



EAST MAINE
SCHOOL DISTRICT 63

Grade Level Standards

Seventh

Updated July 2017

Grade 7 Standards – Enrichment Courses

English Language Arts

Reading Standards for Literature	
Key Ideas and Details	<ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text. • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. • Analyze how a drama’s or poem’s form or structure (e.g. sonnet, soliloquy) contributes to its meaning. • Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> • Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles). • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"> • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text	
Key Ideas and Details	<ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text. • Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> • Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text’s portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words). • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.

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Reading Standards for Informational Text	
	<ul style="list-style-type: none"> • Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"> • By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range

Speaking and Listening	
Comprehension and Collaboration	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ○ Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. ○ Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. ○ Acknowledge new information expressed by others and, when warranted, modify their own views and understanding. • Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study. • Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> • Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards	
Text Types and Purposes	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ○ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ○ Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text. ○ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the argument presented

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Writing Standards	
	<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ○ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ○ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ○ Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ● Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.
Research to Build and Present Knowledge	<ul style="list-style-type: none"> ● Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ Apply <i>grade 7 Reading standards</i> to literature (e.g., —Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the

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Writing Standards	
	<p>same period as a means of understanding how authors of fiction use or alter history)).</p> <ul style="list-style-type: none"> ○ Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims).
Range of Writing	<ul style="list-style-type: none"> ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards	
Conventions	<ul style="list-style-type: none"> ● Observe conventions of grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Explain the function of phrases and clauses in general and their function in specific sentences. ○ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ○ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* ● Observe conventions of capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). ○ Spell correctly.
Effective Language Use	<ul style="list-style-type: none"> ● Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. <ul style="list-style-type: none"> ○ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Vocabulary Acquisition and Usage	<ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). ○ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ○ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. ○ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). ● Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

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Math

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks $1/2$ mile in each $1/4$ hour, compute the unit rate as the complex fraction $1/2/1/4$ miles per hour, equivalently 2 miles per hour.*
- Recognize and represent proportional relationships between quantities.
 - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.*
 - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
- Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
 - Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - Apply properties of operations as strategies to add and subtract rational numbers.
- Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
 - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.
 - Apply properties of operations as strategies to multiply and divide rational numbers.
 - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

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Expressions and Equations

Use properties of operations to generate equivalent expressions.

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
 - Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
 - Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

- Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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Statistics and Probability

Use random sampling to draw inferences about a population.

- Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations.

- Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
- Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

- Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
- Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
 - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
- Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
 - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
 - Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

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Math Practice Standards

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Science

Understand-Apply Scientific Knowledge

- Develop models to describe the atomic composition of simple molecules 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.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

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Understand-Apply Scientific Knowledge

- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Reading For Literacy in Science

- Cite specific textual evidence to support analysis of science and technical texts.
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing in Science

- Write arguments focused on discipline-specific content.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

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Writing in Science

- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Draw evidence from informational texts to support analysis reflection, and research.

Social Studies

Inquiry Skills

- Constructing Essential Questions
- Constructing Supporting Questions
- Determining Helpful Sources
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence
- Communicating Conclusion
- Critiquing Conclusions
- Taking Informed Action

Disciplinary Concepts

- Civic and Political Institutions-Individuals' roles and responsibilities
- Civic and Political Institutions-Functions and responsibilities of government
- Participation of individuals and groups in society
- Principles, interests, and the deliberative process
- Applying Civic Virtues and Democratic Principles
- Processes, Rules, and Law
- Human Environment Interaction: Place, Regions, and Culture
- Human Population-geography

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Disciplinary Concepts

- Geographic Representations Human Environment Interaction Population
- Global Interconnections
- Economic Decision Making
- Exchange and Markets
- The National and Global Economy
- Financial Literacy-individual
- Financial Literacy-relationships between individuals and institutions
- Change, Continuity, and Context-history
- Perspectives-historical
- Historical Sources and Evidence
- Causation and Argumentation-history

Kinetic Wellness

Locomotor Skills-Sports

- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports
- Compare and contrast efficient and inefficient movement patterns
- Apply rules and safety procedures in physical activities
- Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports
- Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns
- Understand multiple movement patterns and their effects on the brain

Fitness Skills-Tests

- Identify the principles of training: frequency, intensity, time and type (FITT)
- Identify and participate in activities associated with the components of health-related fitness
- Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology
- Evaluate the strengths and weaknesses of a personal fitness profile
- Set realistic short-term and long-term goals for a health-related fitness component
- Identify opportunities within the community for regular participation in physical activities
- Apply the principles of training to the health-related fitness goals
- Discuss and understand the importance of fitness as it relates to academic performance

Cooperative Team Building

- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)
- Participate in establishing procedures for group physical activities.
- Remain on task independent of distraction (e.g., peer pressure, environmental stressors)
- Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance)

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Health

Basic Principles of Health Promotion/Prevention; Treatment of illness/injury

- Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances)
- Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease)
- Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian)
- Identify various careers involved in health promotion, health care and injury prevention
- Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness)
- Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint)
- Develop potential solutions to address environmental problems that affect the local community's health
- Identify and communicate with others within your school, family and community regarding health issues

Understand Human Body Systems

- Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system)
- Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use)
- Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth)
- Explain how the brain is affected by movement

Decision Making Skills

- Describe possible causes and consequences of conflict and violence among youth in schools and communities
- Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation)
- Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace
- Apply a decision-making process to an individual health concern
- Apply refusal and negotiation skills to potentially harmful situations

Visual Art

Techniques, Processes, and Tools

- Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.
- Understand the concepts of tone, and intensity.
- Apply expressive use of color to show mood and emotion.
- Draw architectural forms in linear perspective
- Apply contour lines, gesture, and sketch.
- Apply texture to 2D and 3D artwork.
- Create linear perspective to show depth
- Create cultural motifs

Grade 7 Standards – Enrichment Courses

- Demonstrate understanding and use of balance and its variation.
- Use contrast to create a center of interest
- Use color to show depth; warm-advance, cool-recede
- Use the computer to create a graphic design layout demonstrating visual art concepts
- Ceramics, painting, and drawing
- Explore art styles and periods.

Reflection, Critique, and Culture

- Identify/describe elements of value, perspective and color schemes
- Identify/describe the principles of contrast, emphasis and unity
- Identify/describe expressive qualities of thematic development and sequence
- Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.
- Compare and contrast the elements and principles in two or more art works that share similar themes.
- Use art elements and principles of design to solve specific artistic problems
- Create and evaluate the effectiveness of artwork in terms of its function
- Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.
- Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
- Make choices in using and evaluating a wide range of art materials and medium to solve specific problems
- Reflect on, plan and choose appropriate art processes and techniques to solve specific problems
- Understand and identify historical and cultural contexts of a variety of art objects and how resources of a culture influence their art
- Analyze and describe meanings of specific works of art through aesthetic, historical, and cultural context
- Understand the role of the graphic designer
- Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.

Band and Orchestra – Instrumental Music and Choir

Creating

- Generalize and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Revise, refine, and complete artistic work

Performing

- Select, analyze, and interpret artistic work for presentation
- Develop and refine artistic techniques and work for presentation
- Convey meaning through the presentation of artistic work

Responding

- Perceive and analyze artistic work
- Construct meaningful interpretations of artistic work
- Apply criteria to evaluate artistic work

Connecting

- Synthesize and relate knowledge and personal experiences to make art
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Grade 7 Standards – Enrichment Courses

Spanish Foreign Language and Spanish for Spanish Speakers

Speaking and Listening

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Understand and interpret written and spoken language on a variety of topics
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Respond appropriately to simple commands in the target language
- Respond to and ask simple questions with prompts
- Imitate pronunciation, intonation and inflection including sounds unique to the target language
- Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues

Reading

- Understand and interpret written and spoken language on a variety of topics
- Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song
- Infer meaning of cognates from context
- Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues

Writing

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Copy/write words, phrases and simple sentences
- Describe people, activities and objects from school and home

Language

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Recognize basic language patterns (e.g., forms of address, questions, case)
- Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)
- Use the target language vocabulary in the appropriate context and setting

Culture

- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
- Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken
- Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language
- Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency

Grade 7 Standards – Enrichment Courses

Drama

Creating

- Imagine and explore solutions to staging and design challenges of a performance space in a drama/theatre work.
- Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.
- Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
- Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
- Revise or refine effective character development and technical design in an improvised or scripted drama/theatre work.

Performing

- Consider various staging choices to enhance the story in a drama/theatre work.
- Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.
- Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
- Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.
- Perform a rehearsed drama/theatre work for an audience.

Responding

- Apply criteria to the evaluation of artistic choices in a drama/theatre work.
- Recognize and share artistic choices, and apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.
- Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
- Respond to a drama/theatre work, its production elements, and its impact on a specific audience using supporting evidence, personal aesthetics, and artistic criteria.

Connecting

- Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.
- Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
- Research and discuss how a playwright might have intended a drama/theatre work to be produced.
- Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

Speech and Debate

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 7 Standards – Enrichment Courses

Comprehension and Collaboration

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Research and Writing

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Presentation of Knowledge and Skills

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

STEAM

Empowered Learner

- Personal Learning Goals
- Learning Environments
- Uses Tech to Demonstrate Learning
- Concepts of Technology Operations

Digital Citizenship

- Manage Digital Identity
- Safe and Ethical Behavior
- Use of Intellectual Property
- Privacy and Security

Knowledge Constructor

- Research Strategies
- Evaluate Information Accuracy
- Curation of Artifacts

Innovative Designer

- Use of Design Process
- Use of Digital Tools

Grade 7 Standards – Enrichment Courses

Innovative Designer

- Use of Cyclical Design Process
- Exhibit a Tolerance for Ambiguity

Computational Thinker

- Formulate Problem Definitions
- Collect and Analyze Data
- Identifying Key Information
- Automated Solutions

Creative Communicator

- Use of Tools and Platforms
- Original or Repurposed Work
- Communicate Complex Ideas
- Create Customized Content

Global Collaborator

- Engaging with Learners
- Use of Collaborative Technologies
- Contribute to Teams
- Explore Local and Global Issues