

Seventh Grade Curriculum Highlights: In alignment with the Common Core Standards

LITERACY

Reading Literature

Key Ideas and Details

- 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; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

- 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., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

- Compare and contrast 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).
- 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

- 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 Informational Text

Key Ideas and Details

- 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; provide an objective summary of 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

- Determine 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.
- 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 position from that of others.

Integration of Knowledge and Ideas

- Compare and contrast 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).
- Trace and evaluate 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.
- 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

- 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

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 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, track progress toward specific goals and deadlines, and define 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.
- Analyze 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.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- 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.

LANGUAGE ARTS

Writing

Text Types and Purposes

- Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and 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.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 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.
- 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

- 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 link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

- 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 providing a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 7 Reading standards* to literature (e.g., “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”).
- Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate 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”).

Range of Writing

- 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

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- Spell correctly.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- 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., *belligerent*, *bellicose*, *rebel*).
- 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.
- 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., *refined*, *respectful*, *polite*, *diplomatic*).
- Acquire and use 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.

* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.

MATHEMATICS

Ratios and Proportional Reasoning

- 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.
- Recognize and represent proportional relationships between quantities.
- Use proportional relationships to solve multistep ratio and percent problems.

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.

○ Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

○ 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.)

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.

● 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.

○ 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.

Geometry

● Draw, construct and describe geometrical figures 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.

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.
 - 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.
- Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
 - 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.
- 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.
- Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

SCIENCE

Scientific and Engineering Practices

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematical and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Scientific Concepts

- Gather information to support explanations of the structure and function relationships of cells.
- Communicate understanding of cell theory.
- Understand role of cells in body systems and how those systems work to support the life function of an organism.
- Use ideas of genetic variation to make sense of organisms surviving and reproducing, hence passing on the traits of a species.

Content Literacy

Reading

- 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 source 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.

- Analyze the structure an author uses to organize a text, including how the major sections contribute to the understanding of a 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., flowchart, diagram, model, graph, table).
- Distinguish among facts, reasoned judgment based on research findings, and speculation.
- Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

Writing

- Write arguments focused on discipline-specific content.
- Introduce, maintain, and support claims.
- Write informative/explanatory texts, including the narration of scientific procedures and technical processes.
- Introduce a topic clearly, previewing what is to follow and use formatting, graphics, and multimedia when useful. Develop the topic with relevant, well-chosen facts, definitions, details, and quotations.
- Use precise language and domain-specific vocabulary.
- Provide a concluding statement in all writing.
- Plan, revise, edit, and rewrite with a focus on communicating clearly to the audience.
- Conduct short research projects to answer a question.
- Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of sources; quote and/or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.

SOCIAL STUDIES: World History

Political Systems

- Identify the effects of the American Revolution on the establishment of constitutional government in other nations (e.g., France).

Economics

- Identify the social and environmental benefits and consequences of a particular example of production or consumption.

History

- Identify the causes, events, and outcomes of the French Revolution.
- Identify the development and impact of the Industrial Revolution.
- Identify major characteristics of 19th-century European nationalism and understand how nationalism led to conflict between European nations competing for raw materials, markets, and rush for colonies in Africa/Asia.
- Analyze the geographic, political, social, economic and religious structure and contributions of ancient civilizations, including: Mesopotamia, Egypt, India, and China.
- Identify the structure of ancient Chinese government.
- Identify the basic teachings of Confucius.
- Identify the contributions of Indian civilization to religion and philosophy (e.g., Hinduism and Buddhism), art and architecture, and literature (e.g., the Vedas); identify the Mauryan and Gupta Empires.
- Identify the origins and basic beliefs of Buddhism and compare the practice of Buddhism with that of Hinduism.
- Identify the political and cultural characteristics of ancient Egypt.
- Compare the democracy of ancient Athens with modern U.S. using the following criteria: direct vs. representative democracy, definition of citizenship, and rights of women.
- Identify events and consequences of the Persian and Peloponnesian Wars.
- Define “Hellenic Culture” and understand Alexander the Great’s achievements as a military and political leader.
- Identify basic contributions of ancient Greece to civilization in poetry, philosophy, literature,

architecture, and mathematics.

- Understand environmental, social, political, and cultural factors that shaped the development of Mesopotamia, Egypt, the Indus Valley, and the Aztec Society.
- Identify basic achievements and contributions of Mayan, Aztec, and Incan society.
- Understand elements of Japanese feudal society and compare it to European feudalism.
- Identify effects of the religious Crusades in terms of the significant cultural exchanges.
- Identify the development of English government and its legal and political system.
- Identify the spread of bubonic plague in Europe and describe the impact of the plague on the European and global populations.
- Identify the contributions of the following ancient civilizations: Babylonians, Hebrews, Phoenicians, India, and China.
- Identify the importance of river valleys to early civilizations (Mesopotamia and the “Fertile Crescent”, Egypt, India, and China) and describe how people shaped their environments during the agricultural revolution of 4000 B.C. -1000 A.D.
- Understand events and significant contributions of the Renaissance.
- Identify new scientific theories of the Scientific Revolution.
- Understand origins and impact of the Reformation and Counter Reformation.
- Identify the political structure of Roman society.
- Identify aspects of daily life in ancient Rome.
- Identify significant events and individuals associated with the expansion of the Western Roman Empire.
- Understand why Christianity gained appeal in the Roman Empire.
- Identify Roman cultural and economic achievements.
- Identify the causes of the decline of the Roman Empire.
- Identify the spread of Christianity and the roles played by churches and monasteries in its diffusion after the fall of the Western Roman Empire.
- Identify the development of the Byzantine Empire as the new political, cultural, and economic center of the Roman Empire.
- Identify the development and spread of Islam.

Geography

- Use maps to interpret the physical political geography of regions, countries, and continents.
- Identify the relationships among location of resources, population distribution and economic activities, including: transportation, trade and communications.
- Compare and contrast historical and contemporary depictions of the same place using a variety of sources, including: landscape paintings, photographs, and maps.

Culture and Society

- Identify how individual citizens, groups of citizens and government can cooperate to solve important social problems.
- Define “slavery” and “serfdom” and identify examples of these practices from history and efforts to eradicate them throughout the world.

Content Literacy

Reading

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, etc.).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, etc.).
- Identify aspects of a text that reveal an author’s point of view or purpose (propaganda, loaded language, inclusion or exclusion of facts).
- Integrate visual information (e.g., in charts, graphs, photos, maps, etc.) with other

information in print and digital texts.

- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

Writing

- Write arguments focused on discipline-specific content.
- Introduce, maintain, and support claims.
- Write informative/explanatory texts, including the narration of historical events.
- Introduce a topic clearly, previewing what is to follow and use formatting, graphics, and multimedia when useful. Develop the topic with relevant, well-chosen facts, definitions, details, and quotations.
- Use precise language and domain-specific vocabulary.
- Provide a concluding statement in all writing.
- Plan, revise, edit, and rewrite with a focus on communicating clearly to the audience.
- Conduct short research projects to answer a question.
- Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of sources; quote and/or paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.