



# This year Seventh Grade Reading

- We are able to use our knowledge of word origins, context clues, and word relationships to determine the meaning of new vocabulary and to understand the precise meaning of words.
- We are able to identify idioms, analogies, metaphors, and similes in prose and poetry.
- We are able to use our knowledge of Greek, Latin and Anglo-Saxon word root, prefixes, and suffixes to understand new words as we are reading.
- We are able to figure out word meanings by using definitions, examples, restatement, and contrast.
- We are able to read and understand 7th grade material.
- We can describe and connect the important ideas, arguments and points of view in the writings by using our understanding of text structure, organization, and purpose.
- We are able to understand and analyze the differences in structure and purpose between the various categories of informational materials such as signs, manuals, textbooks, and newspapers.
- We are able to find information by using a variety of consumer, workplace, and public documents.
- We are able to understand the use of cause and effect in text.
- We can identify and follow the development of an author's argument, point of view or perspective.
- We are able to understand and explain the use of a simple mechanical device by following technical directions.
- We are able to assess whether an author's evidence is adequate, accurate and appropriate in supporting the claims and assertions that he or she makes.
- We also are able to note bias and stereotyping in an author's work.
- We are able to read and respond to historically or culturally significant works of literature.
- We can clarify the ideas presented and make connections between the various works we read.
- We are able to discuss the purposes and characteristics of different forms of writing, such as the short story, the novel, novella, and the essay.
- We can identify the events that advance the plot and we can determine how each event explains past or present action or hints at future action within a story.
- We can analyze characterization as shown through a character's thoughts, words, speech patterns, and actions through the narrator's description; as well as through the thoughts words and actions of the other characters within the story.
- We are able to identify and analyze recurring themes across works.
- We are able to contrast points of view in narrative text and explain how the point of view affect the overall theme of the work.
- We are able to analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.





# This year Seventh Grade Writing

- We can write clear, focused essays which show that we have an awareness of the audience we are writing for and the purpose of our writing.
- We can write essays that contain formal introductions, supporting evidence, and conclusions.
- We are able to organize our writing so that the composition is balanced and shows effective transitions between sentences so that the important ideas are all brought together
- We are able to support all writing with anecdotes, descriptions, facts, statistics and specific examples
- We are able to use strategies of note taking, outlining and summarizing when we are writing a draft.
- We can identify topics, ask and evaluate questions, and develop ideas for investigation and research.
- We are able to give credit for both quoted and paraphrased information in a bibliography using the proper format.
- We are able to create documents by using word-processing skills and computer publishing programs. We can develop simple databases and spreadsheets to manage information and prepare reports.
- We are able to revise our writing to improve the organization of the work and the word choice. We can choose precise vocabulary and use logic to express our ideas.
- We are able to write narrative, expository, persuasive, and descriptive texts of at least 500 words.
- Our writing shows that we have a good grasp of standard American English and we are able to use research, organizational, and drafting strategies that we have been taught previously.
- We are able to develop a standard plot line which has a beginning, conflict, rising action, climax, and ending, and a point of view.
- We are able to develop complex major and minor characters and a definite setting.
- We can use a range of appropriate strategies such as dialogue, suspense, and narrative actions like gestures, expressions, and body movements in our writing.
- We can respond appropriately to literature.
- We are able to develop interpretations which show that we are reading text carefully, and developing insight and understanding of the material we read.
- We are able to organize interpretations around several clear ideas and images from the literary work.
- We can justify interpretations through sustained use of examples and evidence from the text.
- We are able to pose relevant and tightly drawn questions about the topic.
- We are able to convey clear and accurate perspectives about what we read.
- We are able to include evidence to support a thesis that is compiled through the formal research process.
- We use the card catalog or computer catalog at a library, as well as using a Reader's Guide to Periodical Literature.
- We can document reference sources by means of footnotes and a bibliography.
- We can write persuasive compositions.
- We are able to state a clear position or perspective in support of a proposition or proposal.
- We can describe the points in support of the proposition, employing well-articulated evidence.
- We are able to anticipate and address reader concerns and counter arguments.
- We can write summaries of reading material.
- We are able to include the main ideas and important details in our summaries.
- We use our own words in our writing, except when we are quoting others.
- Our summaries reflect the underlying meaning of the reading material and not just the superficial details.
- Our written and oral work shows that we have a command of Standard English conventions and vocabulary that is appropriate for the 7th grade.

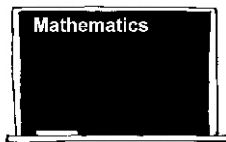




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- We are able to use the active voice in our writing and we know how to use modifiers correctly.
- We are able to identify and use infinitives and participles and make clear who the pronouns refer to in our writing.
- We are able to identify all parts of speech and types and structure of sentences.
- We form sentences correctly with regard to the mechanics of writing. For example, we know when to use quotation marks and we know when a comma is needed.
- We are able to identify hyphens, dashes, brackets, and semicolons and we use them correctly.
- We are able to use capitalization correctly.
- We know how to spell correctly and can spell derivatives by applying the spellings of bases and prefixes and suffixes.
- We are able to understand and communicate the important ideas of an oral speech.
- We ask probing questions to elicit information from a speaker, including information about the speaker's claims and conclusions.
- We are able to determine the speaker's attitude toward his or her subject.
- We can respond to persuasive messages with questions, challenges, or affirmations.
- We can organize information so that our speeches achieve particular purposes and appeal to our audience.
- We are able to arrange supporting details, reasons, descriptions, and examples effectively and persuasively.
- We use speaking techniques including voice modulation, inflection, tempo, enunciation and eye contact to make our presentations more effective.
- We are able to give constructive feedback to speakers concerning the reason and logic of the content of a speech and its delivery as well as its impact on us.
- We are able to analyze the effect of images, text, and sound in electronic journalism. We can identify the techniques used to achieve the effects in the presentation.
- We are able to deliver well-organized formal presentation using narration, exposition, persuasion, and description. Our speaking demonstrates a command of Standard American English.
- We are able to deliver a narrative presentation that has a context, standard plot line with a beginning, conflict, rising action, climax, and an ending, and a point of view.
- We are able to describe major and minor complex characters and describe a setting in our narrative presentations.
- We use a range of appropriate strategies including dialogue, suspense, and specific narrative action such as movement, gestures, and expressions in our narrative presentations.
- We are able to include the main ideas of an event or article and the most significant details when giving oral summaries of articles and books.
- We are able to use our own words, except for material quoted from sources, when delivering oral summaries of articles and books.
- When we deliver an oral summary of an article or book, we are able to show that we have an understanding of the writing we are reporting about.
- We are able to pose relevant and concise questions about a topic when we deliver a research presentation.
- We are able to convey clear and accurate perspectives when we present our research.
- We are able to include evidence generated through the formal research process. We use a card catalog or computer database, the Reader's Guide to Periodical Literature, magazines, newspapers, and dictionaries.
- We are able to cite reference sources.
- We are able to state our position or perspective in support of an argument or proposal.
- We are able to state the points that are in support of an argument and we can clearly state the evidence that supports the argument.

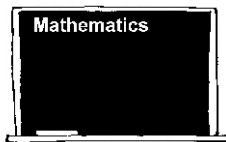




# This year Seventh Grade Math

- By the end of 7th grade we will be able to manipulate numbers and equations and we will understand the general mathematical principles at work.
- We will understand and use factoring of numerators and denominators and we are able to understand the properties of exponents.
- We know the Pythagorean theorem and we will solve problems in which we compute the length of an unknown side of a triangle. We will be able to compute the surface area and volume of basic three-dimensional objects.
- We will make conversions between different units of measurement. We will know and use different representations of fractional numbers using fractions, percentages, and decimals.
- We will have increased our ability to use ratio and proportion, to compute percentage of increase and decrease, and compute simple and compound interest. We will be able to graph linear functions.
- We understand the properties of rational numbers. We can compute with rational numbers that are expressed in a variety of ways.
- We can read, write, and compare rational numbers in scientific notation (that is positive and negative powers of ten).
- We can add, subtract, multiply, and divide rational numbers including integers, fractions, and terminating decimals, and we can take positive rational numbers to whole-number powers.
- We are learning to convert fractions to decimals and percent. We are learning to use these representations in estimations, computations, and applications.
- We know the difference between rational and irrational numbers.
- We are learning that every rational number is either a terminating or repeating decimal.
- We are able to convert terminating decimals into reduced fractions.
- We can calculate the percentage of increases and decreases of a quantity.
- We are able to solve problems that involve discounts, markups, commissions, and profit. We can compute simple and compound interest.
- We are able to use exponents, powers, and roots. We can use exponents when working with fractions.
- We understand the concept of negative whole-number exponents. We can multiply and divide expressions involving exponents with a common base.
- We are learning to add and subtract fractions by using factoring to find common denominators.
- We are able to use exponent rules to multiply, divide, and simplify rational numbers.
- We are able to use the inverse relationship between raising to a power and extracting the root of a perfect square integer. When an integer is not square we can determine without a calculator the two integers between which its square root lies and explain why.
- We understand the meaning of the absolute value of a number. We know that the absolute value means the distance the number lies from zero on a number line. We can find the absolute value of real numbers.
- We are able to express number relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.
- We can use variables and the correct operations to write an equation or an inequality. We can also use words to represent equations and inequalities.
- We know the correct order of operations to use to evaluate algebraic expressions such as  $3(2x + 5)^2$ .
- We can simplify numerical expressions by applying the properties of rational numbers such as inverse, distributive, associative, commutative, and identity. We are able to explain why we use a process.
- We are able to use correct algebraic terminology such as variable, equation, term, coefficient, inequality, and constant.
- We can represent quantitative relationships graphically and interpret the meaning of a part of a specific graph.
- We are learning to interpret and evaluate expressions involving integer powers and simple roots.
- We are able to represent positive whole-number powers as repeated division or by multiplication using the multiplicative inverse. We can simplify expressions that include exponents.

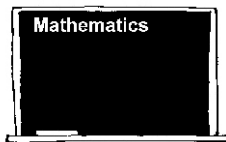




# This year Seventh Grade Math page 2

- We can multiply and divide monomials.
- We are able to graph and interpret linear and some nonlinear functions.
- We are able to graph functions in the form of  $y = nx^2$  and  $y = nx^3$  and use these to solve problems.
- We are learning to plot the values from the volumes of three-dimensional shapes such as cubes or prisms which have a fixed height and an equilateral triangle base of varying lengths.
- We can graph linear functions and note that the vertical change (represented by the y-value) per unit of horizontal change (represented by the x-value) is always the same and is known as the slope of a graph.
- We are able to plot the values of quantities whose ratios are always the same, such as the cost to the quantity of an item or feet to inches. We can fit a line to the plot and we understand that the slope of the line equals the quantities.
- We are learning to solve simple linear equations and inequalities with rational numbers.
- We are able to solve two-step linear equations and inequalities in one variable over rational numbers. We can interpret the solutions and we are able to verify that the result is reasonable.
- We can solve multi-step problems which involve rate, average speed, distance, and time.
- We can choose appropriate units of measure and use ratios to convert problems within and between measurement systems.
- We are learning to compare weights, capacities, geometric measures, time and temperatures within and between measurement systems.
- We can construct and read drawings and models made to scale.
- We can use measures expressed as rates such as speed or density and measures expressed as products such as person-days to solve problems, check the solutions. We can use dimensional analysis to check if the answer is reasonable.
- We are learning to compute the perimeter, area, and volume of common geometric objects. We can use the results to find measures of less common objects.
- We know how perimeter, area, and volume are affected by changes of scale.
- We can use formulas for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.
- We can estimate and compute the area of more complex or irregular two and three-dimensional figures by breaking the figures down into more basic geometric objects.
- We can compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids.
- We understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.
- We understand how to make changes in the unit of measurements that we use. For example, we can convert 1 square foot to 144 square inches.
- We have learned the Pythagorean theorem.
- We are able to construct geometric figures to show that we have an understanding of plane and solid geometry.
- We can identify and construct basic elements of geometric figures such as mid-points, diagonals, angle bisectors, and perpendicular bisectors, central angles, radii, diameters and chords of circles by using a compass and a straightedge.
- We understand and can use coordinate graphs to plot simple figures, determine lengths and areas related to them and determine their image.
- We understand the Pythagorean theorem and its converse and can use it to find the length of the missing side of a right triangle and the lengths of other line segments. In some situations we are able to verify the Pythagorean theorem by measurement.
- We know how to show that two geometrical figures are congruent and we know what congruence means.
- We can construct two-dimensional patterns for three-dimensional models such as cylinders, prisms, and cones.





# This year Seventh Grade Math page 3

- We can identify elements of three-dimensional geometric objects and describe how two or more objects are related in space.
- We are able to collect, organize, and represent data sets with one or more variables and identify relationships among variables within a data set by hand and by using spreadsheet software programs.
- We know how to display data in various ways including stem-and-leaf plot or box-and-whisker plot. We can use the forms to display a single set of data or to compare two sets of data.
- We can represent two numerical variables on a scatterplot and we can describe how the data points are distributed and relationship that exists between the two variables.
- We understand the meaning of the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data sheet and we can compute these.
- We are able to make decisions about how to approach problems.
- We can analyze problems by identifying relationships and by knowing what information is relevant to the problem. We are able to identify missing information, sequence and prioritize information and identify patterns.
- We can formulate and justify mathematical conjectures based on a general description of the mathematical question or problem presented to us.
- We can determine when and how to break a problem into simpler parts.
- We can use strategies, skills and concepts to find solutions.
- We can use estimation to verify the answer.
- We can apply strategies and results from simpler problems to more complex problems.
- We can estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- We can make and test conjectures by using both inductive and deductive reasoning.
- We can use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.
- We can express solutions using mathematical notation and language; we can support our solutions with evidence mathematically and verbally.
- We can indicate the advantages of exact and approximate solutions to problems.
- We can give answers to a specified degree of accuracy.
- We can make precise calculations and check the validity of the answer based on the context of the problem.
- We can determine a solution is complete and generalize to other situations.
- We can evaluate the reasonableness of the solution in the context of the original situation.
- We can state the method of finding the solution and demonstrate an understanding of the concept by solving similar problems.
- We can develop generalizations of the results obtained and the strategies used and apply them to new problems.

