

Social Studies
7th Grade

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Outcome: **SS.7.1** Students will evaluate the use of violence in a select situation making reference to the American Revolution and its causes.

Components: **SS.7.1.1** – Explain why the results of the French and Indian War created situations of conflict between Britain and its colonies in North America.

SS.7.1.2 – Identify what elements of Britain's political heritage (Common Law, parliamentary government, etc.) contributed to American resistance to British tax policies.

SS.7.1.3 – Explain differing American responses to specific pieces of British tax legislation in the 1760's and 1770's.

SS.7.1.4 – Evaluate illegal and violent episodes associated with resistance to British laws: the Boston Massacre, the Boston Tea Party.

SS.7.1.5 – Present both British and American propaganda relating to the escalating conflict between Britain and her colonies.

SS.7.1.6 – Evaluate arguments advanced for American independence making reference to Thomas Paine's Common Sense and the Declaration of Independence.

SS.7.1.7 – Analyze what characteristics of George Washington made him an extraordinary leader.

SS.7.1.8 – Compare and contrast the strengths and weaknesses of Britain and the rebelling American colonies at the beginning of the Revolutionary War.

SS.7.1.9 – Explain the turning-point battles of the American Revolutionary War.

SS.7.1.10 – Evaluate the reasons for American victory in the American Revolutionary War.

Outcome: **SS.7.2** Students will examine how certain constitutional principles are embodied in both the United States and Illinois Constitutions.

Components: **SS.7.2.1** – Explain why the Articles of Confederation established a weak national government for the United States of America.

SS.7.2.2 – Analyze the major issues dealt with at the Constitutional Convention of 1787.

SS.7.2.3 – Explain the underlying principles of the U.S. Constitution: popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, guaranteed people's rights.

SS.7.2.4 – Identify and explain the major stipulations of the Articles I, II and III of the U.S.

SS.7.2.5 – Constitution, explaining the organization and function of the legislative, executive and judicial branches of government.

SS.7.2.6 – Identify and explain the major stipulations of the Bill of Rights with special attention to First Amendment rights.

SS.7.2.7 – Identify and explain the major stipulations of Amendments 11-27 of the U.S. Constitution.

SS.7.2.8 – Apply the stipulations of the U.S. Constitution to several contemporary issues of American politics.

SS.7.2.9 – Compare and contrast the Illinois Constitution with the U.S. Constitution.

Outcome: **SS.7.3** Students will evaluate a contemporary issue of American politics in the light of the conflicting political philosophies of leaders of the early American Republic.

Components: **SS.7.3.1** – Identify precedents established by George Washington as the first president.

SS.7.3.2 – Identify the personal characteristics of George Washington that contributed to the success of American republic in its early years.

SS.7.3.3 – Explain the conflicts within Washington's Cabinet caused by the conflicting political philosophies of Alexander Hamilton and Thomas Jefferson.

SS.7.3.4 – Compare and contrast the political philosophies and personalities of Alexander Hamilton and Thomas Jefferson.

SS.7.3.5 – Distinguish between loose and strict construction of the Constitution.

SS.7.3.6 – Explain how the American party system developed out of the conflicting philosophies of Hamilton and Jefferson.

SS.7.3.7 – Explain how the Whiskey Rebellion was the first major test of the authority of the new federal government.

SS.7.3.8 – Explain Hamilton's approach to establishing the financial credit of the U.S. Federal Government.

Outcome: **SS.7.4** Students will compare and contrast the major foreign relations crises of the early years of the American Republic and evaluate the effectiveness of the approaches taken to resolve these.

Components: **SS.7.4.1** – Explain why relations with France were the major foreign policy issue of the administrations of both Washington and John Adams.

SS.7.4.2 – Compare and contrast the foreign policy viewpoints of Hamilton and Jefferson and of the Federalist and Democratic-Republicans.

SS.7.4.3 – Identify the points of conflict that developed between Britain and the United States during the Jefferson and Madison administrations.

SS.7.4.4 – Explain the constitutional issue involved with Jefferson's decision to purchase the Louisiana Territory.

SS.7.4.5 – Explain France's motivation for selling the Louisiana Territory.

SS.7.4.6 – Identify the causes of the war between the United States and Britain starting in 1812.

SS.7.4.7 – Explain major episodes of the War of 1812: the American invasion of Canada, the British burning of Washington D.C., the defense of Baltimore, the Battle of New Orleans.

SS.7.4.8 – Explain why the results of the War of 1812 can best be described as a tie, rather than as a victory of either Britain or the United States.

SS.7.4.9 – Explain why the Battle of New Orleans significantly contributed to American national pride even though it was fought after the war had ended.

SS.7.4.10 – Compare and contrast the political structures of the United States and Canada as they developed after the War of 1812.

SS.7.4.11 – Compare and contrast the histories and governments of the United States and Canada.

Outcome: **SS.7.5** Students will compare and contrast the political philosophies, strengths and weaknesses of Andrew Jackson and John Quincy Adams.

Components: **SS.7.5.1** – Explain how the career of Andrew Jackson reflects the rise of the common man in American society.

SS.7.5.2 – Explain how the career of John Quincy Adams reflects the influence of education and privilege in the leadership of the Early Republic.

SS.7.5.3 – Compare and contrast the personalities and careers of John Quincy Adams and Andrew Jackson.

SS.7.5.4 – Explain the meaning of the Election of 1828 in American political history.

SS.7.5.5 – Evaluate the accomplishments and failures of the presidencies of John Quincy Adams and Andrew Jackson.

SS.7.5.6 – Explain why the Nullification Crisis during the administration of Andrew Jackson raised issues that anticipated the causes of the American Civil War.

SS.7.5.7 – Evaluate Andrew Jackson's policy concerning Native Americans and his conflict with the Supreme Court in relation to the U.S. Constitution and considerations of justice.

Outcome: **SS.7.6** Students will contrast the cultures, economies, and political philosophies of the American North and South in the decades preceding the Civil War.

Components: **SS.7.6.1** – Explain how the Industrial Revolution radically changed the means of production and revolutionized the organization of society.

SS.7.6.2 – Explain why the Industrial Revolution strongly influenced the evolution of society in the North, but not the South.

SS.7.6.3 – Explain why European immigrants were drawn to settle in the North, but not the South.

SS.7.6.4 – Evaluate the impact of the invention of the cotton gin on the economy of the South and on the survival and spread of slavery.

SS.7.6.5 – Compare and contrast the lives of industrial workers in the North with that of African-American slaves in the South.

SS.7.6.6 – Compare and contrast the society and culture of the North and of the South before the Civil War.

SS.7.6.7 – Compare and contrast the political culture of the North and the South before the Civil War.

Outcome: **SS.7.7** Students will evaluate America's westward expansion from several different viewpoints (that of the American settler, the U.S. Government, the Native American, the Mexican).

Components: **SS.7.7.1** – Identify the general route of the Lewis and Clark Expedition and the territories in the American West explored by the Corps of Discovery.

SS.7.7.2 – Explain the concept of Manifest Destiny and its impact on American expansion.

SS.7.7.3 – Contrast Mexican and American viewpoints on the American settlement of Texas and on the Texas War for Independence.

SS.7.7.4 – Contrast President Polk's approach to addressing the Oregon Territory dispute with his approach to dealing with conflicts with Mexico over the Texas question.

SS.7.7.5 – Explain the viewpoint of Mexico on the terms of the peace treaty that ended the Mexican-American War.

SS.7.7.6 – Contrast the viewpoints of Mexican and Native inhabitants of New Mexico and California about American acquisition of these territories with that of the U.S. government and American settlers.

SS.7.7.7 – Compare and contrast the histories and cultures of the United States and Mexico.

Outcome: **SS.7.8** Students will evaluate how the work of leading reformers of the first half of the 19th century improved the overall quality of life in the United States in their time.

Components: **SS.7.8.1** – Explain how religious motivations led some people in 19th century America to dedicate their lives to fighting injustices in American society.

SS.7.8.2 – Identify some of the major reformers of 19th century America and their contributions to addressing injustices: e.g. Dorothea Dix, Horace Mann.

SS.7.8.3 – Explain the motivations and objectives of American abolitionist leaders: e.g. William Lloyd Garrison, Elijah Lovejoy, Harriet Tubman, Frederick Douglass, Sojourner Truth.

SS.7.8.4 – Contrast the violent methods of abolitionist John Brown with those of non-violent abolitionist leaders like William Lloyd Garrison.

SS.7.8.5 – Evaluate whether the methods of John Brown were justified by their objective.

Outcome: **SS.7.9** Students will analyze the causes of the American Civil War in reference to the escalating differences and conflicts between the two regions.

Components: **SS.7.9.1** – Explain how conflicting viewpoints of the North and South are reflected in the language of the U.S. Constitution.

SS.7.9.2 – Explain how compromises, specifically the Missouri Compromise and the Compromise of 1850, temporarily resolved conflicts between the North and South over the question of slavery in the Western territories.

SS.7.9.3 – Evaluate how the work of abolitionist writers, specifically William Lloyd Garrison and Harriet Beecher Stowe, exacerbated angry feelings between Northerners and Southerners.

SS.7.9.4 – Contrast Northern and Southern viewpoints over fugitive slave legislation.

SS.7.9.5 – Contrast the viewpoints of Northerners and Southerners regarding the concept of popular sovereignty as applied to the question of slavery in Kansas.

SS.7.9.6 – Explain how the Supreme Court's Dred Scott Decision significantly altered the debate between the North and the South over slavery.

SS.7.9.7 – Evaluate why John Brown's raid on the Harper's Ferry Arsenal and Northern response to it caused panic and dismay among Southerners.

Outcome: **SS.7.10** Students will name the characteristics of Abraham Lincoln that made him an exceptional leader in relation to other significant leaders in U.S. history.

Components: **SS.7.10.1** – Students will identify the characteristics of Abraham Lincoln that made him an exceptional leader and compare these to the leadership qualities of another significant figure in American history.

SS.7.10.2 – Evaluate how Lincoln's early struggle against poverty, ignorance and depression influenced his later political thinking.

SS.7.10.3 – Explain the evolution of Lincoln's thinking regarding the issue of slavery.

SS.7.10.4 – Compare and contrast the careers and political philosophies of Stephen Douglas and Abraham Lincoln.

SS.7.10.5 – Evaluate what Lincoln's relationships with his friends, his wife and his children tell us about his character and values.

SS.7.10.6 – Evaluate the critical role that Lincoln's leadership as President played in the restoration of the Union in the Civil War.

SS.7.10.7 – Evaluate why Lincoln's assassination was a tragedy for both the North and the South.

SS.7.10.8 – Evaluate Lincoln's role as an American hero using the basic facts of his life and political career.

Outcome: **SS.7.11** Students will compare and contrast the strengths and weaknesses of the Union and Confederacy in the American Civil War and evaluate how these had an impact on the outcome of the war.

Components: **SS.7.11.1** – Students will compare and contrast the strengths and weaknesses of the Union and Confederacy in the American Civil War and evaluate how these had an impact on selected episode of the war.

SS.7.11.2 – Evaluate the advantages enjoyed by the Confederacy as the Civil War began.

SS.7.11.3 – Explain the overall strategy of the Union for ending the secession of the South.

SS.7.11.4 – Explain the overall strategy of the Confederacy for preserving its independence.

SS.7.11.5 – Establish the reasons for early Confederate victories in the Civil War: e.g. Bull Run.

SS.7.11.6 – Compare and contrast the personalities and military strategies of Robert E. Lee and George McClellan.

SS.7.11.7 – Compare and contrast the personalities and military strategies of Ulysses S. Grant and George McClellan.

SS.7.11.8 – Explain General Sherman's concept of total war and contrast it to previous concepts of the rules of war.

SS.7.11.9 – Evaluate what evolution occurred in Lincoln's role as a commander-in-chief in war time.

SS.7.11.10 – Explain why the Battle of Gettysburg is considered the turning point of the Civil War.

SS.7.11.11 – Explain how the peace terms at Appomattox contributed to the reconciliation of the North and South.

Science Curriculum

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7th Grade

updated 8/2/10

Focus: ***Earth Science***

Outcome: **S.7.1** Students will evaluate the role of organisms in the environment and defend the importance of their roles as producers, consumers, and decomposers in our environment.

Components: **S.7.1.1** – Explain that energy entering the ecosystem as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs. 12.B.3a, 12.B.3b

S.7.1.2 – Correlate that matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. 12.C.3a

S.7.1.3 – Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence on a specific organism in a food web as part of a research project. (Gather information) 1.C.3a, 3.C.3a, 12.B.3a

S.7.1.4 – Conduct a well-designed experiment to determine the effect of light or water on plant leaves. (Variables analyzing data, observation) 11.A.3a, 11.A.3b, 11.A.3c

S.7.1.5 – Analyze evidence that within an ecosystem organisms have different functions (niches) that enable them to survive. 12.B.3b

S.7.1.6 – Study one native organism to find out what function it serves in the ecosystem, and compare organisms with others to determine how they are interrelated. 12.B.3a

S.7.1.7 – Organize class information and hypothesize what might happen if organism is removed or added to an ecosystem, and justify ones thinking. (Alt.: Or if an organism is added to foreign ecosystem and survives.) 11.A.3a, 11.A.3c, 11.A.3d, 11.B.3e

Focus ***Life Science***

Outcome: **S.7.2** Students will differentiate between living and non-living organisms and how they are classified.

Components: **S.7.2.1** – Discriminate the characteristics of life at cellular level and beyond. 12.A.3a

S.7.2.2 – Differentiate between unicellular and multicellular organisms and name common examples of each. 12.A.4b

S.7.2.3 – Compare and contrast how unicellular and multicellular organisms perform various life functions. 12.A.4b

S.7.2.4 – Know that cells function similarly in all living organisms. 12.A.4b

S.7.2.5 – Categorize organisms using a taxonomic key. 12.A.4b

Outcome: **S.7.3** Students will defend and perform investigations relevant to microorganisms.

Components: **S.7.3.1** – Differentiate between bacterial cells and viruses. 12.A.3b

S.7.3.2 – Interpret and publish findings from an investigation about the effects of disinfectants or antibiotics on the growth of microorganisms. 12.A.3c, 12.B.3a

S.7.3.3 – Provide adequate supporting evidence to draw conclusions from an investigation. (Virus Day, Science Sleuth) 11.A.3f, 11.A.3g

S.7.3.4 – Explain from a historical example how a scientist modifies ideas based on new information. (Van Leeuwenhoek – cell theory) 13.A.3b

S.7.3.5 – Explain how the science and technology of microorganism strongly influence life both positively and negatively under different technological circumstances in the past and today. 13.A.3b, 13.B.3a

S.7.3.6 – Examine current and historical viral, bacteriological infectious diseases.

Outcome: **S.7.4** Students will communicate scientific knowledge related to mitotic cell division and knowledge of cellular structure and organization.

Components: **S.7.4.1** – Analyze the structure and function of cells, tissues, and interactions in living organisms. 12.A.3c

S.7.4.2 – Distinguish animal cell organelles and their functions and compare to those of plant cells. (Include nucleus, mitochondria, cell membrane, vacuole, lysosome, Golgi body, endoplasmic reticulum, cell wall, and chloroplasts.) 12.A.4b

S.7.4.3 – Analyze concepts (diseases, deficiency, toxins, and other factors) that promote or disrupt the structure and function of living organisms and research and report findings. 12.A.4a, 12.A.4b, 12.A.4c

S.7.4.4 – Observe cells functions similarly in all living organisms. 12.A.3c, 12.A.4b

S.7.4.5 – Explain how food, water and air provide molecules that serve as building materials to supply energy to organisms. (carbon dioxide/oxygen, water, nitrogen cycles, respiration, photosynthesis)

S.7.4.6 – Compare and contrast photosynthesis and respiration in terms of energy and materials. 12.A.4b

S.7.4.7 – Identify the roles of molecules (carbohydrates, proteins, water, and air) in the matter and energy of living organisms. 12.A.4b

S.7.4.8 – Model how cells divide to increase their numbers through a process called mitosis, which results in two daughter cells with identical sets of chromosomes. (Build models) 12.A.3b

S.7.4.9 – Observe mitotic changes under a microscope or time lapsed video or movie. (Observation and gather information) 12.A.3c

Outcome: **S.7.5** Students will establish that a typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.

Components: **S.7.5.1** – Differentiate between the life cycles and reproduction methods of sexual and asexual organisms. 12.A.3b

S.7.5.2 – Identify that sexual reproduction produces offspring that inherit half their genes from each parent. (Meiosis) 12.A.3b

S.7.5.3 – Exhibit how one or more genes can determine an inherited trait.

S.7.5.4 – Determine that plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive. 12.A.4a

S.7.5.5 – Identify that DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell. 12.A.4b

S.7.5.6 – Explain that reproduction is necessary for inheritance of characteristics and continuation of species. 12.A.3b

S.7.5.7 – Use evidence to support the idea that through reproduction, sexual and asexual, (i.e., reproduction, cutting, selective breeding) genetic traits are passed on from one generation to the next. 12.A.3b, 12.A.4a

S.7.5.8 – Analyze and manipulate data from a genetic simulation lab using software or by creating a lab cross breeding plants with easy identifiable traits (e.g., Brassica rapa.) Determine accuracy of your predictions. 11.A.3e, 11.A.3f

S.7.5.9 – Use Punnett squares to predict ratios of traits. (Probability of outcomes) 11.A.3e

Focus: ***Physical Science***

Outcome: **S.7.6** Students will, as a basis for understanding scientific investigation and experimentation, develop their own questions and perform investigations that:

Components: **S.7.6.1** – Defend questions and perform investigations relevant to current unit of study. 11.B.3b, 11.B.3c

S.7.6.2 – Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. 11.B.3d

S.7.6.3 – Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.

S.7.6.4 – Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence. 11.B.3e

S.7.6.5 – Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., Cell structure). 11.A.3g

S.7.6.6 – Communicate the steps and results from an investigation in written reports and oral presentations. (Write lab reports, gather information) 11.B.3f

Math Curriculum
7th Grade

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Purpose: Evaluate algebraic expressions, solve 1 step equations and inequalities, solve problems with rational numbers (including percents, proportions, and similar figures), and solve problems using geometric formulas.

Outcome: **M.7.1** Students will solve problems containing positive and negative rational numbers.

Components: **M.7.1.1** – Convert mixed numbers to fractions. 6.A.3

M.7.1.2 – Compare and order positive and negative rational numbers (decimals, mixed numbers, and fractions). 6.A.3

M.7.1.3 – Graph rational numbers on a number line. 6.A.3

M.7.1.4 – Solve word problems with mixed numbers and fractions. 6.B.3a

M.7.1.5 – Analyze rational numbers to identify equivalence. 6.A.3

M.7.1.6 – Estimate the square root of a number less than 1000 between two whole numbers with or without technology. 6.B.3c

M.7.1.7 – Identify and apply the following properties: commutative, associative, identity, multiplicative zero. 8.A.3a

M.7.1.8 – Demonstrate fluency of squares up to 15. 6.B.3c

M.7.1.9 – Demonstrate fluency of square roots up to $\sqrt{225}$. 6.B.3c

Outcome: **M.7.2** Students will investigate number patterns and represent numbers in exponential form.

Components: **M.7.2.1** – Read, write and analyze equivalent representations of positive powers of 10. 6.A.3

M.7.2.2 – Multiply whole numbers and decimals by positive powers of 10. 6.A.3

M.7.2.3 – Convert standard notation to scientific notation (positive exponents only). 6.A.3

M.7.2.4 – Convert scientific notation to standard notation (positive exponents only). 6.A.3

M.7.2.5 – Find greatest common factor of three numbers using prime factorization. 6.B.3b

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M.7.2.6 – Find least common multiple of two numbers using prime factorization. 6.B.3b

Outcome: **M.7.3** Students will integrate all math operations with positive and negative numbers and select the correct algorithms to use for each operation.

Components: **M.7.3.1** – Evaluate expressions containing positive and negative rational numbers and select the appropriate algorithm to evaluate. 6.C.3a

M.7.3.2 – Evaluate simple expressions containing absolute value. 6.C.3a

M.7.3.3 – Identify the quadrant of a point by the coordinates (without graphing). 8.B.3

M.7.3.4 – Evaluate algebraic expressions with given values for variables (including negative numbers). 8.D.3a

Outcome: **M.7.4** Students will apply ratios and proportions to solve practical problems.

Components: **M.7.4.1** – Analyze word problems comparing two quantities using ratios or rates (reduced, three formats). 6.D.3

M.7.4.2 – Analyze word problems to create and solve proportions. 6.D.3

M.7.4.3 – Calculate unit rate and apply to real-world situations such as finding the better buy. 6.D.3

M.7.4.4 – Evaluate ratios to determine equivalence. 6.A.3, 6.C.3a

M.7.4.5 – Create and solve proportions to find unknown values for similar figures. 6.D.3

Outcome: **M.7.5** Students will apply percents to solve practical problems.

Components: **M.7.5.1** – Analyze numbers and convert between fractions, decimals and percents (including numbers greater than 100%). 6.A.3

M.7.5.2 – Solve word problems with percents using proportions. 6.D.3

M.7.5.3 – Calculate the percent of a number. 6.C.3a

M.7.5.4 – Apply percent knowledge to solve practical problems such as calculating tax, tip, and sale prices. 6.D.3

Outcome: **M.7.6** Students will evaluate numeric and algebraic expressions and solve simple (one and two-step) equations and inequalities.

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Components: **M.7.6.1** – Evaluate expressions including nested parentheses using order of operations. 8.A.3a

M.7.6.2 – Evaluate algebraic expressions with given values for two variables (positive numbers). 8.D.3a

M.7.6.3 – Translate multi-step word problems to multi-step algebraic expressions. 8.D.3a

M.7.6.4 – Simplify algebraic expressions involving like terms. 8.A.3a

M.7.6.5 – Solve one-step equations with integers. 8.A.3b

M.7.6.6 – Solve two-step equations with whole numbers using inverse operations. 8.A.3b

M.7.6.7 – Solve one-step inequalities with whole numbers. 8.A.3b

M.7.6.8 – Solve word problems involving unknown quantities by writing one-step equations. 8.A.3b

M.7.6.9 – Analyze a sequence and recognize a missing term or determine the rule that generates the sequence. 8.D.3a

Outcome: **M.7.7** Students will apply knowledge of angles and polygons to solve problems.

Components: **M.7.7.1** – Define and identify complementary and supplementary angles and solve problems for unknown angle values. 9.C.3b

M.7.7.2 – Define and identify vertical angles and solve problems for unknown angle values with transversals and parallel lines. 9.C.3b

M.7.7.3 – Classify polygons up to 12 sides. 9.B.3

M.7.7.4 – Determine the sum of the angle measures in a regular polygon with less than 8 sides by drawing triangles from a common vertex. 9.C.3b

M.7.7.5 – Translate and reflect a figure on the coordinate plane. 9.A.3b

M.7.7.6 – Recognize and apply symbols for parallel and perpendicular lines (\parallel \perp). 9.C.3b

Outcome: **M.7.8** Students will apply appropriate formulas to determine measurements for two and three-dimensional objects.

Components: **M.7.8.1** – Select the appropriate formula and calculate area of triangles, parallelograms, trapezoids, and circles with or without technology. 7.A.3b, 7.C.3b

M.7.8.2 – Calculate perimeter of any polygon, including complex figures. 7.A.3b, 7.C.3b

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M.7.8.3 – Given the diameter or the radius, calculate the circumference of a circle using the appropriate formula. 7.A.3b, 7.C.3b

M.7.8.4 – Find an unknown side length if given the area of a polygon. 7.A.3b, 7.C.3b

M.7.8.5 – Calculate the area of a composite figure that can be divided into rectangles and triangles. 7.C.3b

M.7.8.6 – Calculate the volume of a rectangular prism using the formula $V=Bh$. 7.C.3b

M.7.8.7 – Calculate the surface area of a rectangular prism as a composite of the area of the faces. 7.C.3b

M.7.8.8 – Solve word problems by selecting the appropriate formula, such as area for covering and perimeter or circumference for going around something. 7.A.3b

M.7.8.9 – Distinguish between congruence and similarity (\cong, \approx). 9.A.3c

M.7.8.10 – Identify cylinders and cones from their nets. 9.A.3a

Outcome: **M.7.9** Students will analyze data displays to interpret and predict results.

Components: **M.7.9.1** – Make predictions based on bar graphs, line graphs, circle graphs, charts and tables. 10.A.3a, 10.B.3

M.7.9.2 – Analyze a scatter plot and determine the line of best fit. 10.A.3a

M.7.9.3 – Create circle graphs and tables for a given set of data with or without technology. 10.A.3a

M.7.9.4 – Analyze the effect of outliers on mean and median. 10.A.3a

Outcome: **M.7.10** Students will analyze events to determine probability for one and two events.

Components: **M.7.10.1** – Calculate probability for a simple event. 10.C.3a

M.7.10.2 – Calculate probability for a compound (two) event. 10.C.3a

M.7.10.3 – Represent probability as a fraction and percent. 10.C.3a

M.7.10.4 – Analyze a simple event and represent all possible outcomes.

10.C.3a, 10.C.3b

M.7.10.5 – Analyze dependent and independent events and calculate the probability. 10.C.3a, 10.C.3b

Language Arts
Grade 7

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Purpose: Students will apply and integrate comprehension skills, strategies and literary elements, word analysis skills and vocabulary strategies to construct deeper meaning, utilizing a broad range of reading materials.

Focus: **Vocabulary**

Outcome: **LA.7.1** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.7.1.1** – Analyze and construct analogies to deepen understanding of word relationships. 1.A.3a

LA.7.1.2 – Develop synonyms and antonyms to determine word meaning.
1.A.3a

LA.7.1.3 – Differentiate between denotation (literal) and connotation (implied) in text. 1.A.3b

LA.7.1.4 – Formulate word meanings through the use of a variety of resources (dictionary, thesaurus, encyclopedia, technology resources). 1.A.3b

LA.7.1.5 – Construct the meaning of an unknown word using word, sentence, and cross sentence clues. 1.A.3b

Focus: **Word Analysis**

Outcome: **LA.7.2** Students will construct and clarify meaning of unfamiliar words by applying vocabulary strategies to comprehend a variety of text selections.

Components: **LA.7.2.1** – Determine the meaning of unknown words using knowledge of prefixes, suffixes, and base/root words. 1.A.3a

LA.7.2.2 – Use word origins (etymologies) to determine meanings of words.
1.A.3a

Focus: **Comprehension Strategies and Skills**

Outcome: **LA.7.3** Students will apply reading skills to improve comprehension of fiction.

Components: **LA.7.3.1** – Identify cause and effect organizational patterns. 1.B.3b

LA.7.3.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c

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LA.7.3.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d

LA.7.3.4 – Evaluate the accuracy of a summary for a given passage. 1.C.3d

LA.7.3.5 – Develop a paraphrased version of a given passage.

LA.7.3.6 – Establish a purpose for reading. 1.B.3a

LA.7.3.7 – Read age-appropriate material with fluency and accuracy. 1.B.3d

LA.7.3.8 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a

Outcome: **LA.7.4** Students will apply reading skills to improve comprehension of nonfiction.

Components: **LA.7.4.1** – Identify cause and effect organizational patterns. 1.B.3b

LA.7.4.2 – Identify compare and contrast organizational patterns. 1.B.3b, 1.C.3c

LA.7.4.3 – Distinguish between the main idea and supporting details to create a summary. 1.C.3d

LA.7.4.4 – Evaluate the accuracy of a summary for a given passage. 1.C.3d

LA.7.4.5 – Develop a paraphrased version of a given passage.

LA.7.4.6 – Establish a purpose for reading. 1.B.3a

LA.7.4.7 – Utilize skimming and scanning of a passage to gather specific information. 1.B.3a

LA.7.4.8 – Use information from functional text (charts, graphs, maps, etc.) to draw conclusions. 1.C.3f

Outcome: **LA.7.5** Students will apply strategies to improve comprehension.

Components: **LA.7.5.1** – Apply self monitoring and self correcting strategies to clarify understanding during reading (re-reading, asking questions, context clues). 1.B.3c, 1.C.3a

LA.7.5.2 – Discriminate between minor and significant details in a passage and relate them to the meaning of the passage. 1.C.3d

LA.7.5.3 – Formulate predictions and inferences based on explicit and implicit details in a passage. 1.B.3a, 1.C.3a

LA.7.5.4 – Relate information in the passage to other readings, to life, and/or to the world. 1.B.3a

LA.7.5.5 – Synthesize key ideas to form new insights. 1.C.3b, 1.C.3c, 1.C.3d

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LA.7.5.6 – Create a visualization to demonstrate understanding of a passage. 1.B.3b

Focus: Literary Elements

Outcome: **LA.7.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.7.6.1** – Analyze author’s purpose and theme. 2.A.3b, 2.B.3b

LA.7.6.2 – Determine what characters are like by their words, actions, thoughts and motivations. 2.B.3c

LA.7.6.3 – Compare and contrast the behavior of numerous characters within and across literary works. 2.B.3c

LA.7.6.4 – Analyze the conflict of a story by identifying types of conflict, how it impacts the plot, and how it is resolved. 2.A.3b

LA.7.6.5 – Differentiate between the parts of a plot (exposition, rising action, climax, falling action, resolution). 2.A.3b

LA.7.6.6 – Dissect the setting, mood/tone, and point of view of a story to determine how these elements affect the plot. 2.A.3b

LA.7.6.7 – Examine how examples of irony, symbolism, foreshadowing and flashback affect the meaning of plot. 1.C.3e, 2.A.3a

LA.7.6.8 – Identify various subcategories of genre: science fiction, historical fiction, myth, legend, drama, biography, autobiography, short story, poem, fairy tale, folktale, fable, nonfiction, essay, realistic fiction, and mystery. 2.A.3c

LA.7.6.9 – Explain how literary devices (metaphors, personification, simile, idioms, onomatopoeia, hyperbole, alliteration, and imagery) contribute to the meaning of a literary selection. 2.A.3a, 2.A.3d

LA.7.6.10 – Respond to literary material from personal, creative, and critical points of view. 2.B.3a

Language Arts (Writing)
Grade 7

page 1 of 3
 updated 6/17/10

Purpose: Students will combine writing components, conventions/mechanics and evaluation techniques throughout the writing process for a variety of purposes.

Focus: **Conventions**

Outcome: **LAW.7.1** Students will use correct grammar, spelling, punctuation, capitalization, and sentence structure.

Components: **LAW.7.1.1** – Utilize the eight basic parts of speech correctly in writing. 3.A.3

LAW.7.1.2 – Apply correct text layout in writing (paragraphing, quotation marks, underlining, parentheses, heading, italics, dialogue punctuation, indentation, appropriate title). 3.A.3

LAW.7.1.3 – Create sentences using proper sentence structure (verb tenses, verb phrases, plurals, possessives, direct/indirect objects, fragments, run-on sentences, sentence types, subject-verb agreement, and pronoun antecedent agreement). 3.A.3

LAW.7.1.4 – Use correct spelling (including abbreviations, contractions, possessives, affixes). 3.A.3

LAW.7.1.5 – Utilize proper punctuation marks in writing (apostrophes, hyphens, commas, quotation marks, colons, semi-colons, end punctuation). 3.A.3

Focus: **Composition**

Outcome: **LAW.7.2** Students will compose well-organized writing for varied purposes and audiences.

Components: **LAW.7.2.1** – Employ the steps of the writing process to produce work (pre-writing, drafting, revising, editing, publishing). 3.B.3b

LAW.7.2.2 – Compile ideas into an organized piece of writing (grabber, introduction paragraph, thesis statement, topic sentence, body paragraph development, conclusion paragraph, concluding sentence). 3.A.3, 3.B.3a

LAW.7.2.3 – Construct compositions that include essential writing components (focus, ideas, organization, sentence fluency, voice, word choice, transition words/phrases) to connect and unify ideas. 3.B.3a, 3.B.3b

LAW.7.2.4 – Elaborate on written ideas using supporting details, textual support, dialogue and figurative language. 3.B.3a

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Focus: Writing for a Purpose

Outcome: **LAW.7.3** Students will communicate ideas in writing for a variety of purposes and audiences.

Components: **LAW.7.3.1** – Use appropriate language, detail, and format for a specified audience. 3.C.3a

LAW.7.3.2 – Compose a variety of expository composition that inform and explain (e.g., compare/contrast, letter writing, note-taking, research based writing, responses/reflections to reading, summary). 3.C.3a

LAW.7.3.3 – Create a variety of narrative composition, both fiction and non-fiction, which tell a story (e.g., descriptive writing, letter writing, personal narrative). 3.C.3a

LAW.7.3.4 – Write a variety of persuasive composition that present and support one side of an issue (e.g., compare/contrast, letter writing). 3.C.3a

LAW.7.3.5 – Construct a variety of creative writing pieces.

LAW.7.3.6 – Use available technology to design, produce, revise, and present compositions and multimedia works. 3.C.3b

Purpose: Students will analyze information obtained through research and integrate speaking and listening skills in order to communicate effectively.

Focus: Information

Outcome: **LAW.7.4** Students will locate, analyze, organize, and integrate information from a variety of sources to communicate in a variety of formats.

Components: **LAW.7.4.1** – Locate and compare information from multiple sources. (e.g., dictionary, encyclopedia, library, thesaurus, Internet, books, magazines, technology). 5.A.3a, 5.B.3b

LAW.7.4.2 – Utilize a variety of learning aids as a source of information (e.g., rubrics, graphic organizers, maps, charts, diagrams, posters).

LAW.7.4.3 – Apply the research process (e.g., choose a topic, locate sources, gather information, take notes, analyze information, organize information, cite sources, present information). 5.A.3a, 5.B.3a, 5.C.3a, 5.C.3c

LAW.7.4.4 – Compile sources into a bibliography using MLA format. 5.B.3b

LAW.7.4.5 – Paraphrase, summarize and quote original work in order to avoid plagiarism.

LAW.7.4.6 – Create a project related to a contemporary issue using multiple sources. 5.A.3b, 5.C.3b

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Focus: Speaking

Outcome: **LAW.7.5** Students will speak effectively using a variety of skills for a variety of purposes.

Components: **LAW.7.5.1** – Integrate effective speaking skills (e.g., speak clearly, eye contact, voice intonation, pace, volume, body language, appropriate emotion). 4.B.3a, 4.B.3d

LAW.7.5.2 – Develop speaking skills through a variety of presentation formats (e.g., speeches, project presentations, group presentations, oral reading, class discussions, book reviews). 4.B.3a, 4.B.3b

LAW.7.5.3 – Apply techniques to avoid stress and anxiety during speaking. 4.B.3c

LAW.7.5.4 – Organize information to create an effective presentation (e.g., attention grabber, introduction, body, and conclusion). 4.B.3a

LAW.7.5.5 – Use verbal and nonverbal mediums to communicate ideas (including visual aids and technology). 4.B.3a, 4.B.3d

Focus: Listening

Outcome: **LAW.7.6** Students will listen effectively in formal and informal situations.

Components: **LAW.7.6.1** – Critique the relationship between a speaker’s verbal communication skills and nonverbal messages. 4.A.3b

LAW.7.6.2 – Utilize active listening strategies in a variety of situations. (e.g., identify and avoid distracters, provide feedback, summarize message, pose inquiries, use proper body language, and maintain eye contact) 4.A.3a, 4.A.3d

LAW.7.6.3 – Apply multi-step, oral directions. 4.A.3c

Family and Consumer Science

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(7th Grade – 9 Week Rotation)

updated 11/30/10

Focus: Child Development & Foods and Nutrition

Purpose: Students will practice providing a safe and healthy environment for young children from birth through six years old. Students will also employ simple food preparation skills and practice kitchen safety and sanitation. Students will evaluate careers in foods, nutrition and child care. (NS 11.0, 11.1, 11.3, 11.4, 11.6, 11.7, 12.2, 12.3, 14.1, 14.2, 14.3, 14.4, 14.5.

ILS 1A3a, 1A3b, 1B2a, 1B2c, 1B3c, 1C4c, 3A3, 3B3a, 4A3c, 4A3b, 4A3d, 4B1b, 4B2b, 4B3a, 4B3d, 4B4d, 4B5d, 4B2c, 4B2d, 4B3d, 4B4d, 4B5d, 1A5a, 5A2a, 5A3a, 1C2d, 1C3d, 1C4d, 1C5d, 5A3b, 5B5a, 1C4c, 1C5c, 1C5f, 2B4a, 1B5c, 5A4b, 5B5a, 5C5b, 13B3c, 15A3a, 15A3b, 15B3b, 15C3, 15D3c, 27A3a, 6D2, 7B2a, 7B5, 8C1, 10.A.2c, 7C3a, 10b1a, 10B2a, 10b3, 10B4, 10b5, 10A5, 10B5.13A4a, 13A5a, 13B4b, 13B2c, 13B3c, 18B5, 13B4b, 13B2c, 13B3c.

Outcome: **FCS.7.1** Students will summarize the developmental characteristics of children from infancy to preschool age.

Components: **FCS.7.1.1** – List the physical, social, emotional and intellectual needs of children birth through five years old.

FCS.7.1.2 – Compare and contrast fine and gross motor skills for children birth through five years old.

FCS.7.1.3 – Describe language development in children.

FCS.7.1.4 – Define “developmentally appropriate tasks”.

FCS.7.1.5 – Compare and contrast developmental changes of the one year old, two year old and three year old.

FCS.7.1.6 – Evaluate ways to foster physical, intellectual, social and emotional development of young children.

FCS.7.1.7 – Explain the importance of play in a child’s life.

FCS.7.1.8 – Describe the importance of nutrition and exercise in young children.

FCS.7.1.9 – Research a project designing a game, a toy or a bag of tricks to enhance the developmental needs of young children.

FCS.7.1.10 – Evaluate project according to class rubric.

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Outcome: **FCS.7.2** Students will differentiate ways to provide a safe and healthy environment for young children. Students will employ babysitting skills, know how to handle simple medical emergencies and apply first aid.

Components: **FCS.7.2.1** – Identify types of child care programs.

FCS.7.2.2 – Describe the current needs for quality child care.

FCS.7.2.3 – Identify characteristics of a safe and healthy child care environment.

FCS.7.2.4 – Define the responsibilities of caregivers.

FCS.7.2.5 – List ways to childproof a home for young children.

FCS.7.2.6 – Tell how to prepare for the possibility of a fire.

FCS.7.2.7 – Outline steps to follow in an emergency situation.

FCS.7.2.8 – List appropriate first-aid procedures for common childhood injuries.

FCS.7.2.9 – Give examples of ways to meet children’s physical and intellectual needs when babysitting.

FCS.7.2.10 – Practice safe handling of infants by using flour sack babies.

FCS.7.2.11 – Develop a babysitting log book according to class examples.

FCS.7.2.12 – Experience the difficulty and responsibilities of teen parenting by caring for and carrying a flour sack baby.

Outcome: **FCS.7.3** Students will give examples of positive guidance for young children. Students will employ methods to deal with inappropriate behavior when taking care of young children.

- Components: **FCS.7.3.1** – Explain the relationship of self-concept and guidance.
- FCS.7.3.2** – Plan activities to assist in developing positive self concept.
- FCS.7.3.3** – Give examples of effective techniques for encouraging appropriate behavior.
- FCS.7.3.4** – Describe how to set limits and tell why they are important.
- FCS.7.3.5** – Identify ways of dealing with inappropriate behavior.
- FCS.7.3.6** – Explain the importance of consistency when guiding children.
- FCS.7.3.7** – Compare acceptable and unacceptable guidance.
- FCS.7.3.8** – Practice acceptable guidance techniques.

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Outcome: **FCS.7.4** Students will analyze career paths within early childhood, education and careers with young children.

- Components: **FCS.7.4.1** – Analyze career opportunities in child care.
- FCS.7.4.2** – Analyze personal interests, aptitudes and skills necessary.
- FCS.7.4.3** – Differentiate between paraprofessional and a professional.
- FCS.7.4.4** – List factors to analyze when researching careers in child development.
- FCS.7.4.5** – Recognize professional networking opportunities in child development.

Outcome: **FCS.7.5** Students will demonstrate food safety and sanitation procedures in selecting, using and maintaining food and food production equipment. Students will demonstrate proper serving techniques.

- Components: **FCS.7.5.1** – Differentiate microorganisms that are harmful to the human body.
- FCS.7.5.2** – Evaluate preparation and storage techniques for maximum food safety and sanitation.
- FCS.7.5.3** – Maintain a safe and sanitary kitchen.
- FCS.7.5.4** – Practice personal hygiene and health procedures.
- FCS.7.5.5** – Demonstrate the use of cleaning materials and sanitizers.
- FCS.7.5.6** – Demonstrate positive work ethics while working with a group in a kitchen lab.

FCS.7.5.7 – Demonstrate proper use, maintenance and cleaning of kitchen equipment, tools and utensils.

FCS.7.5.8 – Demonstrate proper usage of cookware and kitchen tools.

FCS.7.5.9 – Demonstrate how to set a table.

FCS.7.5.10 – Demonstrate proper table manners.

Outcome: **FCS.7.6** Students will plan and prepare menu items based on standardized recipes.

Components: **FCS.7.6.1** – Memorize and define cooking terminology and abbreviations found in a basic recipe.

FCS.7.6.2 – Apply proper measuring techniques, cooking terminology and principles of food preparation to prepare simple recipes.

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FCS.7.6.3 – Collect food production equipment for a select recipe.

FCS.7.6.4 – Demonstrate methods of cooking.

FCS.7.6.5 – Follow safety and sanitation rules during the planning, preparation, cooking and cleaning phase.

FCS.7.6.6 – Apply principles of food presentation.

FCS.7.6.7 – Evaluate recipe according to taste, temperature, texture, color and presentation.

FCS.7.6.8 – Research a recipe to cook for a family of four based on the criteria in the class rubric.

FCS.7.6.9 – Apply principles of cooking according to class rubric.

Outcome: **FCS.7.7** Students will summarize nutrition and wellness practices that enhance individual and family well-being.

Components: **FCS.7.7.1** – Identify the six different nutrient groups.

FCS.7.7.2 – Identify the sources of each essential nutrient group.

FCS.7.7.3 – Compare and contrast recipes for nutritional content.

FCS.7.7.4 – Describe how culture and advertising affects food choices.

FCS.7.7.5 – Give examples of eating disorders.

FCS.7.7.6 – List diseases related to poor food choices.

FCS.7.7.7 – Journal a diet for one day, entering breakfast, lunch, dinner and snacks.

FCS.7.7.8 – Use computer technology to analyze diet for nutritional value (www.mypyramid.gov).

FCS.7.7.9 – Evaluate diet according to class rubric.

Technology
6th – 8th Grade

page 1 of 3
updated 6/17/10

Purpose: Students will apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning through the curriculum and implement ISAFE Curriculum.

Outcome: **TMS.1** Students demonstrate a sound understanding of the nature and operation of technology systems.

Components: **TMS.1.1** – Demonstrate use of common peripherals (digital cameras, video projectors) and how they are accessed, controlled, connected, and used effectively and efficiently. 60.A.3a

TMS.1.2 – Select and use appropriate technology tools and information resources to communicate content information appropriately, addressing the target audience and providing accurate citations for sources. 60.A.3b

TMS.1.3 – Select appropriate file formats for a variety of applications as necessary, for effective use in Web, video, audio, graphic, presentation, word processing, database, publication, and spreadsheet applications. 60.A.3c

TMS.1.4 – Demonstrate appropriate keyboarding skills. 60.A.3d

Outcome: **TMS.2** Students demonstrate proficiency in the use of technology.

Components: **TMS.2.1** – Identify strategies and procedures for effective management and maintenance of computer files on a hard drive and network. 60.B.3

TMS.2.2 – Solve basic hardware, software, and network problems that occur during everyday use, i.e. restarting the computer, checking the network cord, or checking that the computer is plugged in. 60.C.3

TMS.2.3 – List ways to protect networks and information from viruses, vandalism, and unauthorized use. 60.C.3

TMS.2.4 – Access online help and user documentation to solve common software problems. 60.C.3

Outcome: **TMS.3** Students practice responsible use of technology systems, information, and software. Students understand the ethical, cultural, and societal issues related to technology.

Components: **TMS.3.1** – Identify legal and ethical issues related to Intellectual properties (i.e., privacy, security, copyright, file-sharing, plagiarism) and recognize consequences of its misuse. 61.B, 61.A.3

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TMS.3.2 – Examine issues related to netiquette and discuss means for encouraging more effective use of technology to support effective communication and collaboration. 61.C.3

TMS.3.3 – Understand appropriate use of Cyber communication tools. Example: email, text messaging, blogging.

Outcome: **TMS.4** Students use productivity tools to collaborate in constructing technology enhanced models, prepare publications, and produce other creative works.

Components: **TMS.4.1** – Describe how to use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations. 62.B.3

TMS.4.2 – Apply utilities for editing pictures, images, and charts. 62.B.3

TMS.4.3 – Apply common software features (i.e., spelling and grammar checkers, dictionary, thesaurus, editing options) to maximize accuracy in development of word processing documents. 62.A.3

TMS.4.4 – Apply sorting, formulas and chart generation in spreadsheets. 62.A.3

TMS.4.5 – Insert pictures, movies, sound, and charts in presentation software to enhance communication to an audience, promote productivity, and support creativity, with proper citations. 62.A.3

Outcome: **TMS.5** Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Components: **TMS.5.1** – Describe how to use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations. 63.A.3

TMS.5.2 – Know how to use telecommunications tools such as online collaborative environments to exchange data collected and learn curricular concepts by communicating with peers, teachers, experts, and other audiences. (e-mail, blogs, on-line discussion groups) 63.A.3

TMS.5.3 – Apply use of advanced utilities to compress and convert files for a variety of different media and formats.

Outcome: **TMS.6** Students use technology to locate, evaluate, and collect information from a variety of sources.

Components: **TMS.6.1** – Conduct an advanced search using Boolean logic and other search functions to evaluate information from a variety of sources for accuracy, bias, appropriateness, and comprehensiveness. 64.A.3

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TMS.6.2 – Select and use information and communication technology tools and resources to collect and analyze information and report results on an assigned hypothesis or research question. 64.C.3

TMS.6.3 – Site sources using APA format.

Outcome: **TMS.7** Students employ technology in the development of strategies for solving problems in the real world.

Components: **TMS.7.1** – Use a variety of media and formats to design, develop, publish, and present products (i.e., presentations, newsletters, web pages) that effectively communicate ideas to multiple audiences. 63.B.3

TMS.7.2 – Compare information from a variety of approved credible Internet sources.

TMS.7.3 – Determine the need for additional information and draw conclusions for addressing real-world problems. 64.B.3

Outcomes: **TMS.8.2** Students will examine ethical issues related to technology.

Components: **TMS.8.2.1** – Show proper use of technologies and information (acceptable and unacceptable computer use) through responsible actions. 61.A.2

TMS.8.2.2 – Use technology to improve their ability to communicate, be productive, or achieve personal goals. 62.C.2

Outcome: **TMS.9** Students will be able to make responsible choices that will lead to safe Internet experiences.

Components: **TMS.9.1** – Read and analyze the importance of the Internet Safety Tips.

TMS.9.2 – Demonstrate the basic concepts of internet safety and possible dangers on the internet.

TMS.9.3 – Engage in interactive group activities that has students recognize and avoid dangerous situations online.

Computer Skills 7
7th Grade (9 Week Course)

page 1 of 3
updated 6/17/10

Focus: Computer 7 Keyboarding and Computer Application

Purpose: Students will further develop keyboarding techniques and apply computer applications to aid in their technological knowledge and development.

Outcome: **C7.1** Students will continue developing touch keyboarding skills.

Components: **C7.1.1** – Demonstrate proper hand position and ergonomics.

C7.1.2 – Complete the initial analysis assessment.

C7.1.3 – Analyze lesson assessments for personal improvement, accuracy and technique.

C7.1.4 – Improve speed and accuracy using proper form.

Outcome: **C7.2** Students will use common word processing applications to create a research paper with tables and cover page and brochure or newsletter.

Components: **C7.2.1** – Identify the characteristics and features of the word processing software.

C7.2.2 – Change formats of a document, including margins, line spacing, horizontal and vertical alignment, text justification (centered, decimal, left and

right aligned), indentations, hanging indents, fonts and styles, font color, and point size.

C7.2.3 – Identify and apply formatting of characters and paragraphs [e.g., fonts, format painter, undo, redo, text alignment, indent text, line and paragraph spacing, bullets, insert symbols, set tabs, add borders and shading to text/textboxes].

C7.2.4 – Identify and apply formatting and enhancing a document [e.g. find and replace text; cut, copy, and paste text; use clipboard task pane to copy/paste; insert page break; insert page numbers; insert headers and footers; change margins; change page orientation; change views; insert, resize WordArt; use drawing toolbar; add pictures, objects, or diagrams to a file and arrange the text around the objects].

C7.2.5 – Create multi-columned tables and format with color shading and other table properties.

C7.2.6 – Be able to use the spellcheck, thesaurus, smart tags, autocorrect, autocomplete, and word count feature.

C7.2.7 – Will be exposed to proofreaders' marks so the student can correct the teacher corrected work.

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Outcome: **C7.3** Students will use formatting skills to demonstrate age appropriate desktop management.

Components: **C7.3.1** – Demonstrate how to create a new folder.

C7.3.2 – Utilize basic desktop management skills, such as delete, rename, copy and move files or folders, and save in multiple environments.

C7.3.3 – Sends the assignment to the instructor.

C7.3.4 – Apply software trouble-shooting techniques independently (e.g., use the Task Manager).

Outcome: **C7.4** Students will develop a comprehensive understanding of appropriate use of the Internet and Intellectual Property [IP].

Components: **C7.4.1** – Review how to cite a source in proper APA format.

C7.4.2 – Compare and contrast aspects of proper and improper online intellectual property usage.

Outcome: **C7.5** Students will use software application to track, analyze and chart numeric data.

Components: **C7.5.1** – Apply data using skills: enter labels, values, formulas using AutoSum, currency format to values, align labels, use the Go To and Help function, preview and print a document, use relative, absolute and mixed formulas.

C7.5.2 – Apply editing skills to improve appearance: edit contents and formatting of cells; insert or delete cells, rows, and columns; move and copy cells; edit font characters, apply numeric formats and adjust the decimal places, add borders and shading; and find and replace cell entries and formats.

C7.5.3 – Apply visual elements: insert, size or move a picture; create, edit and format charts; insert headers and footers; and change margins.

Outcome: **C7.6** Students will assess their interests, skills and abilities and its application to careers.

Components: **C7.6.1** – Refine the interest and career survey.

C7.6.2 – Analyze the careers that may or may not suit their interests.

C7.6.3 – Organize and categorize data in an electronic portfolio.

Outcome: **C7.7** Students will be able to identify and make responsible choices that will lead to safe Internet experiences.

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Components: **C7.7.1** – Examine and discuss the Acceptable Use Policy Unit for 301.

C7.7.2 – Identify and reinforce how to create safe screen names.

C7.7.3 – Investigate cyber-harassment issues; focus on definitions of bullying and stalking as they apply to the Internet, rules, laws and consequences.

C7.7.4 – Investigate the current trends in usage of social-networking sties, safety strategies for social networking, and the positive uses of these activities.

Technology Education
7th Grade (Nine Week Course)

page 1 of 2
 updated 6/17/10

Focus: Career Exploration

Modular rotation used for 45 days – Orientation, Research & Development, Robots, Engineering Towers, Flight Technology, Forensic Science, Electricity, Practical Skills, Creative Solutions, Alternative Energy, Engineering Bridges, Music & Sound, Plastics & Polymers, Video Production, and Rocket Science.

Purpose: In pairs, students will use computer applications, external components, and teamwork to explore different types of technologies.

Outcome: **TE.1** Students will demonstrate the importance of technologies.

Components: **TE.1.1** – Research, identify and apply the knowledge of various technologies used in industry. 1.B.3a, 1.B.3d, 12.C.3a, 12.C.3b, 12.D.3a, 12.D.3b, 13.B.3d, 13.B.3e, 15.A.3a, 15.A.3c, 15.C.3, 17.A.3a, 17.A.3b, 17.C.3a, 17.C.3b, 17.D.3b, 60.A.1b, 60.A.2a, 60.A.3a, 60.A.3b, 60.C.3, 61.C.1

TE.1.2 – Formulate questions and hypotheses to help bridge the gap between prior knowledge and knowledge gained. 1.C.3a, 1.C.3c, 6.C.3b, 10.A.3c, 10.C.3b, 11.A.3a, 11.A.3c, 11.A.3f, 11.B.3a, 11.B.3b, 11.B.3e

TE.1.3 – Explain the differences between types of technologies.

Outcome: **TE.2** Students will produce examples in each module's activities using construction components.

Components: **TE.2.1** – Identify equipment and materials used in the module. 60.A.4e

TE.2.2 – Explain the safety in using the equipment and material in each module. 61.C.1

TE.2.3 – Use knowledge base to brainstorm and create construction components using proper procedures and materials. 7.A.3a, 7.B.3, 7.C.3a, 9.A.3a, 11.B.3d, 60.A.4c, 62.B.4

TE.2.4 – Apply basic skills at each module for application. 3.C.3b, 4.B.3b, 7.A.3b, 9.A.3c, 9.B.3

Outcome: **TE.3** Students will test and demonstrate knowledge and skills in a given module.

Components: **TE.3.1** – Demonstrate knowledge regarding information about specific technologies. 5.A.3a, 65.A.1

TE.3.2 – Present knowledge through daily quizzes – Research, Challenge, Application question—and cumulative post tests. 1.A.3b, 6.A.3, 6.B.3a, 6.B.3b, 6.B.3c, 6.C.3a, 8.D.3a, 8.D.3b, 8.D.3c, 9.C.3b, 9.D.3

TE.3.3 – Use graphing skills to read and discern information from a variety of graphs [e.g., bar graph, line graph, pie graph, chart]. 1.C.3f, 10.A.3a

TE.3.4 – Discuss content intelligently with educator using Verbal Performance Assessments.

TE.3.5 – Complete student created projects. (i.e., Silly Putty, balsa tower/bridge, plastic injected golf tee, and etc.) 65.A.2

Outcome: **TE.4** Students will apply concepts about electricity to design and form simple series and parallel circuits.

Components: **TE.4.1** – Explore the properties of electricity in simple circuits using motors, batteries, wires, bulbs, and switches. 12.C.3a

TE.4.2 – Construct series and parallel circuits with switches in conjunction with lamps, dimmers, resistors, potentiometers, LEDs, and diodes. 12.C.3a

TE.4.3 – Establish how electricity needs a complete circular pathway (circuit) in which to flow using a circuit, contact points, and multiple pathways. 12.C.3a

TE.4.4 – Test and measure the behavior of electricity in a series and parallel circuit. (Using multi-meter) 12.C.3a

TE.4.5 – Examine how some materials conduct electricity (conductors) and others do not (insulators). 12.C.3a

TE.4.6 – Students will use Ohm's law to determine the relationship among resistance, current, and voltage. 12.C.3a, 13.A.3b

Outcome: **TE.5** Students will summarize occupations and careers related to various technologies.

Components: **TE.5.1** – Research and explore occupations and careers related to interests with an emphasis on technologies. 65.B.2

TE.5.2 – Identify skills, practices, and other important and specific information required for careers using technologies. 61.A.1, 61.A.2, 65.B.1

TE.5.3 – Create project based on the information about selected occupation/career. 3.B.3b, 5.A.3b

TE.5.4 – Evaluate project based on rubric.

Art Curriculum
7th Grade

page 1 of 3
updated 6/17/10

***Note:**

The 7th Grade Art curriculum is written but is not currently part of the 7th grade class schedule. Curriculum is based on the previously offered 7th grade Art class, and is included to keep continuity throughout the district's Visual Arts program. We plan and hope to reintroduce Art in 7th grade, and will be able to do so when class sizes increase and the Encore classes are restructured.

Purpose: Students will refine 2D art-making skills and analyze aspects of our visual culture.

Outcome: **A.7.1** Students will analyze artists' works and connect them with social and historical causes and influence.
(25.A.3d, 25.A.3e, 25.B.3, 26.A.3e, 27.A.3b, 27.B.3)

Components: **A.7.1.1** – Analyze the conventions of a particular artist.
A.7.1.2 – Offer personal opinions of a particular artist's work.
A.7.1.3 – Research an artist's background.
A.7.1.4 – Examine a specific artwork for its possible meanings and cultural connections.
A.7.1.5 – Group artists and artworks of various media that share similar themes.
A.7.1.6 – Compare and contrast historical artworks and contemporary artworks that share similarities.
A.7.1.7 – Investigate the effects of a historical event or trend on an artist's body of work
A.7.1.8 – Examine how various cultures have created and applied the same type of artwork.

Outcome: **A.7.2** Students will utilize various forms of line and its ability to show value and form in a drawing. (25.A.3d, 26.A.3e, 26.B.3d)

Components: **A.7.2.1** – Recognize characteristics of organic lines that relate to nature.
A.7.2.2 – Distinguish the difference between organic and straight lines.
A.7.2.3 – Draw objects from observation using contour and cross contour line.
A.7.2.4 – Define an object's edges and form with contour and cross contour line.
A.7.2.5 – Experiment with line's ability to create value in a drawing.
A.7.2.6 – Connect the ideas of contour lines and silhouettes.

Outcome: **A.7.3** Students will critically reflect on their artwork before, during, and after the creating process. (25.A.3e, 26.A.3e)

Components: **A.7.3.1** – Critically view past student examples and distinguish the positive and negative qualities of peer artwork.

A.7.3.2 – Periodically reflect on artworks during the art making process to gain perspective and make changes throughout the different stages of production.

A.7.3.3 – Write a reflection about a finished product diagnosing its success as a realization of the concept.

Outcome: **A.7.4** Students will create an abstract 2D artwork by arranging the elements of art in a visual composition. (25.A.3d, 26.B.3d)

Components: **A.7.4.1** – Sketch a series of ideas and choose a final concept.

A.7.4.2 – Create special effects with drawing media (burnishing, color blending).

A.7.4.3 – Create abstract 2D artwork.

A.7.4.4 – Differentiate representational art and nonrepresentational art.

Outcome: **A.7.5** Students will differentiate between positive and negative space by creating a balanced two dimensional composition. (25.A.3d, 25.A.3e, 26.B.3d)

Components: **A.7.5.1** – Identify the positive and negative space in a series of artworks.

A.7.5.2 – Emphasize one area of a composition as the focal point.

A.7.5.3 – Arrange a composition with positive space and negative space that interact with and balance each other.

A.7.5.4 – Differentiate between symmetrical, asymmetrical, and radial balance.

Outcome: **A.7.6** Students will use printmaking processes to create a themed artwork with multiple images. (25.A.3d, 25.B.3, 26.A.3e, 26.B.3d)

Components: **A.7.6.1** – Plan the design.

A.7.6.2 – Designate which part of the block will be carved and which part will become the inked image (printed).

A.7.6.3 – Experiment with mixing and printing with both combinations and a variety of ink colors.

A.7.6.4 – Define/identify printmaking equipment (brayer, ink, rolling plate, block, press).

A.7.6.5 – Print multiple images from the same block.

A.7.6.6 – Choose best combination of images.

Outcome: **A.7.7** Students will symbolize an aspect of their own identity in an artwork.
(25.A.3d, 26.B.3d, 27.A.3b, 27.B.3)

Components: **A.7.7.1** – List important aspects of personality.

A.7.7.2 – Draw a series of sketches representing different aspects of personality.

A.7.7.3 – Identify cultural uses of symbols.

A.7.7.4 – Brainstorm cultural uses of symbols and examples of symbols to match personality traits.

A.7.7.5 – Reflect on artistic representation of an aspect of their identity.

7th and 8th Grade Choir
(Secondary)

page 1 of 1
 updated 6/17/10

Purpose: Students will acquire basic choral skills, including vocal production, note reading and performance of a varied repertoire of music.

Outcome: **SC.1** Students will analyze musical concepts in a wide variety of choral literature through the use of singing and classroom assessment.

Components: **SC.1.1** – Identify the following musical concepts:
 25.A.3c

- Rhythm
- Melody
- Dynamics
- Style
- Tempo
- Diction
- Voicing

SC.1.2 – Apply musical concepts to historical, social, and cultural contexts. 25.A.3c

Outcome: **SC.2** Students will perform a variety of music with melodic, rhythmic, and expressive qualities.

Components: **SC.2.1** – Apply most note names on treble staff. 26.A.3d

SC.2.2 – Demonstrate correct rhythms in 2/4, 4/4, 6/8 and 3/4: 26.A.3d

- Whole note/rest
- Half note/rest
- Quarter note/rest
- Eighth note/rest

SC.2.3 – Identify clef and most note names on staff. 26.A.3d

SC.2.4 – Apply dynamics of *pp*, *p*, *mp*, *mf*, *f* to music. 26.A.3d

SC.2.5 – Demonstrate style of legato, staccato, and accent. 26.A.3d

SC.2.6 – Demonstrate correct tempi. 26.A.3d

SC.2.7 – Compare and contrast a variety of music with the performance selections. 26.A.3d

Band
7th Grade

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updated 6/17/10

- Purpose:** Students will apply instrument skills to read and improvise music using increasingly complex melodies, harmonies, rhythm and phrasing. Students will apply listening to evaluate music components.
- Focus:** Listening, improvisation, reading and composition.
- Outcome:** **B.7.1** Students will analyze musical concepts in a wide variety of band literature through the use of listening logs.
- Components:** **B.7.1.1** – Identify the following musical concepts:
25.A.3c
- Rhythm
 - Melody
 - Instrumentation
 - Chord progression
 - Dynamics
 - Style
 - Tempo
- B.7.1.2** – Apply musical concepts to historical, social, and cultural contexts.
27.A.3b, 27.B.3
- B.7.1.3** – Evaluate self-recordings for use of musical concepts.
26.B.3c, 26.A.3d
- Outcome:** **B.7.2** Students will perform a variety of music with melodic, rhythmic, and expressive qualities.
- Components:** **B.7.2.1** – Apply note names on staff to instrument fingerings.
25.A.3c, 26.A.3d, 26.B.3c
- B.7.2.2** – Demonstrate correct rhythms in 2/4, 2/2, 6/8, 4/4, ¾, 3/8:
25.A.3c, 26.A.3d, 26.B.3c
- Whole note/rest
 - Half note/rest
 - Quarter note/rest
 - Eighth note/rest
 - Sixteenth note/rest
- B.7.2.3** – Identify clef and note names on staff. 25.A.3c, 26.A.3d, 26.B.3c

B.7.2.4 – Apply to dynamics of *p*, *mp*, *f*, *mf* to music. 25.A.3c, 26.A.3d, 26.B.3c

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B.7.2.5 – Demonstrate style of legato, staccato, and accent. 25.A.3c, 26.A.3d, 26.B.3c

B.7.2.6 – Demonstrate correct tempos. 25.A.3c, 26.A.3d, 26.B.3c

B.7.2.7 – Demonstrate improvisation of basic chord progressions. 25.A.3c, 26.A.3d, 26.B.3c

B.7.2.8 – Compare and contrast a variety of music with the performance selections. 25.A.3c, 26.A.3d, 26.B.3c, 27.A.3a, 27.A.3b, 27.B.3

B.7.2.9 – Apply knowledge of scale and key signature to musical selections. 25.A.3c, 26.A.3d, 26.B.3c

Outcome: **B.7.3** Students will compose an original piece of music using melodic, rhythmic and expressive qualities.

Components: **B.7.3.1** – Apply note names on staff to instrument fingerings. 25.A.3c, 26.A.3d, 26.B.3c

B.7.3.2 – Demonstrate correct rhythms in one of the following: 2/4, 2/2, 6/8, 4/4, 3/4, 3/8: 25.A.3c, 26.A.3d, 26.B.3c

- Whole note/rest
- Half note/rest
- Quarter note/rest
- Eighth note/rest
- Sixteenth note/rest

B.7.3.3 – Demonstrate correct notation of notes and rest on staff. 25.A.3c, 26.A.3d, 26.B.3c

B.7.3.4 – Apply key signature and clef for instruments in the composition. 25.A.3c, 26.A.3d, 26.B.3c

B.7.3.5 – Apply dynamics of one or all of the following in a music composition: *p*, *mp*, *f*, *mf*. 25.A.3c, 26.A.3d, 26.B.3c

B.7.3.6 – Apply one or all of the following styles: legato, staccato, marcato, and accent. 25.A.3c, 26.A.3d, 26.B.3c

B.7.3.7 – Apply correct tempo for the style of composition with any of the following: allegro, moderato, largo. 25.A.3c, 26.A.3d, 26.B.3c

Health
7th Grade

page 1 of 3
updated 6/17/10

Focus: Decision Making & Health Risk Awareness

Purpose: Students will show the ability to develop and make healthy lifestyle choices during adolescence. They will apply their decision making skills in the areas of mental health, relationships, nutrition, drugs, alcohol, and steroids.

Outcome: Students will formulate the effects of negative health related actions on the body: drugs, alcohol, and steroids.

Components: **H.7.1.1** – List the negative effects of drug use on the body. 23.B.3
H.7.1.2 – List the negative effects of alcohol abuse on the body. 23.B.3
H.7.1.3 – List the negative effects of steroid use on the body. 23.B.3
H.7.1.4 – List the negative effects of poor mental health on the body. 23.A.3, 23.B.3, 23.C.3

Outcome: Students will construct a plan to reduce health risks common to adolescents.

Components: **H.7.2.1** – List health risks that adolescents are confronted with. 22.A.3a
H.7.2.2 – Create a chart to show avoidance tactics used by adolescents. 22.A.3b, SES 1.C.3a
H.7.2.3 – List ways that the middle school helps students deal with reducing health risks. 22.B.3, SES 1.B.3b SES 3A3b
H.7.2.4 – Find opportunities in the community that help students to avoid health risks. 22.A.3c, 22.C.3a

Outcome: Students will examine the interrelatedness of physical, mental and social health factors on adolescents.

Components: **H.7.3.1** – Discuss how one area of an unhealthy lifestyle affects another. 23.A.3 SES 2A3b
H.7.3.2 – Compose a narrative about day to day life and how it would change if one chose to reduce a negative health habit. 23.C.3, SES 1.B.3A
H.7.3.3 – Examine a few sample stories and label the different health factors affected by the negative health habit. 23.C.3, 22.A.3b

H.7.3.4 – List possible solutions to resolve negative habits. 24.C.3 SES2A3b

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Outcome: Students will differentiate healthy and unhealthy relationships. Students will identify the stages of pregnancy and assess the responsibilities of parenthood.

Components: **H.7.4.1** – Compare gender differences in communication styles. 24.A.3b 24B3 SES 3.A3a SES2A3a

H.7.4.2 – Demonstrate appropriate ways to set boundaries in relationships. 24.A3c 24B3 SES 3B.3b

H.7.4.3 – Identify the 3 stages of pregnancy. 23.A3

H.7.4.4 – Assess the responsibilities of parenthood. SESA3b

H.7.4.5 – List characteristics of healthy and unhealthy relationships. 23C3 SES3B,3b SES2D.3b

Outcome: Students will relate the causes and consequences of conflict and violence situations in their decision making.

Components: **H.7.5.1** – List violent situations that some adolescents are confronted with. 24.A.3a, SES 3.C.3a, SES 3.A.3b, SES 2.B.3a

H.7.5.2 – Discuss positive ways to deal with violent situations. 24.A.3b, SES 3.B.3b, SES 3.A.3a, SES 2.D.3a

H.7.5.3 – Examine negative effects, including bullying, of violent situations. 24.A.3c, SES 2.D.3b, SES 2.B.3a

H.7.5.4 – Practice refusal and negotiation skills to avoid potentially harmful situations. 24.C.3, SES 2.D.3b, SES 2.B.3b

Outcome: Students will propose ways to establish and maintain positive relationships in the community.

Components: **H.7.6.1** – List opportunities for adolescents to become involved with the community. 24.A.3c, 22.B.3, SES 2.C.3a

H.7.6.2 – Identify ways the community supports middle school students. SES 1.B.3b

H.7.6.3 – Create a school based project that will positively affect the relationship between the community and middle school students. 24.3.c, SES 2.C.3b

H.7.6.4 – Develop ways to stay involved with the community as student's progress to the high school. SES 1.B.3b

Outcome: Students will examine their own nutrition and analyze the effect of nutrition on the body.

Components: **H.7.7.1** – Examine nutritional labels and define each part. 22.A.3a

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H.7.7.2 – Identify national nutritional intake recommendations. 23.B.3, 23.C.3

H.7.7.3 – Track personal eating habits for multiple days. 24.B.3

H.7.7.4 – Create a plan that will positively change personal eating habits. 24.B.3

P. E.*page 1 of 5***7th Grade***updated 10/13/10*

- Focus:** Rules, etiquette, lead-up-games, and refining fundamentals of soccer, football, speedball, basketball, volleyball, badminton, aerobics, ping pong, hockey, track, and softball.
- Purpose:** Students will demonstrate a progression of fundamental skills during modified games for these various activities. Students will learn the concept of the games, rules, and etiquette. The students will demonstrate sportsmanship and responsibility during the course of the unit. Students will demonstrate various fitness components throughout the curriculum.
- Outcome 1:** Students will refine the ability to perform basic soccer skills in a smaller modified soccer game. Students will demonstrate the ability to apply correct soccer rules, proper set-up of a soccer field, and knowledge of various positions during smaller modified games. 19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3
- 1.1** Demonstrate the proper techniques needed to individually perform basic soccer skills.
 - 1.2** Demonstrate the ability to apply correct soccer rules to a modified game.
 - 1.3** Shows understanding of a field lines and game equipment for a soccer field.
 - 1.4** Apply the knowledge to understand the importance of and difference of each soccer position.
- Outcome 2:** Students will refine the ability to perform basic football skills in smaller modified football games. Students will demonstrate the ability to apply correct football rules, proper set-up of a football field, and knowledge of various positions during smaller modified games. 19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3
- 2.1** Demonstrate the proper techniques needed to individually perform basic football skills.
 - 2.2** Demonstrate the ability to apply correct football rules to a modified game.
 - 2.3** Shows understanding of field lines and game equipment for football.
 - 2.4** Apply the knowledge to understand the importance and difference of each football position.

Outcome 3: Students will be introduced to the basic skills of speedball including passing, catching, lifting, dribbling, and shooting. The students will also be taught terms, and use all skills in a game setting. An addition focus of team strategy will also be expected by each team. 19.A.3, 19.B.3, 19.C.3b, 21.A.3a, 21.B.3

- 3.1** Demonstrate the techniques needed to properly pass, catch, lift, shoot and dribble a soccer ball.
- 3.2** Apply proper rules and game play techniques.
- 3.3** Apply basic offensive, defensive, and cooperative strategies in speedball activities and games.

Outcome 4: Students will refine the ability to perform basic basketball skills in smaller modified basketball games. Students will demonstrate the ability to apply correct basketball rules, proper set-up of a basketball court, and knowledge of various positions during smaller modified games. 19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

- 4.1** Demonstrate the proper techniques needed to individually perform basic basketball skills.
- 4.2** Demonstrate the ability to apply correct basketball rules to a modified game.
- 4.3** Shows understanding of the basketball court lines and game equipment for basketball.
- 4.4** Apply the knowledge to understand the importance and difference of each basketball position.

Outcome 5: Students will refine the ability to perform basic volleyball skills in smaller modified volleyball games. Students will demonstrate the ability to apply correct volleyball rules, proper set-up of a volleyball court, and knowledge of various positions during smaller modified games. 19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

- 5.1** Demonstrate the proper techniques needed to individually perform basic volleyball skills.

5.2 Demonstrate the ability to apply correct volleyball rules to a modified game.

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5.3 Shows understanding of the volleyball court lines and game equipment for volleyball.

5.4 Apply the knowledge to understand the importance and difference of each volleyball position.

Outcome 6: Students will refine the ability to perform basic badminton skills in regulation badminton games. Students will demonstrate the ability to apply correct badminton rules, proper set-up of a badminton court, and strategy in regulation games. 19.A.3, 19.B.3, 19.C.3a, 19.C.3b, 21.A.3a, 21.B.3,

6.1 Demonstrate the proper techniques needed to individually perform basic badminton skills.

6.2 Demonstrate the ability to apply correct badminton rules to a regulation game.

6.3 Shows understanding of the badminton court lines and game equipment for badminton.

6.4 Understand the importance and apply strategies in regulation badminton games.

Outcome 7: Students will demonstrate the ability to perform basic movements related to kickboxing, yoga, Tae Bo, Pilates, and other aerobic activities. 19.A.3, 19.B.3, 19.C.3a, 20.A.3b, 21.A.3a

7.1 Students will demonstrate proper aerobic movements in tae bo and kickboxing.

7.2 Students will demonstrate proper dynamic and static stretches through yoga and pilates.

7.3 Students will demonstrate the ability to balance using bosu aerobic balls and other various balancing equipment.

Outcome 8: Students will refine the ability to perform basic ping pong skills in regulation ping pong games. Students will demonstrate the ability to apply correct ping pong rules, proper set-up of a ping pong table, and strategy in regulation games. 19.A.3, 19.B.3, 19.C.3a, 19.C.3b, 21.A.3a, 21.B.3

8.1 Demonstrate the proper techniques needed to individually perform basic ping pong skills.

8.2 Demonstrate the ability to apply correct ping pong rules to a regulation game.

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8.3 Shows understanding of the ping pong table lines and game equipment for ping pong.

8.4 Understand the importance and apply strategies in regulation ping pong games.

Outcome 9: Students will refine the ability to perform basic hockey skills in regulation hockey games. Students will demonstrate the ability to apply correct hockey rules, proper set-up of a hockey court, and strategy in regulation hockey games. 19.A.3, 19.B.3, 19.C.3a, 19.C.3b, 21.A.3a, 21.B.3

9.1 Demonstrate the proper techniques needed to individually perform hockey skills.

9.2 Demonstrate the ability to apply correct hockey rules to a regulation game.

9.3 Shows understanding of the hockey court lines and game equipment for hockey.

9.4 Understand the importance of and apply strategies in regulation hockey games.

Outcome 10: Students will refine the ability to perform basic high jump and long jump skills. Students will demonstrate the ability to compete in the 100m and 800m runs. 19.A.3, 19.B, 19.C.3a, 21.A.3a

10.1 Demonstrate the proper techniques needed to individually perform the high jump.

10.2 Demonstrate the proper techniques needed to individually perform the long jump.

10.3 Demonstrate the proper techniques needed to individually perform the 100m and 800m runs.

Outcome 11: Students will refine the ability to perform basic softball skills in regulation softball games. Students will demonstrate the ability to apply correct softball rules, proper set-up of a softball field, and strategy in regulation softball games. 19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

11.1 Demonstrate the proper techniques needed to individually perform softball skills.

- 11.2** Demonstrate the ability to apply correct softball rules to a regulation game.
- 11.3** Shows understanding of the softball field lines and game equipment for softball.

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Outcome 12: Students will demonstrate the ability to perform various fitness tests. Students will demonstrate cardiovascular endurance, through the shuttle run, PACER test and timed running events. Students will demonstrate muscular strength and endurance through the sit and reach, vertical jump, crunch test and the flex arm hang. Students will identify the principals of training; frequency, intensity, time and type. 19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a

- 12.1** Demonstrate the proper techniques necessary to successfully complete the cardiovascular strength and endurance tests.
- 12.2** Demonstrate the proper techniques necessary to successfully complete the muscular strength and endurance tests
- 12.3** Understand the relationship between each activity and the components of health related fitness

Outcome 13: Students will demonstrate various fitness components throughout the physical education curriculum. 19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a

- 13.1** Students will be able to demonstrate different activities to improve their cardiovascular endurance.
- 13.2** Students will be able to demonstrate different activities to improve their balance.
- 13.3** Students will be able to demonstrate different activities to improve their resistance training.

World Languages*page 1 of 2***7th Grade***updated 12/8/10*

Outcome: **WL.1** Students will identify language origins and their relationships. Students will make cultural and language connections and identify cultural legacies in the U.S. Students will analyze similarities and differences in the structure of various languages.

Components: **WL.1.1** – Identify locations where certain languages are spoken. 29.E.2
WL.1.2 – Categorize languages based on origins and similarities. 28.A.1a
WL.1.3 – Define and recognize cognates and ‘false friends’. 28.C.1b
WL.1.4 – Identify and analyze cultural, historical, and language legacies within the U.S. 16.D.1(W)
WL.1.5 – Describe the reasons and benefits of language learning. 30.B.1b
WL.1.6 – Compare and contrast different scripts and structures used in languages. 28.A.1a

Outcome: **WL.2** Students will use Spanish and German vocabulary to include colors, greetings, numbers, and other basic conversational themes when speaking and listening. Students will demonstrate proper use of the basic language conventions (conjugation, pronunciation, etc.) for the phrases learned.

Components: **WL.2.1** – Pronounce the alphabet in each language. 28.B.1b
WL.2.2 – Use appropriate greetings and leave takings for the time of day. 28.B.1a, 28.B.2a
WL.2.3 – Ask and respond to simple conversational questions (i.e., How are you? What’s your name? etc…) 28.B.2b, 28.B.1a
WL.2.4 – Identify the basic colors in the target languages. 28.D.1a, 28.D.1b
WL.2.5 – Use the cardinal numbers between 0-30. 28.D.1a, 30.A.1b
WL.2.6 – Apply vocabulary to their personal lives and/or surroundings. (i.e., Family tree or school supplies) 28.D.1b

Outcome: **WL.3** Students will make cultural connections between Spanish and German societies and their own. Students will compare and contrast Spanish and German seasonal holidays and traditions with American ones.

Components: **WL.3.1** – Analyze American traditions for Spanish and/or German influences.
18.A.3

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WL.3.2 – Identify important contributions by Spanish and German speaking persons. 18.C.3b

WL.3.3 – Describe major target language festivals and traditions taking place during the quarter. 29.A.3

WL.3.4 – Analyze cultural conventions through their language components.
28.B.2c