identifying parts of speech ○ Understanding jobs of words/phrases 	Week One
Season 2: Review Adjective clauses, adverb clauses, and noun clauses	Students will identify the various phrases within a sentence and be able to isolate what job it is performing within the sentence.	<ul style="list-style-type: none"> ○ What job is the phrase fulfilling in the sentence? 	SKILLS: <ul style="list-style-type: none"> ○ Identifying parts of speech ○ Understanding jobs of words/phrases 	Week Two
Season 3-Part I Comma Splices and Comma Splits	Punctuation	<ul style="list-style-type: none"> ○ What is a comma splice? ○ What is a comma split? ○ Can a student identify the six comma splits? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Three
Season 3-Part I Comma Rules 1, 2, and 3	Punctuation	<ul style="list-style-type: none"> ○ How do you punctuate <i>items in a series</i>? ○ How do you punctuate two adjectives with “and test” 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Three
Season 3-Part I Comma Rule 4	Punctuation	<ul style="list-style-type: none"> ○ How do you punctuate a <i>nonessential modifier</i>? ○ How do you identify an <i>adjective clause</i>? ○ How do you identify a <i>participial phrase</i>? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Four
Season 3-Part I Comma Rule 5	Punctuation-Introductory Elements	<ul style="list-style-type: none"> ○ How do you punctuate introductory single words? ○ How do you punctuate introductory participial phrases? ○ How do you punctuate introductory adverb clauses? ○ How do you punctuate introductory prepositional phrases? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Five
Season 3-Part I Comma Rules 6, 7, and 8	Punctuation-Interruptions	<ul style="list-style-type: none"> ○ How do you punctuate appositives and appositive phrases? ○ How do you punctuate direct address elements? ○ How do you punctuate <i>expressions</i>? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Six
Season 3-Part I Comma Rules 9, 10, and 11	Punctuation- Formatting	<ul style="list-style-type: none"> ○ How do you punctuate <i>dates and addresses</i>? ○ How do you punctuate salutations and closings? ○ How do you punctuate names and abbreviations? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Seven

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GRAMMAR cont.				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
Season 3-Part I Punctuating Quotations	Punctuation- Mechanics	<ul style="list-style-type: none"> ○ How do you punctuate <i>Direct Quotes</i>? ○ How do you punctuate <i>Indirect Quotes</i>? ○ How do you punctuate <i>Dialogue</i>? ○ How do you punctuate a <i>Narrative</i>? ○ How do you punctuate a <i>Broken Quote</i>? ○ How do you punctuate a <i>Quote within a Quote</i>? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Eight
Season 3-Part I Punctuating Dialogue	Punctuation- Mechanics	<ul style="list-style-type: none"> ○ How do you punctuate <i>Direct Quotes</i>? ○ How do you punctuate <i>Indirect Quotes</i>? ○ How do you punctuate <i>Dialogue</i>? ○ How do you punctuate a <i>Narrative</i>? ○ How do you punctuate a <i>Broken Quote</i>? ○ How do you punctuate a <i>Quote within a Quote</i>? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Eight
Season 3-Part I Punctuating Titles	Punctuation-Identifying Different Types of Writing	<ul style="list-style-type: none"> ○ How do you punctuate Articles, short stories, essays, poems, songs, chapters, and television and radio programs? ○ How do you punctuate books, plays, movies, periodicals, works of art, symphonies and etc., ships, aircraft, and spacecraft? 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Nine
Season 3-Part I Semicolons and Colons	Punctuation-Identifying independent clauses and different types of sentence structure	<ul style="list-style-type: none"> ○ How do you punctuate independent clauses not joined by conjunctions; sentences containing transitional devices; independent clauses that already contain commas; items in a series if the series contain commas 	SKILLS: <ul style="list-style-type: none"> ○ Proper use of writing conventions ○ Identifying errors in punctuation 	Week Ten

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LANGUAGE ARTS				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
Fiction <ul style="list-style-type: none"> Literary Terms: Irony, foreshadow, hyperbole, oxymoron, parody, etc. Elements of Fiction: Plot, setting, theme, POV, conflict, etc. READ: Short Stories (5) 	In this unit, students will read several short stories by a variety of authors. They will be able to define specific literary terms as well as understand the elements of fiction embedded and used within the various texts. Additionally, students will create writing samples in at least two of the styles from unit: parody and mystery.	<ul style="list-style-type: none"> What is fiction? What are the elements of fiction? How do the elements of fiction interact? 	SKILLS: <ul style="list-style-type: none"> Identify elements of fiction in literary texts; elements in one's own writing. PROJECTS: <ul style="list-style-type: none"> Write a parody of "The Gift of the Magi." Write a mystery short story. 	9 weeks Beginning of Sept- beginning of Nov.
Animal Farm <ul style="list-style-type: none"> Literary Terms cont.: Satire, allegory, symbol. Spelling/Grammar/ Vocab READ: <i>Animal Farm</i> 	Students will learn about George Orwell and the historical context surrounding his novel, <i>Animal Farm</i> . While reading, students will continue to define specific literary terms and on mastering commonly misspelled words and grammatical errors.	<ul style="list-style-type: none"> How is "Animal Farm" an allegory for the Russian Revolution? What is propaganda and what types of propaganda appear in <i>Animal Farm</i>? How is <i>Animal Farm</i> a satire? Why is satire a powerful form of writing? 	PROJECTS: <ul style="list-style-type: none"> Participate in a Mock Trial 	6 weeks Mid Nov- beginning of Jan.
Nonfiction <ul style="list-style-type: none"> Types of Nonfiction: Essay and Memoir READ: "Shooting an Elephant" and "When I Was Puerto Rican" 	Students will learn how nonfiction texts are structured, what types of nonfiction exist, and the difference between primary and secondary sources. Students will also study memoir writing and work on creating their own personal memoir	<ul style="list-style-type: none"> What is nonfiction? What is Memoir? How is nonfiction used to convey everyday life events? 	PROJECTS: <ul style="list-style-type: none"> Writing personal memoir 	4 weeks Jan.
Anne Frank <ul style="list-style-type: none"> READ: <i>The Diary of Anne Frank</i> 	Students will read <i>The Diary of Anne Frank</i> and study the overall impact of the Holocaust on society. They will attend a live production at Park Square Theatre.	<ul style="list-style-type: none"> What is the transformation in Anne's (as well as others) character in the Diary? Why is this diary lasting and have substantial fame surrounding it? 	PROJECTS: <ul style="list-style-type: none"> Annex group 	9 weeks Feb.-March
Poetry <ul style="list-style-type: none"> Review Poetry Terms Forms of Poetry Types of Rhyme 	Students will analytically break down poetry into its basic elements. They will create their own poetry using elements mastered over the course of the unit.	<ul style="list-style-type: none"> What are the elements of poetry? How do poets use rhyme and rhythm to change the mood of their work? 	SKILLS: <ul style="list-style-type: none"> Identify utilize elements of poetry Understand mood in context PROJECTS: <ul style="list-style-type: none"> Write multiple poems 	4 weeks Month April
Call of the Wild <ul style="list-style-type: none"> READ: <i>The Call of the Wild</i> 	Students will write a research paper on the background information in the novel (Yukon Territory Gold Rush, sled dogs, etc.)	<ul style="list-style-type: none"> How does the film version coincide or differentiate from the text version? What is naturalism? How is naturalism present in <i>The Call of the Wild</i>? 	SKILLS: <ul style="list-style-type: none"> Formal research writing with bibliography Public speaking PROJECTS: <ul style="list-style-type: none"> Research Paper 	5 weeks May-end of the year

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MATH				
UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED	APPROX. TIMELINE
Number and Operations	<ul style="list-style-type: none"> ○ Rational Numbers ○ Comparing Rational Numbers ○ Problem Solving with Rational Numbers 	<ul style="list-style-type: none"> ○ Use positive rational numbers to label, measure, locate, compare and quantify ○ Understanding rational numbers, including negative values ○ Extend the coordinate plane to all four quadrants ○ Fractions, decimals, and percents are different representations of rational numbers ○ Relationships between addition and subtraction, and multiplication and division of rational numbers ○ Use ratios and proportional reasoning to solve problems ○ The concept of absolute value on a number line ○ Simple interest and compound interest 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Rational Numbers as Ratios ○ Integer Division ○ Number Line and Coordinate Grid ○ Equivalent Representations ○ Arithmetic Procedures ○ Calculators and Rational Numbers ○ Absolute Value ○ Proportional Reasoning 	Yearlong Spiral
Algebra	<ul style="list-style-type: none"> ○ Proportional Relationships ○ Proportional Problem Solving ○ Numerical and Algebraic Equations ○ Represent and Solve Equations 	<ul style="list-style-type: none"> ○ Functions as relationships between independent and dependent variables ○ Finding and comparing rates of change with constant increasing values ○ Slopes of proportional relationships ○ Rates of change (ex. X per Y) ○ Order of operations for equations 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Graphing Proportional Relationships ○ Proportions and Reasonableness ○ Equations and Inequalities ○ Properties and Equivalent Expressions ○ Evaluate Algebraic Expressions ○ Order of Operations & Calculators ○ Solve Equations for Proportional Relationships 	Yearlong Spiral
Geometry and Measurement	<ul style="list-style-type: none"> ○ Circumference and Area of Circles ○ Perimeter and Area of Sectors ○ Volume and Surface Area of Cylinders ○ Similarity and Scaling in Two-Dimensions ○ Transformations on the Coordinate Grid 	<ul style="list-style-type: none"> ○ Proportionality between circumference and radius of a circle ○ The area of a circle is proportional to the square of the radius of the circle. ○ By decomposing 2- and 3-D shapes into smaller, component shapes, we can find surface areas and formulas ○ Scale factor describes how corresponding lengths in two similar objects are related. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Circles ○ Sectors ○ Volume and Surface Area of Cylinders ○ Similarity ○ Scale Factor ○ Translations and Reflections 	Yearlong Spiral
Data Analysis and Probability	<ul style="list-style-type: none"> ○ Measures of Central Tendency ○ Circle Graphs and Histograms ○ Probability and Proportionality 	<ul style="list-style-type: none"> ○ Calculate measures of center/spread for a data displays ○ Draw conclusions from displays ○ Effects of deleting or inserting a data value will have on the mean, median and range ○ Spreadsheets and other technology used to display data ○ Relative frequency / proportion ○ Probability of events or experiments over multiple trials 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Mean, Median, Mode ○ Changes in Data and Impact on Mean and Median ○ Random Number ○ Probability of an Event ○ Proportional Reasoning and Probability 	Yearlong Spiral

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MUSIC				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
1 – Music Elements <ul style="list-style-type: none"> ○ Rhythm ○ Dynamics ○ Form ○ Timbre ○ Texture 	<ul style="list-style-type: none"> ○ Review material from 6th grade. 	<ul style="list-style-type: none"> ○ How is music organized? ○ What makes music exciting and interesting? 	SKILLS: Knowledge of the musical elements	2 weeks
2 – Pop Music <ul style="list-style-type: none"> ○ How to use chords in pop music 	<ul style="list-style-type: none"> ○ "The Four Chord Song" ○ What makes songs popular? ○ Compose our own songs. 	<ul style="list-style-type: none"> ○ What makes pop music different from other genres? 	SKILLS: <ul style="list-style-type: none"> ○ Composition PROJECTSs ○ Listening Activities PROJECTS: Garageband composition	2 weeks
3 – Music History <ul style="list-style-type: none"> ○ Baroque Era ○ Classical Era 	<ul style="list-style-type: none"> ○ Historical Events ○ Composers ○ Musical Concepts (form, techniques, instruments, etc.) 	<ul style="list-style-type: none"> ○ Where does music come from? ○ How has music changed? ○ Which composers were influential in the development of music? 	SKILLS: <ul style="list-style-type: none"> ○ Understand the differences between periods of music history. ○ Demonstrate how music is constantly changing and evolving. PROJECTS: <ul style="list-style-type: none"> ○ Baroque Exam ○ Classical Exam 	2 weeks
4 – Opera <ul style="list-style-type: none"> ○ Opera 	<ul style="list-style-type: none"> ○ Guest performer ○ <i>La Bohème</i> video ○ Composition PROJECTS 	<ul style="list-style-type: none"> ○ What is opera? ○ How has opera evolved? 	SKILLS: <ul style="list-style-type: none"> ○ Knowledge base of opera ○ Performance, comparison, and analysis of music PROJECTS: <ul style="list-style-type: none"> ○ Group opera composition 	

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PHYSICAL EDUCATION			
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED
Team Building <ul style="list-style-type: none"> ○ Working Together ○ Problem Solving ○ Critical Thinking 	<ul style="list-style-type: none"> ○ Survivor Island ○ Battle ship ○ Radioactive River ○ Trust activities 	<ul style="list-style-type: none"> ○ Will the students be able to respond to adverse situations? 	SKILLS: Demonstrate working together PROJECTS: Participate in team building activities.
Ultimate Frisbee <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Throw / Catch ○ Strategies / Technique ○ Offensive / Defensive 	<ul style="list-style-type: none"> ○ What are the benefits to having rules and how do they affect your safety? ○ What is the name of the long throw at the beginning of the game? 	SKILLS: Demonstrate throw and catch. Apply game rules and strategies. PROJECTS: Participate using socially acceptable behavior
Flag Football <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Throw / Catch ○ Strategies / Technique ○ Offensive / Defensive 	<ul style="list-style-type: none"> ○ How is teamwork and communication implemented in football? ○ What lessons can students learn by observing football? 	SKILLS: Demonstrate throw and catch. Apply game rules and strategies. PROJECTS: Participate using socially acceptable behavior
Fitness Assessment			
Soccer <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Positions ○ Strategies / Technique 	<ul style="list-style-type: none"> ○ What is the importance of spatial awareness on the field? ○ How is teamwork and communication used in soccer? 	SKILLS: Dribbling, passing, and Receiving PROJECTS: Participate using socially acceptable behavior
Badminton <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Hitting with racquets ○ Positions ○ Scoring ○ Strategies / Technique 	<ul style="list-style-type: none"> ○ What is the history of Badminton? ○ Where did it originate? 	SKILLS: Serving and hitting the birdie, using strategies PROJECTS: Participate using socially acceptable behavior.
Team Handball <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Dribble ○ Goal Keeping ○ Throw / Catch ○ Pass / Shot 	<ul style="list-style-type: none"> ○ How does physical education improve and balance my life? ○ What is the difference from offense and defense? 	SKILLS: Demonstrate throw and catch. Apply game rules and strategies. PROJECTS: Participate using socially acceptable behavior.
Fitness Circuits <ul style="list-style-type: none"> ○ Dumbbells ○ Jump Rope ○ Resistance Bands ○ Stretching ○ Cardio 	<ul style="list-style-type: none"> ○ Target heart rate ○ Form and technique ○ Partner pushups with basketballs ○ Partner weave 	<ul style="list-style-type: none"> ○ How to calculate your resting heart rate? ○ How to label essential muscles in the body. ○ How to calculate your target heart rate. 	SKILLS: <ul style="list-style-type: none"> ○ Demonstrate proper form and technique ○ Improve strength of body ○ Increase body awareness ○ Improve flexibility PROJECTS: Participate in fitness circuits that improve strength, flexibility and cardiovascular performance.
Yoga <ul style="list-style-type: none"> ○ Technique ○ Balance 	<ul style="list-style-type: none"> ○ Proper stretching ○ Injury prevention ○ Core strength 	<ul style="list-style-type: none"> ○ How does improving flexibility prevent injuries? ○ What are ways to relieve stress? 	SKILLS: Demonstrate yoga pose or stretching pose and participate in stretching. PROJECTS: Participate in yoga, stretching understanding

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PHYSICAL EDUCATION cont.			
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED
Broomball <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Goal Keeping ○ Pass / Shoot ○ Offensive / Defensive 	<ul style="list-style-type: none"> ○ How does physical activity improve and balance life? ○ What is the difference from offense and defense? 	SKILLS: Demonstrate maneuvers with the broomball stick, the ball and knowledge of game rules and strategies PROJECTS: Participate using socially acceptable behavior
Floor Hockey <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Stick handling ○ Stick passing ○ Strategy ○ Game play 	<ul style="list-style-type: none"> ○ How does movement and being active impact my day? ○ How does hand-eye coordination affect your ability to play floor hockey? ○ How does aerobic and endurance training create the ability to participate in life long activities? 	SKILLS: Passing and receiving using a hockey stick with puck or street hockey ball PROJECTS: Participate using socially acceptable behavior
Basketball <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Dribbling / Shooting ○ Defense ○ Strategy 	<ul style="list-style-type: none"> ○ How does understanding court positions impact play? ○ Why is defense important in basketball? 	SKILLS: Dribble, lay up, jump shot, defense PROJECTS: Participate using socially acceptable behavior
Volleyball <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Forearm pass ○ Set / Serve ○ Overhand hit ○ Court positions 	<ul style="list-style-type: none"> ○ How does movement and being active impact my day? 	SKILLS: Demonstrate bump, set, serve, overhand hit, tip, and court positions PROJECTS: Participate using socially acceptable behavior.
Pickleball <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Volley ○ Rally scoring ○ Drop shot ○ Backhand / Forehand 	<ul style="list-style-type: none"> ○ What games are similar to this? How can you challenge yourself to give your best effort? 	SKILLS: Have the students be able to use their skills learned and apply them to a partner game of pickleball. PROJECTS: Participate using socially acceptable behavior
Fitness Testing			
Classic Games <ul style="list-style-type: none"> ○ Bean Bag Toss ○ Can Jam ○ Frisbee Golf ○ Bocce Ball 	Participate in lifelong skill games that they will be able to play in the summer	<ul style="list-style-type: none"> ○ How will students incorporate math while keeping score of the game? 	SKILLS: Basics motions of tossing and aiming for targets PROJECTS: Play games with peers without direct instruction
Softball <ul style="list-style-type: none"> ○ Rules ○ Game Play 	<ul style="list-style-type: none"> ○ Throw / Catch ○ Positions ○ Strategies 	<ul style="list-style-type: none"> ○ Can you compare and contrast the difference between softball and baseball? 	SKILLS: Fielding, batting, pitching PROJECTS: Develop a batting order that's fair for both sides.
Archery <ul style="list-style-type: none"> ○ Target ○ Bow and Arrow 	<ul style="list-style-type: none"> ○ Nock ○ Recurve ○ Safety ○ Dominant Eye/Hand 	<ul style="list-style-type: none"> ○ What are the basics steps in preparing a bow and arrow? ○ Can the students successfully and safely hit a target? 	SKILLS: Aiming, Pulling, Nock, Basic Steps. PROJECTS: The students will have an opportunity to aim for their own target.
Week on Wheels	Students will have the chance to bring in non-motorized equipment from home that has wheels	<ul style="list-style-type: none"> ○ Will the students proper steps in wheel safety while being engaged in outdoor activities? ○ Learn more about the history of cycling and more safety precautions involved in competitive cycling 	SKILLS: Toss, Accuracy, learning basics motions of tossing and aiming for targets. PROJECTS: Play games with peers without direct instruction
Content/Game Review	Choice of content	Engage in activities enjoyed most throughout the year	

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SCIENCE				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
1. What is science? What is life? <ul style="list-style-type: none"> ○ Scientific Method and its use ○ Definition and discovery of life 	In this unit students will learn the scientific method and how it can be used to answered questions. Students will focus on variables and controls. While exploring the scientific method, students will use it to answer the question, "What is life?" Students will learn the basic requirements to be considered alive.	<ul style="list-style-type: none"> ○ What the parts of the scientific method? ○ How to use the scientific method to solve mysteries? ○ How life is defined? ○ Is it alive? 	SKILLS: <ul style="list-style-type: none"> ○ Independent and dependent variables ○ Choosing a control group for a lab ○ Quantitative and qualitative observations PROJECTS: <ul style="list-style-type: none"> ○ Yeast Experiment ○ Petri Dish Observations ○ Formal Lab Write Up 	2.5-3 weeks Early Sept. – end of Sept.
2. Taxonomy <ul style="list-style-type: none"> ○ Organization and naming of all living organisms 	In this unit students will learn about the origins and necessity of taxonomy. Students will become familiar with the taxonomic levels and how organisms are related.	<ul style="list-style-type: none"> ○ What is taxonomy? ○ Who is Carl Linnaeus? ○ How are organisms classified? 	SKILLS: <ul style="list-style-type: none"> ○ Understanding organisms' relationships based on taxonomic levels PROJECTS: <ul style="list-style-type: none"> ○ Mini Organism Poster 	1.5 weeks End of Sept. – first week in Oct.
3. How to use a microscope <ul style="list-style-type: none"> ○ Types of Microscopes ○ Using a compound light microscope 	In this unit students will learn about the development of the first microscope. Students will also learn how this technology has changed over time and has allowed for much scientific advancement.	<ul style="list-style-type: none"> ○ What is a microscope? ○ How do they lead to scientific discovery? ○ How do you use a compound light microscope? ○ What are the parts of a compound light microscope? 	SKILLS: <ul style="list-style-type: none"> ○ How to prepare a wet slide ○ How to focus a compound light microscope PROJECTS: <ul style="list-style-type: none"> ○ Microscope Advertisement Posters (Famous Historical Microscopes) ○ Microscope Station Activities 	1.5 weeks Mid-Oct.
4. Cell Unit – Cells and Organelles <ul style="list-style-type: none"> ○ Cell Theory ○ Cell Organelles ○ Animal vs. Plant Cells 	In this unit students will learn the main parts of cell theory and the history of its development. Students will also learn the major cell organelles and their functions. Finally, students will learn the distinguishing features of animal and plant cells.	<ul style="list-style-type: none"> ○ What is a cell? ○ How were cells discovered? ○ Why are cells important? ○ What are cells made of? ○ What is the structure and function and of each organelle? ○ How can you tell the difference between and plant and animal cell? 	SKILLS: <ul style="list-style-type: none"> ○ Using a microscope to identify if a cell is animal or plant ○ Summarizing of scientific information PROJECTS: <ul style="list-style-type: none"> ○ Cell organelle project / presentation ○ Microscope identification time 	3 weeks End of Oct. – Beginning of Nov.

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SCIENCE cont.				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
5. Cell Processes <ul style="list-style-type: none"> ○ Osmosis ○ Diffusion ○ Photosynthesis ○ Cellular Respiration 	<p>In this unit students will learn what is diffusion and osmosis are and why they are necessary for survival. Students will also learn about the processes of cellular respiration and photosynthesis. They will learn how each process occurs, why they are essential, what their formulas are, and why they are considered inverses of each other.</p>	<ul style="list-style-type: none"> ○ What is diffusion and how does it work in a cell? ○ What is osmosis and how does it occur in a cell? ○ What is cellular respiration and how does it work? ○ What is photosynthesis and how does it work? 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Scientific observations ○ Use of a scale ○ Microscope use <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Egg in Corn Syrup ○ Starch and Iodine Demonstration ○ Potato and Salt Water ○ Elodea and pure water vs. salt water ○ Probeware 	<p>3 weeks</p> <p>End of Nov. – Beginning of Dec.</p>
6. Cell Cycle <ul style="list-style-type: none"> ○ Cell Cycle ○ Interphase ○ Mitosis ○ Cytokinesis 	<p>In this unit students will learn how new cells are made. They will learn the three stages of the cell cycle: interphase, mitosis and cytokinesis. Students will also learn what happens when the cell cycle does not work properly: cancer.</p>	<ul style="list-style-type: none"> ○ What is the cell cycle? ○ What happen when the cell cycle does not work correctly? 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Microscope cell identification ○ Computer use <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Mitosis comic book ○ Biography project 	<p>2.5 weeks</p> <p>Dec.</p>
7. Meiosis and Genetics <ul style="list-style-type: none"> ○ Meiosis Stages ○ Genetics ○ History ○ Punnett squares 	<p>In this unit students will learn what meiosis is. They will also learn why it is necessary – sexual reproduction.</p> <p>In this unit students will also learn about introductory genetics. This will include the history of genetics, simple Punnett square problems, the 4 main types of dominance, blood types, common human genetic disorders, and human pedigrees</p>	<ul style="list-style-type: none"> ○ What is meiosis? ○ Why is meiosis necessary? ○ What is genetics? ○ How are traits inherited? ○ How do we track inheritances in families? ○ What determines your blood type? ○ What is a genetic disorder? 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Compare and contrast ○ Critical reading ○ Probability <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Meiosis bead simulation ○ Punnett Squares ○ Alien Baby Lab ○ Hemophilia and the Royal Family 	<p>5 weeks</p> <p>Beginning of Jan. – Beginning of Feb.</p>
8. Evolution and Natural Selection <ul style="list-style-type: none"> ○ History of the Theory of Evolution ○ Theory of Evolution ○ Natural Selection ○ Evidence for Theory of Natural Selection 	<p>In this unit students will learn the history of the development of the theory of evolution by natural selection. Students will learn how new species form and how species are related to one another based on homologous structures, genetic sequences and physical features.</p>	<ul style="list-style-type: none"> ○ What is and isn't the theory of evolution by natural selection? ○ What is the evidence that is used to support the theory of evolution? 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Critical Thinking, Evidence Analysis ○ Vocabulary identification ○ Comparison of fossil evidence <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Survivor Mice ○ ClipBird Island ○ Design a Species Lab ○ Whale Fossil Discovery 	<p>4 Weeks</p> <p>Mid Feb. – Mid March</p>

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SCIENCE cont.				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
9. Animal Behavior <ul style="list-style-type: none"> ○ Learned Behaviors ○ Instinct Behaviors ○ Group Behaviors 	In this unit students will learn about instinctive animal behaviors. They will explore the types of learned behaviors in relation to survival. Students will learn how behaviors relate to competition. We will look at group behaviors and migration.	<ul style="list-style-type: none"> ○ What behaviors do animals know when they are born? ○ What behaviors do animals learn? ○ How do animals learn behaviors? ○ What are group behaviors? Why are they helpful? 	SKILLS: <ul style="list-style-type: none"> ○ Compare and contrast ○ Analysis PROJECTS: <ul style="list-style-type: none"> ○ Learned behavior identification 	2 weeks End of March
10. Pathogens and Our Immune System <ul style="list-style-type: none"> ○ Types of pathogens – fungus, bacteria, viruses ○ Immune System Parts ○ Immune Response 	In this unit students will learn about the common pathogens including fungus, bacteria and viruses. Students will also learn about the components of the immune system and how they work together to mount an immune response against pathogens.	<ul style="list-style-type: none"> ○ What is fungus? ○ What is a virus? How do viruses replicate? ○ What are bacteria? What are bacteria good for? ○ What are the parts of the immune system? ○ What is the role of each immune system part? ○ What is the order of the immune response? How does it keep humans healthy? 	SKILLS: <ul style="list-style-type: none"> ○ Critical science writing – bacteria ○ Scientific research ○ Graphic organizer making PROJECTS: <ul style="list-style-type: none"> ○ Bacteria research stations ○ Immune Response Play 	2.5 weeks Mid March – Beginning of April
11. Body Systems <ul style="list-style-type: none"> ○ Circulatory, Lymphatic ○ Digestive ○ Skeletal, Muscular ○ Skin, Endocrine ○ Respiratory, Excretory ○ Nervous 	In this unit students will become an expert on one or two body systems. They will then make a graphic organizer that will be shared with the rest of the class.	<ul style="list-style-type: none"> ○ What are the Circulatory and Lymphatic Systems? ○ What is the Digestive system? ○ What are the Skeletal and Muscular systems? ○ What are the Skin and Endocrine systems? ○ What are the Respiratory and Excretory systems? ○ What is the Nervous system? 	SKILLS: <ul style="list-style-type: none"> ○ Using iPad graphic organizer ○ Using evernote ○ Critical reading ○ Summarizing PROJECTS: <ul style="list-style-type: none"> ○ Body System Graphic Organizer ○ Body System Tour 	2 weeks Mid April – End of April
12. Dissection Unit <ul style="list-style-type: none"> ○ Dissection Techniques ○ Importance of Dissection ○ Frog dissections 	In this unit students will learn why dissections are valuable in understanding the natural world. Students will also learn the techniques to perform a successful dissection and practice these skills.	<ul style="list-style-type: none"> ○ Why are dissections necessary? ○ How do you dissect a frog? ○ What are the parts of a frog's anatomy? 	SKILLS: <ul style="list-style-type: none"> ○ Dissection techniques and skills PROJECTS: <ul style="list-style-type: none"> ○ Frog Dissection 	1 week Beginning of May
13. Ecology <ul style="list-style-type: none"> ○ Types of Ecosystems and Organisms ○ Populations ○ Species Interactions ○ Energy in an Ecosystem 	In this unit students will learn about the different types of ecosystems and which organisms (and their adaptations) live there. There will be a focus on how individual species interact with each other and their environment. Students will learn how organism population sizes are estimated. We will look at how energy flows through an ecosystem.	<ul style="list-style-type: none"> ○ What is an ecosystem? ○ What are the different types of ecosystems found on Earth? ○ How do we determine the size of a population? ○ What is the energy pyramid? ○ What is a food chain? ○ What is a food web? 	SKILLS: <ul style="list-style-type: none"> ○ Ecosystem Identification ○ Data collection and recording ○ Graph making and reading PROJECTS: <ul style="list-style-type: none"> ○ Organism/Ecosystem Trading Card ○ Classroom Food Web ○ Formal Lab Write Up 	2.5 Weeks End of May to June

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TRIVIUM			
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS
Introduction and Overview	<ul style="list-style-type: none"> ○ Informal Vs. Formal Logic ○ Critical Thinking 		
History of Media & Media Literacy <ul style="list-style-type: none"> ○ Origins of Communication ○ History of Media ○ Advertising and Modern Media 	<ul style="list-style-type: none"> ○ The history of media from cave paintings to the Internet. ○ Origins and methods of advertising. 	<ul style="list-style-type: none"> ○ What are the purposes of communication? ○ What is “bias”? ○ How do we know if media is bias? 	SKILLS: <ul style="list-style-type: none"> ○ Identifying the purpose of various types of communication ○ Determining bias ○ Identifying different advertising techniques PROJECTS: <ul style="list-style-type: none"> ○ Analyzing a website for validity ○ “Save the Northwest Pacific Tree Octopus” ○ Student created advertisement
Student Speeches Narrative/Demonstrative speech	In this unit, students will create and present a speech that introduces themselves to their peers. They will also create a mini-lesson or demonstration speech to share a topic or skill with classmates.	<ul style="list-style-type: none"> ○ Who am I? ○ Who is my audience? ○ How do I connect (inform, persuade, entertain) with a group of people? 	SKILLS: <ul style="list-style-type: none"> ○ Public speaking ○ Write and speak with intent to: inform, persuade and entertain PROJECTS: <ul style="list-style-type: none"> ○ Narrative Speech ○ Teaching Topic ○ Demonstration Speech

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US HISTORY

US HISTORY				
UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS* ACQUIRED	APPROX. TIMELINE
<p>SKILLS* (year-long, all units)</p> <ul style="list-style-type: none"> ○ Cite Specific textual, visual or physical evidence to support analysis of primary and secondary sources. ○ Determine the central ideas of a primary or secondary source; provide an accurate summary of a source distinct from prior knowledge/opinion. ○ Identify key steps in a text's description of a process related to history. ○ Determine the meaning of words and phrases as used in a text. ○ Describe how a text presents information. ○ Identify aspects of a text that reveal an author's point of view/purpose. ○ Integrate visual information with other information in print/digital texts. ○ Distinguish among fact, opinion and reasoned judgment in a text. ○ Analyze the relationship between a primary and secondary source on the same topic. 				
<p>1. America Claims an Empire</p> <ul style="list-style-type: none"> ○ American Imperialism ○ Spanish-American War ○ America as a world power 	<ul style="list-style-type: none"> ○ Western imperialism ○ US's annexation of Alaska & Hawaii ○ Spanish-American War: Yellow Journalism, USS Maine, Rough Riders, Guam/Puerto Rico/Philippines/Cuba) ○ China: US' Open Door Policy ○ Teddy Roosevelt: "Speak softly and carry a big stick," (Panama Canal) ○ Woodrow Wilson: Missionary Diplomacy 	<ul style="list-style-type: none"> ○ Does the US have a duty to fight for freedom in neighboring countries? ○ When should the US intervene in the affairs of another country? ○ In what ways do dramatic headlines influence American opinion? ○ Why did the US expand its territorial possession at the turn of the century? 		3 Weeks
<p>2. World War I and the Russian Revolution</p> <ul style="list-style-type: none"> ○ Imperialism, Militarism, & Alliance System ○ Allies & Central Powers ○ American Neutrality & Mobilization ○ Peace without Victory ○ End of Romanov Monarchy ○ Russian Civil War 	<ul style="list-style-type: none"> ○ Imperialism, Militarism, Alliance System ○ Balkans, powder keg of Europe ○ Lusitania, Zimmerman Telegram, U-boats ○ Selective Service Act, Mass Production, Convoy System, Propaganda ○ John J. Pershing, American Expeditionary Forces ○ Great Migration, 19th Amendment ○ 1918-19 Spanish Flu Epidemic ○ Russian Revolution (Bolsheviks) ○ Capitalism, Socialism, Communism ○ White & Red Russians 	<ul style="list-style-type: none"> ○ Why did the US intervene in WWI? ○ Is it right for the US to intervene in foreign conflicts? ○ Should the US go to war to make the world "safe for democracy"? ○ What were the benefits and consequences of WWI? ○ Why was Russia ripe for revolution at the beginning of the 20th century? ○ What did Lenin and the Bolsheviks promise the Russian people? ○ Why were Americans opposed to Communism? 	<p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Group Reading Guide Skits ○ War Bonds Speech and Poster ○ Current Events ○ Socratic Seminar 	5.5 Weeks
<p>3. The Roaring 1920s</p> <ul style="list-style-type: none"> ○ Isolation & nativism ○ Red Scare ○ Labor Unrest ○ Big Business ○ Superficial prosperity 	<ul style="list-style-type: none"> ○ Palmer Raids ○ Sacco & Vanzetti ○ Emergency Quota Act & National Origins Act ○ Ku Klux Klan ○ Labor strikes, union decline ○ Presidents Harding & Coolidge ○ Teapot Dome Scandal & Ohio Gang ○ Urban sprawl & mass production ○ Improved standards of living 	<ul style="list-style-type: none"> ○ Why were Americans afraid of immigrants and foreign ideas? ○ Does the government have a right to intervene in labor disputes? ○ How did Harding and Coolidge restore normalcy to the US? ○ How did big business flourish in the US after WWI? ○ Why was American prosperity superficial during the 1920s? 	<p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Magazine Advertisement ○ Family Tree Project ○ Current Events ○ Socratic Seminar 	6 Weeks

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US HISTORY cont.				
UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS* ACQUIRED	APPROX. TIMELINE
4. The Great Depression <ul style="list-style-type: none"> Causes of the Great Depression Economic boom/bust cycle Function of the stock market Republican capitalist philosophy Dust Bowl The New Deal Government Spending Second New Deal Government Regulations 1930s Culture 	<ul style="list-style-type: none"> Collapse of American agriculture Stock market crash (Buying on margin, Speculation, Collapse of financial institutions) Herbert Hoover & Republican economic theory Smoot-Hawley Tariff Soup kitchens & breadlines Public Works Projects (Boulder Dam) Bonus Army Dust Bowl & Okie Migration 	<ul style="list-style-type: none"> What were the causes of the Great Depression? What groups suffered the most from the Great Depression? Does the US government have a role in regulating the economy? Does the US government have a role in providing social welfare to the less fortunate? What mistakes did the US government make in increasing the suffering during the Great Depression? 	PROJECTS: <ul style="list-style-type: none"> Stock Market Simulation Current Events Socratic Seminar 	5 Weeks
5. World War Looms <ul style="list-style-type: none"> Effects of WWI & American Isolationism Fascism & Nationalism Appeasement 	<ul style="list-style-type: none"> Hitler, Stalin, Mussolini, Tojo Fascism after WWI, Treaty of Versailles 1919 Economic Struggles Territorial expansion Allies & Axis Cash & Carry Arsenal of Democracy Atlantic Charter Lend-Lease Attack of Pearl Harbor 	<ul style="list-style-type: none"> Why did WWI leave the world ripe for another conflict? What role did the Great Depression play in WWII? Is it right for the US to intervene in foreign conflicts? Should the US go to war to make the world "safe for democracy"? 	PROJECTS: Dictator Timeline	3 Weeks
6. World War II European Theater <ul style="list-style-type: none"> American mobilization (End of Great Depression) War in North Africa & Europe Holocaust 	<ul style="list-style-type: none"> Selective Service Act Women in the military & economy Mass production Propaganda Operation Torch (Eisenhower, Bradley, Patton) Casablanca & Tehran Conferences War in Mediterranean D-Day War in Europe (Battle of the Bulge, Race for Berlin, Eastern Front, Stalingrad) Yalta Conference Death of FDR, suicide of Hitler, Execution of Mussolini Kristallnacht, Nuremberg Laws, Final Solution Ghettos, St. Louis, Concentration and Death Camps 	<ul style="list-style-type: none"> Why did the US eventually enter WWII? How did FDR intentionally lead the American people to support entering WWII? Why were the Allies able to defeat the Axis? How did WWII change the US? 		4.5 Weeks

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US HISTORY cont.				
UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS* ACQUIRED	APPROX. TIMELINE
7. World War II Pacific Theater <ul style="list-style-type: none"> ○ Transitioning from defense to offense ○ Island Hopping & Leap Frogging ○ Nuclear weaponry 	<ul style="list-style-type: none"> ○ Chester Nimitz & Douglas MacArthur ○ Bataan Death March ○ Coral Sea, Midway, Guadalcanal, Tarawa ○ Guam, Saipan, Tinian ○ Philippine Sea, Leyte Gulf, Philippines ○ Iwo Jima, Okinawa ○ Manhattan Project ○ Harry Truman, Hiroshima & Nagasaki ○ Potsdam Conference, Nuremberg & Tokyo Trials 	<ul style="list-style-type: none"> ○ How was the Pacific Theater different from the European Theater? ○ What caused the gory and brutal fighting between the Japanese & Americans? ○ Was the nuclear bombing of Japan justified? 	PROJECTS: <ul style="list-style-type: none"> ○ Current Events ○ Socratic Seminar 	2.5 Weeks
8. Cold War Conflicts and Postwar Boom "US v. USSR Rebuilding Europe Red Scare Arms Race Postwar America Postwar Politics Postwar Popular Culture "	<ul style="list-style-type: none"> ○ Potsdam Conf.: Truman v. Stalin, Iron Curtain, Berlin Airlift ○ NATO v. Warsaw Pact ○ Red China (Mao Zedong) ○ Korean War (Truman v. MacArthur) ○ HUAC (Hollywood Ten) ○ Hiss & Rosenbergs ○ McCarthy & McCarthyism ○ Eisenhower: Brinkmanship, Arms Race, CIA, U2 Incident ○ Postwar Adjustments: GI Bill, Suburbs & White Flight, Baby Boom, Economic Shortages, Racial Tension, Other ○ 1950s Republicanism: Eisenhower & Nixon ○ Franchises & Organization Men ○ Automobile, Rock 'n' Roll, & Beatnics 	<ul style="list-style-type: none"> ○ What were the causes and effects of the Cold War? ○ Are Communist ideals a threat to America? ○ Should citizens speak out to protect the rights of other Americans? ○ Explain how US society became conformist during the 1950s. ○ Explain the change that occurred in America during the 1950s. ○ How was the 1950s responsible for leaving a portion of the country behind? 		3.5 Weeks
9. The New Frontier and The Great Society <ul style="list-style-type: none"> ○ JFK & the New Frontier ○ JFK & the Cold War ○ LBJ & the Great Society 	<ul style="list-style-type: none"> ○ JFK: Nixon & 1960, Election, Rights, The Cold War (Bay of Pigs, Berlin Wall, Cuban Missile Crisis), Space Race & World Peace, Assassination) ○ LBJ: 1964 Election, War on Poverty, Medicare & Medicaid, Warren Court (Mapp, Miranda, Escobedo, Gideon) 	<ul style="list-style-type: none"> ○ Explain what JFK meant to the American people. ○ Explain the impact of the LBJ administration? ○ How did the Warren Court protect even the most undeserving of rights? 	PROJECTS: <ul style="list-style-type: none"> ○ Current Events ○ Socratic Seminar ○ Public Service Announcement Skits 	3.5 Weeks
10. Civil Rights <ul style="list-style-type: none"> ○ Origins of Segregation ○ Supreme Court Decisions ○ Civil Rights Leaders ○ Splintering of the Movement 	<ul style="list-style-type: none"> ○ Reconstruction Amendments WWI & II (Plessy, Brown) ○ Eisenhower, Little Rock ○ Kennedy, Ole Miss & Alabama ○ SCLC: Montgomery Bus Boycott, Till, Rosa Parks & MLK, Freedom Rides, Birmingham, March on Washington, Civil Rights Act of 1964, Voting Rights Act of 1965 ○ Defacto v. Dejure Segregation: Malcolm X & Stokely Carmichael, Nation of Islam, Black Panthers, Black Power, Affirmative Action ○ Assassination of MLK & RFK 	<ul style="list-style-type: none"> ○ What were the causes of the Civil Rights Movement? ○ Do all Americans have equal access to the same rights as others? ○ Explain the three stages of the Civil Rights Movement? ○ Explain why the Civil Rights Movement ended. ○ Should Affirmative Action exist today? 	PROJECTS: <ul style="list-style-type: none"> ○ Supreme Court ○ Case Research 	2.5 Weeks

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VISUAL ARTS				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTSS	APPROX. TIMELINE
Impressionism	In this unit the students will look at 4 different impressionist masters, compare and contrast their styles, learn about painting light and art techniques for painting in an impressionist style.	<ul style="list-style-type: none"> ○ What painting techniques are unique of impressionism? 	<p>SKILLS: The use of light and darks (value) in painting</p> <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Recreation of a masterpiece ○ Create original artwork in the same style 	1 week
Post Impressionism	In this unit students will examine the difference between styles of impressionism, including pointillism and Art Nouveau	<ul style="list-style-type: none"> ○ How is post impressionism different/ similar to impressionism? 	<p>SKILLS: Pointillism</p> <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Recreation of a masterpiece ○ Create original artwork in the same style 	1 week
Expressionism and Abstraction	In this Unit students will learn about abstract art and cubism	<ul style="list-style-type: none"> ○ What is abstract painting? ○ How is cubism abstract? ○ Why is Abstract not Abstract expressionism? 	<p>SKILLS:</p> <ul style="list-style-type: none"> ○ Monochromatic Painting ○ Cubism <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Recreation of a masterpiece ○ Create original artwork in the same style 	1 week
Modern American Painting	In this unit students will learn about painting styles in early America	<ul style="list-style-type: none"> ○ What is realism? ○ What are the major themes of realism in modern American paintings? 	<p>SKILLS: Observational Painting</p> <p>PROJECTS:</p> <ul style="list-style-type: none"> ○ Recreation of a masterpiece ○ Create original artwork in the same style 	1 week