Des Plaines CCSD 62
7th Grade Curriculum Highlights

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
Rations 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.

DRAMA

Drama Language Arts
- Analyze the structure of a story.
- Identify the 8 principles of a good stage voice.
- Identify elements of a successful performance.
- Connect the senses to the fine arts.
- Demonstrate knowledge of cross-curricular ideas.
- Analyzing plotlines of plays/scenes in connection to literature.
- Compare Greek and Roman Theatre to contemporary traditions.
- Compare and contrast storytelling traditions between cultures.

Performance
- Demonstrate ability to deliver clear dialogue.

- Improvise scenes using various characters, settings, and scenarios.
- Demonstrate ability as an effective pantomime performer by expressing thoughts, feelings, and ideas through bodily and facial expression.
- Demonstrate consistency in performance.
- Demonstrate story writing ability when considering a pantomime-only scene.
- Collaborate and negotiate the preparation of a dramatic work.
- Express thoughts, feelings, and opinions in a constructive and diplomatic manner.
- Create dramatic performances based on literature, music, and other fine arts.
- Perform interpretations of historical events, traditions and cultures.

MUSIC
Music Literacy
- Read and perform music in bass clef.
- Write a 4-measure bass clef composition.
- Add rhythmic values: 1/2 beat eighth notes, 1/4 beat sixteenth notes.

Music in Culture
- Identify the following similarities between musical and literary form: (ballad-poetry).
- Match composers to their corresponding musical time period: (Baroque - Bach and Handel, Classical - Mozart and Haydn, Romantic - Beethoven, Verdi, Tchaikovsky, Wagner, Brahms, and Dvorak.
- Identify musical works and pair them with the appropriate composer and time period: Bach - "Toccata & Fugue", Handel - "Halleluiah Chorus", Mozart - "Marriage of Figaro", Haydn - "Clock Symphony", Beethoven - "5th Symphony", Verdi - "La Donna E Mobile", Tchaikovsky - "Nutcracker Suite", Wagner - "Ride of Valkyries", Brahms - "Hungarian Dances", Dvorak - "New World Symphony.
- Identify major events within each time period.
- Explore music's role in society in its historical context: (Baroque, Classical, and Romantic).

Performance
- Compose and perform in ternary (ABA) form. Composition must be 30 seconds in length.
- Create a composition using simple meter (2/4, 3/4, 4/4) Composition should be 4 measures in length.
- Compose and perform a composition in pentatonic mode.

ART
Technique and Processes
- Draw lines to a vanishing point to show depth.
- Use ruler correctly.
- Draw in 1-point perspective to create the illusion of depth.
- Draw an optical illusion by combining lines and shapes to show movement.
- Uses a ruler to measure correctly.
- Enlarge or reduce an image onto another paper using the method of gridding.

Reflection and Critique
- Recognize characteristics in perspective as seen in works of art.
- Recognize positive and negative space.
- Recognize and discuss characteristics unique to optical illusions.
- Writes about personal artwork and explains content learned.

PHYSICAL EDUCATION
Motor Skills and Movement Patterns
- Demonstrate combinations of loco and non-locomotors skills while manipulating objects.
- Demonstrate movement using proper space, time, balance, and force.

Cognitive Concepts, Principles and Strategies
- Understand and participate in health related fitness activities.
- Understand and demonstrate intensity levels needed to improve cardiovascular fitness, muscular strength, and flexibility.

Health-Enhancing Level of Physical Fitness
- Utilize realistic health-related fitness goals.
- Identify the behavioral choices that impact wellness levels.

HEALTH
Health Concepts and Health Enhancing Behaviors
- Illustrate the differences in the five areas of health related fitness: muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and healthful body composition.
- Recognize the benefits of injury prevention and safety.
- Describe the changes that happen to the human body during puberty.
- Value the importance of proper hygiene as it pertains to sexual health.
- Appraise the possible solutions and consequences in relation to the decision-making process.
- Recognize the importance of abstinence and proper birth control methods and it's relationship to teen parenthood.
- Discuss what is an appropriate behavior in relation to touch and abstinence and who is an appropriate resource person to ask for help and information.

Body Systems
- Identify the structure and function of the reproductive system.
- Demonstrate and understand the process of pregnancy in the human body.

SPANISH
Recognize Basic Communication Within Context
Produce and Respond to Basic Communication Within Context
- Respond to basic questions appropriately.
  - Negative and positive responses.
- Use regular present tense across the four language acquisition domains: (Listening, Speaking, Reading and Writing).
- Apply fundamental rules of word order.
- Apply basic communication strategies.
- Utilize survival phrases.
- Express needs, both communicative and personal.
- Demonstrate knowledge of the aforementioned skills through cultural context.
- Understand cultural factors, customs/traditions, to develop cultural competence of Latino culture.

Identify Grammatical Structures
- Verbs.
  - Subject pronouns.
    - Formal and informal register.
  - Conjugate regular verbs in the present tense.

- Nouns and adjectives.
  - Placement.
  - Agreement.
  - Number.
  - Gender.
- Apply fundamental rules of word order.
- Recognize parts of speech:
  - Articles.
  - Definite and Indefinite nouns.
  - Subject pronouns.
  - Verbs: -ar, -er, -ir.
  - Adjectives: possessives, descriptive, demonstrative.

INFORMATION TECHNOLOGY
Web Critiques, Copyright and Citation
- Recognize the components of a legitimate website.
- Apply proper citation when using an internet source.
- Understand copyright laws.

Keyboarding Skills
- Demonstrate keyboarding skills.
- Understand formatting and adding different objects in word processing.

3-D Models
- Draw and create 3-D models.

Data Tables
- Create a basic chart using a data table.

Multimedia Projects
- Create and customize multimedia presentation.

BAND
Practice
- Perform simple reed adjustments.
- Tune instruments from a given concert pitch
- Remove a mouthpiece with a mouthpiece puller.
- Perform simple repairs.
- Practice at home.
- Come with correct materials.
- Understand the composer's history and background for a given piece of literature.
- Apply and play the authentic performance practices based on the composer's era.
- Understand how the selected piece of literature fits into history and the life of the composer.
- Understand how the selected piece of literature has evolved over time.

Music Literacy
- Read and play note combinations of dotted/sixteenth and triplets.
- Read and play 6/8, 2/4, and mixed meter time signatures.
- Read and play the concert Db, G, and D major scales and a one-octave chromatic scale as well as beginning to read and play applicable minor scales.
- Read music that changes between duple and triple meter.
- Read and play 2 octave scales when appropriate for instrument and range.

- Play music using the full range (all possible notes) of the instrument.
- Play music using lip slurs and finger trills.

Instrument Skills
- Write music using enharmonics, key signatures, and the correct order of sharps and flats.
- Improvise an 8 bar musical passage based on notes and rhythms for 7th grade.
- Identify pitch tendencies of the instrument as well as ways to correct them.
- Play music using correct phrasing.
- Interpret note duration and accent based on style of the piece.
- Perform with appropriate musical expression.
- Demonstrate advancement and/or refinement in tone quality needed to perform Grade II+ music.
- Select appropriate reeds, mouthpieces, mutes, etc.
- Perform lip slurs (brass), long tones, and scales to develop strength, control, and flexibility over an expanding range.

ORCHESTRA
Practice
- Understand how the selected piece of literature fits into history and the life of the composer.
- Understand the composer's history and background for a given piece of literature.
- Recognize the historical background of studied literature.
- Practice at home.
- Come with correct materials.

Music Literacy
- Read and perform dotted-quarter/eighth groupings.
- Identify key signatures (Bb, g minor, and d natural minor).
- Identify simple and compound meters.
- Identify notes in third position.
- Identify all enharmonic spellings.
- Read and play the accidentals of D sharp and A flat.
- Read and play crescendos and decrescendos.
- Read and play pianissimo and fortissimo.
- Write music using enharmonics, key signatures, and dotted quarter/eighth note groupings.
- Create a melodic motif.

Instrument Skills
- Play music using correct phrasing.
- Adjust fingers to correct tuning during a performance.
- Perform with appropriate musical expression.
- Apply and play the authentic performance practices based on the composer's era.
- Demonstrate proper tuning of instrument.
- Perform whole and half step positions in F, Bb, d natural minor, g and d harmonic minor for two octaves.
- Demonstrate correct left position and right hand techniques.
- Demonstrate clear tone on first position notes as well as third position for violin only.
- Demonstrate good tone quality while changing dynamics, staccato, spiccato, martele bowing, intermediate vibrato and shifting.

CHORUS
Tone Production Quality
- Produce a balanced and free vocal tone with the body and breath working together.
- Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathe quietly through an open throat, preparing the throat for singing with each inhalation.
- Demonstrate appropriate care of his/her vocal mechanism.
- Demonstrate correct choral vowels and consonants.
- Continue to cultivate a healthy tone quality with correct vowel and consonant placement.

Vocal Accuracy
- Sing independently, demonstrating good posture and correct breath control.
- Sing alone and in small and large ensembles demonstrating independence in executing his/her own part.
- Perform melodies and rhythms with appropriate dynamics while maintaining steady tempo.
- Understand and identify basic conducting beats and gestures including: preparatory beats, releases, tempo changes, entrance cues, dynamic and other expressive gestures.
- Perform music of a variety of styles and cultures using expression and phrasing appropriate for the work being performed.
- Perform music of a variety of styles and cultures using expression and phrasing appropriate for the work being performed Perform accurately and expressively unison, two and three-part music.
- Understand and be able to perform with others to achieve a refined ensemble sound including blend, balance and timbre.
- Perform accurately and expressively unison, two and three-part music.
- Perform music in the following meters: 2/4, 3/4, 4/4, 3/8,6/8,2/2.
- Perform music in different tonalities (including but not limited to major, minor and modal).

ENGLISH LANGUAGE DEVELOPMENT (ELD)

WiDA CONSORTIUM

CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Follow one-step oral commands/instructions • Match social language to visual/graphic displays • Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) • Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	• Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • Sequence visuals per oral directions • Identify information on charts or tables based on oral statements	• Categorize content-based examples from oral directions • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally	**Level 6 - Reaching**
SPEAKING	• Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH- questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	• Convey content through high frequency words/phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

CAN DO Descriptors: Grade Level Cluster 6-8

WIDA CONSORTIUM

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Associate letters with sounds and objects • Match content-related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/ illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-reading) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "tell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/ phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	**Level 6 - Reaching**
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/ forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose introduction/body/ conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/ citations • Begin using analogies • Critique literary essays or articles	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

NOT FORMALLY GRADED

LMC

Access Information Efficiently and Effectively
- Demonstrate skill in using electronic catalog.
- Locate materials on library shelves by call number.
- Use print and electronic sources to access, extract, and process information.
- Understand scope, depth, and potential usefulness of various available information resources.
- Use search and navigational features of print and electronic sources to access information efficiently.

Evaluate Information Critically and Competently
- Use print and electronic sources to access, extract, and process information.
- Assess scope, depth, and potential usefulness of various available information resources.
- Recognize search and navigational features of resources to access information efficiently.
- Recognize point of view and opinion.

Use Information Accurately, Creatively, and Ethically
- Organize and synthesize information from multiple sources.
- Create and effectively communicate information and ideas to others.
- Understand the concept of plagiarism and cite sources properly.

Appreciate Literature to Pursue Knowledge and Expand Personal Interests
- Use both text and visuals to understand literature.
- Select an appropriate book of interest or personal enjoyment.

- Distinguish between different types of elements of literature.
- Analyze and understand information presented creatively in various non-text formats.
- Seek information related to personal interests and goals.
- Select resources and materials based on need and appropriateness.

Understand and Practice Internet Safety
- Understand the long-term impact of digital information.
- Behave responsibly and respectfully in a network environment.
- Use electronic devices safely and appropriately.

*LMC Specialist will support student use of technology to enhance learning.