

MOUNT PROSPECT SCHOOL DISTRICT 57

LINCOLN

MIDDLE SCHOOL

Seventh Grade

Grade Level Objectives

**Mount Prospect
School District 57**

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LANGUAGE ARTS

READING

Reading Literature

A seventh grade student:

- cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- determines a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- determines 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.
- analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.
- compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- compares and contrasts 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.
- reads and comprehends 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 by the end of the year.

Reading Informational Text

A seventh grade student:

- cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- determines two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- analyzes 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).
- determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- analyzes 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.
- determines an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- analyzes 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.
- reads and comprehends literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year.

WRITING/GRAMMAR

Writing

Students are expected to demonstrate the following writing skills, with increased complexity, sixth through eighth grade.

A seventh grade student:

- writes arguments to support claims with clear reasons and relevant evidence.
- writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- can, 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.
- uses technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- conducts short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- gathers 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.
- draws evidence from literary or informational texts to support analysis, reflection, and research.

- writes 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

A seventh grade student:

- demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
- demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- uses knowledge of language and its conventions when writing, speaking, reading, or listening.
- determines or clarify the meaning of unknown and multiple-meaning words and phrases based on *seventh grade reading and content*, choosing flexibly from a range of strategies.
- verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
- acquires and uses accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

A seventh grade student:

- engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on seventh grade topics, texts, and issues, building on others' ideas and expressing their own clearly.
- analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- presents 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.
- includes multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Resources:

Pearson Common Core Literature, Pearson Education, Inc., ©2015

www.pearsonschool.com

Write Source, Great Source Education Group, a Division of Houghton Mifflin, ©2005

www.hmhco.com

Word Wisdom, Zaner-Bloser, ©2013

www.zaner-bloser.com

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MATHEMATICS

Ratios and Proportional Relationships

Standard Level

A seventh grade student:

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

The Number System

Standard Level

A seventh grade student:

- applies and extends previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.

Honors Level

A seventh grade student:

- knows that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

Standard Level

A seventh grade student:

- uses properties of operations to generate equivalent expressions.
- solves real-life and mathematical problems using numerical and algebraic expressions and equations.

Honors Level

A seventh grade student:

- works with radicals and integer exponents.
- understands the connections between proportional relationships, lines, and linear equations.
- analyzes and solves linear equations and pairs of simultaneous equations.

Geometry:

Standard Level

A seventh grade student:

- draws, constructs, and describes geometrical figures and describe the relationship between them.
- solves real-life and mathematical problems involving angle measure, area, surface area, and volume.

Honors Level

A seventh grade student:

- understands congruence and similarity using physical models, transparencies, or geometry software.
- understands and apply the Pythagorean Theorem.
- solves real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability

Standard Level

A seventh grade student:

- understands congruence and similarity using physical models, transparencies, or geometry software.
- understands and apply the Pythagorean Theorem.
- solves real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Honors Level

A seventh grade student:

- investigates patterns of association in bivariate data.

Functions

Honors Level

A seventh grade student:

- defines, evaluates, and compares functions.
- uses functions to model relationships between quantities.

Accelerated Level (Algebra)

Number and Quantity

A seventh grade student:

- uses the real number system
- understands quantities

Algebra

A seventh grade student:

- sees structure in expressions
- uses arithmetic with polynomials and rational expressions
- creates equations
- reasons with equations and inequalities

Functions

A seventh grade student:

- interprets functions
- builds functions
- graphs linear, quadratic, and exponential models

Statistics and Probability

A seventh grade student:

- interprets categorical and quantitative data

Resources:

Big Ideas Math, Houghton Mifflin Harcourt, ©2014

Big Ideas Math Algebra 1, Houghton Mifflin Harcourt, ©2015

<http://www.hmhco.com/shop/education-curriculum/math/secondary-mathematics/big-ideas-math>

SCIENCE

A seventh grade student:

- conducts an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- develops and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- uses argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- uses argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- constructs a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- constructs 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.
- develops 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
- gathers and synthesizes information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
- analyzes and interprets data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- constructs an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- develops a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- constructs an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- evaluates competing design solutions for maintaining biodiversity and ecosystem services.
- develops and uses a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- develops and uses a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- constructs an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- gathers and synthesizes information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

- uses mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
- constructs an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Resources:

FOSS (*Full Option Science System*)

<http://www.fossweb.com>

SOCIAL SCIENCE

Inquiry

A seventh grade student:

- creates essential questions to help guide inquiry about a topic.
- asks essential and focusing questions that will lead to independent research.
- determines sources representing multiple points of view that will assist in organizing a research plan.
- determines the credibility of sources based upon their origin, authority, and context.
- identifies evidence from multiple sources to support claims, noting its limitations.
- constructs explanations using reasoning, correct sequence, examples and details while acknowledging their strengths and weaknesses.
- critiques the structure and credibility of arguments and explanations.
- assesses individual and collective capacities to take action to address problems and identify potential outcomes.

Civics

A seventh grade student:

- describes the roles of political, civil, and economic organizations in shaping people's lives.
- explains the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.
- compares the means by which individuals and groups change societies, promote the common good, and protect rights.
- analyzes ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.
- analyzes the purposes, implementation, and consequences of public policies in historic and contemporary settings.

Economics

A seventh grade student:

- explains how economic decisions affect the well-being of individuals, businesses, and society.
- explains why standards of living increase as productivity improves.

- analyzes the relationship between skills, education, jobs and income.
- explains how external benefits and costs influence choices.
- explains barriers to trade and how those barriers influence trade among nations.
- identifies how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed variable expenses.
- explains the correlations between investors, investment options and income/wealth.

Geography

A seventh grade student:

- uses mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.
- compares and contrast the cultural and environmental characteristics of different places or regions.
- explains how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.
- explains how global changes in population distribution patterns affect changes in land use.

History

A seventh grade student:

- analyzes connections among events and developments in broader historical contexts.
- analyzes multiple factors that influenced the perspectives of people during different historical eras.
- detects possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- compares the central historical arguments in secondary works across multiple media.

Concepts explored include:

- Early Colonial Life
- The Declaration of Independence
- Revolutionary War
- U.S. Constitution
- Illinois Constitution
- Political Developments in the Early Republic
- Foreign Affairs - Our interactions with other countries
- Andrew Jackson and the Growth of American Democracy
- Manifest Destiny and the Growing Nationhood, moving West
- Life in the West
- An Era of Reform, Reform leaders and the changes in our nation
- Women's Rights
- The Worlds of the North and South
- African Americans in the Mid-1800's
- A Dividing Nation
- The Civil War

Resources:

History Alive! The United States Through Industrialism, The United States Through Modern Times, Pursuing American Ideals Teacher's Curriculum Institute, ©2017, ©2014, ©2019

<http://www.teachtci.com>

Sources:

Illinois State Board of Education - Illinois Social Science Recommendations 2015

<http://www.isbe.state.il.us/career/pdf/SSSRTF-recommendations-1505.pdf>

PHYSICAL EDUCATION

A seventh grade student:

- demonstrates effective movement patterns in a variety of movement forms.
- demonstrates control when moving through space while adjusting speed, force, level, pathway, and direction.
- explains manipulative and locomotor movement combinations in terms of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base)
- recognizes potentially unsafe situations, facilities, and/or equipment.
- demonstrates sportsmanship and discuss ways to resolve conflict during physical activity.
- identifies and defines principles of training (F.I.T.T.: Frequency, Intensity, Time, and Type) in a physical activity.
- performs at the intensity level needed to improve cardiovascular fitness and cognition while exercising their hearts. (e.g. pulse rate, perceived exertion, and heart rate monitor)
- understands and applies knowledge of selected activities, exercises, and/or sports.

MUSIC

Performance Skills in the Classroom and in Concert Setting

A seventh grade student:

- performs simple rhythms and melodies on instruments.
- in a performance ensemble is able to perform rehearsed pieces of an appropriate level.

Music Reading/Writing Skills

A seventh grade student:

- generates simple rhythmic and melodic phrases.
- uses standard notation to document simple rhythmic phrases, melodic phrases.
- uses musical vocabulary.

Music Listening/Analyzing Skills

A seventh grade student:

- listens to a piece of music and describe its expressive elements.
- listens to a piece of music and develop a story to match the music.
- describes a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
- demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- identifies and compares the context of music from a variety of genres, cultures, and historical periods.

A seventh grade student demonstrates respect:

- while listening to music of different genres.
- while watching a live musical performance.

Also available to seventh grade students: Beginning Band, Beginning Orchestra, and Chorus before school. Band and Orchestra students also receive one half hour pull out group lesson a week.

Sources:

2014 Music Standards (Pre-K-8 General Music)

<http://www.nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>

ART

A seventh grade student:

- describes how artists and their works shape culture and increase understanding of societies, past and present.
- understands how the arts change in response to changes in society.
- demonstrates 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.
- analyzes how the elements and principles can be organized to convey meaning through a variety of media and technology.
- compares and contrasts the elements and principles in two or more art works that share similar themes.
- relates artistic ideas and works with societal, cultural and historical context to deepen understanding.
- applies criteria to evaluate artistic work.

Sources:

Illinois Learning Standards, Fine Arts

http://www.isbe.net/ils/fine_arts/standards.htm

National Core Arts Standards

<http://nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework.pdf>

COMPUTER EDUCATION

Through project-based learning, a seventh grade student:

- demonstrates creative thinking, construct knowledge, and develop innovative products and processes using technology.
- uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- applies digital tools to gather, evaluate, and use information.
- uses critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- understands human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- demonstrates a sound understanding of technology concepts, systems, and operations.

Source:

International Society for Technology in Education

<http://www.iste.org/standards/iste-standards/standards-for-students>

PLTW Gateway

A seventh grade student:

- develops an understanding of engineering design.
- develops the abilities to apply the design process.
- develops the abilities to use and maintain technological products and systems.
- develops an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- develops an understanding of and be able to select and use information and communication technologies.
- develops an understanding of the core concepts of technology.
- develops an understanding of the relationships among technologies and the connections between technology and other fields of study.
- develops the abilities to use and maintain technological products and systems.
- develops an understanding of and be able to select and use information and communication technologies.
- develops an understanding of the role of society in the development and use of technology.

Source:

Standards for Technological Literacy

<http://www.iteea.org/39197.aspx>

FOREIGN LANGUAGE

Spanish 7

A seventh grade student will be able to recognize and produce:

- Basic school subject vocabulary
- Basic classroom objects vocabulary
- Express their likes and dislikes of school subjects

A seventh grade student will be able to recognize and use:

- Subject pronouns
- Present tense of –AR verbs
- Present tense of estar
- Plural definite articles with nouns
- Various prepositions to indicate location

A seventh grade student will be able to understand, compare and contrast:

- His/her school with that of a student in a Spanish-speaking country
- Understand cultural perspectives on school

A seventh grade student will be able to recognize and produce:

- Basic food vocabulary for breakfast, lunch, and dinner
- Beverage vocabulary
- Vocabulary to talk about one's health

A seventh grade student will be able to recognize and use:

- Present tense of –ER and –IR verbs
- Difference between me gusta/me encanta vs. me gustan/me encantan
- The plural of adjectives
- Present tense of ser

A seventh grade student will be able to understand, compare and contrast:

- Cultural perspectives on meals
- Understand cultural perspectives on diet and health

A seventh grade student will be able to recognize and produce:

- Vocabulary relating to places in a city
- Sports vocabulary
- Vocabulary pertaining to how one feels
- Question words in Spanish
- Present tense of ir
- Structure of writing questions
- Ir+a+infinitive

- Present tense of jugar (stem changing verb)

A seventh grade student will be able to understand, compare and contrast cultural perspectives on:

- Leisure activities in the Spanish speaking world
- Opinions on after school
- Activities

Resources:

Realidades, Pearson Prentice Hall, ©2004

http://www.phschool.com/atschool/realidades/program_page.html

French 7

A seventh grade student will be able to recognize and produce:

- Nationalities and where people are from
- Basic school subject vocabulary
- Basic classroom objects vocabulary
- Express their likes and dislikes of school subjects
- Subject pronouns
- Present tense of –er verbs
- Present tense of être and avoir
- Using expressions with avoir [and avoiding idiomatic]
- Forming questions and expressing negation
- Vocabulary relating to family and friends
- Relationships between people and in families
- Possessive adjectives
- Descriptive, irregular adjectives to describe people
- Singular, plural, feminine, masculine adjectives
- Professions
- Prepositions of location

A seventh grade student will be able to understand, compare and contrast:

- French stereotypes
- The French school system and grades
- The Bac, the Baccalaureat
- A 'typical' French family
- Friendship

Resources:

D'accord!, Vista Higher Learning, ©2011

<http://vistahigherlearning.com/educators/secondary/french-programs/daccord.html>

District 57 has adopted Olweus Bullying Prevention Program materials to be used for classroom-based instruction and school-wide implementation. District 57 staff members teach students age-appropriate positive behavior expectations to achieve the goal of providing a safe and caring learning environment.

Resources:

Olweus Bullying Prevention Program, Hazelden Publishing

<http://www.violencepreventionworks.org/public/index.page>