

# 7th Grade STEM 2025-2026

Welcome to 7th grade STEM! This year we will be exploring ecosystem dynamics, investigating chemical reactions and what happens with matter on a very small and large scale AND our own relationship with the outdoors here in our valley. It's going to be great!

## Class Rules:

- 1) Respect - Each other, the teacher, and yourself; the materials you use and your environment.
- 2) Participate - Show up on time, ready to engage, try, and be a little curious.
- 3) Food, phones, earbuds, hood/hats, toys/distractions are not allowed unless explicitly stated by the teacher.
- 4) Keep your body to yourself (this includes but is not limited to: beautifying friends' hair, rough housing, grabby/slappy play, etc.).

## Class Routines:

- 1) **Daily Entry Task:** When the bell rings you should be in your seat and actively starting the entry task posted in Google Classroom or on the board. The entry task should be completed in the first few minutes of class.
- 2) **Our Learning Goals (LG's):** LG's are posted for the unit with the success criteria, we will be referencing these routinely throughout the units.
- 3) **Lab Days:** Safety gear will be worn when necessary and safe behavior is expected always. Clean up will happen in accordance with clean up routines.
- 4) **Summary Table:** After we have worked with an evidence gathering moment, we will enter what we did, learned and its connection to our phenomenon into our summary table to track the process of our investigation.
- 5) **Exit Task:** This quick check-in helps me to plan our next steps. You will complete before leaving class.

## STEM Grading:

Student learning will be reported using the guide below:

- 85% of the student grade will be based on state standard assessments.
- 15% of the student grade will be based on daily work and practice (the student-created science notebook, some completed through Google Classroom and some on paper).
- Behavior will be graded as E-exceptional, S-satisfactory, or U-unsatisfactory, but is not factored into grade %.

### Standard Reporting Guide (\*Precision is integrated into assessments)

A/4 -DIS	Distinguished -deeper application to something new and different (ability to generalize on a deep level)
B/3 -PRO	Proficient-meets grade level standard
C/2 -APP	Approaching -needs assistance to meet grade level standard
D/1 -BEG	Beginning-work is below grade level standard
F/NE-	No evidence

**Materials Needed:** Chromebook, pen, pencil, and Science Notebook. Markers and colored pencils are helpful for scientific drawing.

**Late Work Policy:** Students are responsible for turning work in on time. If the student is absent, they will be given time to make up the work, but it is THEIR responsibility. Late work will not be accepted after the assessment of the content missed.



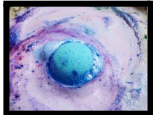




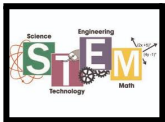


**Academic Integrity/Cheating:** Unless stated, all work produced in this class must be your own and credit given to resources, including AI if used (see attached AI statement). If you violate this policy by using others' work or sharing your own you will receive an unsatisfactory (U) on the assignment in question.

Please don't hesitate to email or call with any questions or concerns at: [aloftus@cashmere.wednet.edu](mailto:aloftus@cashmere.wednet.edu) or (509) 782-2001.

I am looking forward to our year of STEM!

Please review this syllabus with your parent/child. Yes, we talked about it! \_\_\_\_\_ date: \_\_\_\_\_

## 7th Grade STEM Course Content

	<b>Unit 1: <u>TSA Flight Challenge</u>:</b> How can you engineer a motorless plane to extend its flight time?	<b>August/Sept</b>
	<b>Unit 2: <u>Ecosystems Dynamics</u>:</b> How do our decisions affect the ecosystems of plants and animals around the world?	<b>Sept</b>  MS-LS2-1,2,4&5; MS-ESS3-3; MS-ETS1-1
	<b>Unit 2.5: <u>Atoms and Molecules</u>:</b> what are they and how do they work? <b>Unit 3: <u>Chemical Reactions and Matter</u>:</b> How does matter change, and what can we learn about matter by observing chemical reactions?	<b>October</b>
	<b>Unit 4: <u>Chemical Reactions and Energy</u>:</b> What kind of energy is created in chemical reactions and how can we use that energy to solve problems?	<b>November</b>
	<b>Unit 5: <u>Investigation Design and Data</u>:</b> How can we be precise while conducting investigations and doing research? And how can we communicate our findings?	<b>December</b>
	<b>Unit 6: <u>Metabolic Reactions</u>:</b> How do our body systems work to make us feel the way we do? (& cellular respiration)	<b>January</b>
	<b>Unit 7: <u>Earth's Resources And Human Impact</u>:</b> Why are floods happening in new places?	<b>February</b>
	<b>Unit 8: <u>STEM Expo Project</u></b> How can we build sustainable infrastructure and use sustainable power?	<b>March</b>
	<b>Unit 9: <u>Matter Cycling and Photosynthesis</u>:</b> How do plants make our food?	<b>April</b>
	<b>Unit 10: <u>Ecology/ Salmon Unit</u>:</b> What are the stages of the salmon life cycle and can we identify its anatomy? What are their habitat needs during their lifetime?	<b>May</b>