English Language Arts

Reading Literature & Informational Text

- Read & comprehend a variety of grade level texts of appropriate complexity
- Determine key ideas/theme of text & give evidence by quoting multiple examples from the text accurately
- Understand text structures, features & elements, including how authors develop characters & use conflict to enhance writing
- Analyze how particular elements of a story, poem, or drama interact (ex. how setting develops plot)
- Determine meaning of unknown words & phrases in text
- Compare/contrast important points, elements & key details of two or more texts

Writing

- Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience.
- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, & research & cite it appropriately
- Write narratives using effective techniques, descriptive details & clear event sequences
- Write opinion pieces supporting a point of view with logically ordered reasons that are supported by facts
- Develop & strengthen writing using the writing process

Speaking & Listening

- Engage effectively in a range of collaborative discussions
- Communicate effectively in oral presentations
- Evaluate a speaker's argument & specific claims, distinguishing claims that are supported by reasons & evidence from claims that are not.

Language

- Acquire new vocabulary both from reading & from the Sadlier-Oxford Level B vocabulary program
- Use grade-level appropriate conventions in daily writing

Math

All eight standards for mathematical practices are embedded throughout the curriculum. In each trimester some practices are emphasized according to the content/context of the mathematics.

- Compare, order, estimate, add, subtract, multiply, & divide integers, fractions, & decimals
- Use ratios, rates & proportions in the solutions of problems with unit rates & scale factor
- Select & use appropriate units of measure or scale
- Draw, construct, describe geometric figures, scale drawings, & describe relationships between them
- Use percentages, rates, ratios & proportions to make comparisons & solve problems
- Write equivalent expressions utilizing mathematical properties
- Complete multi-step, real-life problems with integers & fractions
- Utilize properties & inverse operations to solve multi-step equations & inequalities
- Use variables to represent quantities & solve
- Explore slope & its relationship to rates as well as direct variations
- Solve real-life problems involving geometry
- Explore probabilities of events, including compound events
- Design simulations to understand the difference between theoretical & experimental probability

Social Studies

World Geography & Ancient Civilizations II: Students will use the History & Social Science Practices to explore such focus questions as, "How did the concept of self government develop?", "Why do empires rise and fall?" and "How does the democracy of Athens compare to the democracies of today?"

Standards for History & Social Science Practice (PreK-12)

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate the credibility, accuracy, and relevance of each source.
- Argue or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

Science

The Grade 7 Life Science curriculum focuses on the following major areas of study: Molecules, Organisms, Cells & Genetics, Ecosystems, & Adaptations.

- Provide evidence that all organisms are made of cells.
- Model how parts of cells contribute to the cellular functions of obtaining food, water & other nutrients from its environment, disposing of wastes, & providing energy for cellular processes.
- Body systems & the role they play in carrying out essential life functions
- Impact of animal behaviors & specialized plant structures have on the probability of successful reproduction of animals & plants
- Influence of environmental & genetic factors on the growth of organisms
- Use informational text to describe that food molecules, including carbohydrates, proteins & fats, are broken down & rearranged through chemical reactions forming new molecules that support cell growth &/or release of energy.
- Evaluate competing design solutions for protecting ecosystems, while discussing the benefits & limitations of each design.
- Develop & use a model to describe that structural changes to genes (mutations) may or may not result in changes to proteins, & that if there are changes to proteins there may be harmful, beneficial or neutral changes to traits.
- Use a model to describe the process of natural selection, in which genetic variations of some traits in a population increase some individuals' likelihood of surviving & reproducing in a changing environment & provide evidence that natural selection occurs over many generations.
- Synthesize & communicate information about artificial selection, or the ways in which humans have changed the inheritance of desired traits in organisms

STEAM

- Utilize the Engineering Design Process to identify problems & solutions through reliable research sources, design & create prototypes, test, redesign & communicate results & findings.
- Demonstrate safe & proper use of personal protective equipment (PPE) while using various tools.
- Create & evaluate criteria & constraints for individual & group projects in the areas of Science, Technology, Engineering, & Mathematics.

World Languages

- Over the course of 7th and 8th grade, language students will complete the equivalent of the level 1 courses taught at Westford Academy and will be prepared to start in level 2 of French, German, Latin, or Spanish
- At the end of 7th grade students will be communicating at the Novice Mid proficiency level based on the ACTFL Proficiency Guidelines (American Council on the Teaching of Foreign Languages) in all 4 modes of communication: listening, reading, speaking, and writing
- Listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words
- Readers are able to identify a number of highly contextualized words and phrases including cognates and borrowed words
- Writers can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality
- Speakers communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned
- By the end of 8th grade, students will be communicating at the Novice High level
- Speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these. Their language consists primarily of short and sometimes incomplete sentences in the present
- Writers are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics

- Listeners are able to understand information from sentence-length speech in basic personal and social contexts where there is contextual support.. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions
- Readers can understand key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. They can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs.
- Thematic units for 7th and 8th grade vary among the 4 languages but include themes such as Who Am I and How Do I Describe Myself and the People Around Me, Where do I Live and What is the Weather Like Here, My Family, What Are My Favorite Pastimes, Eating Habits and Popular Foods, School Life, and Health and Wellness

Health & Physical Education

- The Health and Physical Education Program integrates various aspects of wellbeing throughout the K-12 curriculum, directly impacting a student's health and physical literacy. SHAPE America defines health and physical literacy as follows:
- Health Literacy: An individual's capacity to access information, resources and services necessary to maintaining and promoting health.
- Physical Literacy: An individual's ability, confidence and desire to be physically active for life.

Health

- Develop self-awareness of a student's identity, personality, and values; and describe how these influence personal behaviors.
- Recognize key stressors and positive techniques to manage stress.
- Understand the influence that rest has on physical functioning, and the amount of sleep required to stay healthy.
- Identify the causes and effects of depression and how to seek help.
- Recognize risk factors and warning signs of suicide.
- Identify specific steps to take if you are concerned about yourself or others, regarding depression and suicide.
- Demonstrate how to make healthy decisions independent of groups.
- Identify ways to manage negative peer pressure.
- Understand how the body reacts to positive and comforting behaviors to create a "natural high".
- Identify safe online and social media practices.
- Distinguish between myths and facts relating to HIV/AIDS, including universal precautions for prevention.
- Recognize the purpose and function of the immune system and necessary behaviors to prevent illnesses.
- Role play refusal skills related to substance use and abuse.
- Understand the dangers associated with drinking and driving.

Physical Education

- Identify and demonstrate offensive and defensive strategies
- Identify causes of stress and demonstrate stress reduction skills
- Maintain a personal record of physical activity

Integrated Arts
(*Offerings Vary by Middle School*)

Art

Through a variety of art making experiences students will demonstrate the ability to:

- Explore line, space, symmetry & proportion in self-portraiture.
- Explore line, shape, pattern & color in graphic arts
- Exploit the elements & principles of design to achieve a personal statement in art.
- Analyze & discuss a variety of art & artists using appropriate visual arts vocabulary.

Theater Arts

- Identify the key roles in a theatrical production team.
- Demonstrate knowledge & structure of an element of musical theater.
- Explore & demonstrate public speaking skills.

Music

- Identify & demonstrate an understanding of how the components of music are combined to form the various musical styles
- Compare & contrast various musical styles
- Demonstrate an understanding of the relationship between cultures & their musical styles

Vocal Music

- Demonstrate vocal skills involving basic singing techniques & music from many genres in a non auditioned setting
- Demonstrate advanced vocal skills in an auditioned setting involving vocal festival competitions, multiple performing venues & recording studio experience

WESTFORD PUBLIC SCHOOLS

Curriculum Benchmarks

Grade 7

Lloyd G. Blanchard School
The Stony Brook School

"Shaping the future one child at a time"

Visit our website at: www.westfordk12.us