

## Grade 7 First Nine Weeks

<b>Standard: Acquisition of Vocabulary</b>
<b>A1.</b> Define the meaning of unknown words by context, clues and the author's use of comparison, contrast, definition, restatement and example.
<b>B3.</b> Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.
<b>C2.</b> Apply knowledge of connotation and denotation to determine the meaning of words.
<b>E6.</b> Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.
<b>F8.</b> Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

<b>Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>
<b>A1.</b> Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
<b>B2.</b> Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
<b>B3.</b> Make critical comparisons across text, noting author's style as well as literal and implied content of text.
<b>B4.</b> Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
<b>C6.</b> Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
<b>C8.</b> Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
<b>C9.</b> Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

<b>Standard: Reading Applications: Informational Text</b>
<b>A1.</b> Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
<b>B2.</b> Analyze examples of cause and effect and fact and opinion.
<b>C3.</b> Compare and contrast different sources of information including books, magazines, newspapers and online resources, to draw conclusions about a topic.
<b>D7.</b> Identify and understand an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.

<b>Reading Applications: Literary Text</b>
<b>A1.</b> Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.
<b>B2.</b> Analyze the features of the setting and their importance in a text.
<b>E5.</b> Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
<b>G7.</b> Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

<b>Writing Processes</b>
<b>A1.</b> Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
<b>A2.</b> Conduct background reading, interviews or surveys when appropriate.
<b>A3.</b> Establish a thesis statement for informational writing or a plan for narrative writing.
<b>B4.</b> Determine a purpose and audience.
<b>C5.</b> Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
<b>D6.</b> Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
<b>D7.</b> Vary simple, compound and complex sentence structures.
<b>D8.</b> Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
<b>D9.</b> Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
<b>D10.</b> Use available technology to compose text.
<b>D11.</b> Reread and analyze clarity of writing.
<b>D12.</b> Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
<b>D13.</b> Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
<b>E14.</b> Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
<b>F15.</b> Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation

and capitalization) and identify and correct fragments and run-ons
<b>G16.</b> Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

<b>Standard: Writing Applications</b>
<b>B2.</b> Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text.
<b>E6.</b> Produce informal writings (e.g., journals, notes and poems) for various purposes.

<b>Writing Conventions</b>
<b>A1.</b> Spell high-frequency words correctly.
<b>B2.</b> Use commas, end marks, apostrophes and quotation marks correctly.
<b>B3.</b> Use semicolons, colons, hyphens, dashes and brackets correctly.
<b>B4.</b> Use correct capitalization.
<b>C5.</b> Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
<b>C6.</b> Use dependent and independent clauses.
<b>C7.</b> Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.
<b>C8.</b> Conjugate regular and irregular verbs in all tenses correctly.

<b>Communication</b>
<b>A1.</b> Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
<b>A2.</b> Draw logical inferences from presentations and visual media.

<b>Standard: Number, Number Sense and Operations</b>
<b>E4.</b> Use the order of operations and properties to simplify numerical expressions involving integers, fractions and decimals.
<b>A5.</b> Explain the meaning and effect of adding, subtracting, multiplying and dividing integers; e.g., how adding two integers can result in a lesser value.
<b>I6.</b> Simplify numerical expressions involving integers and use integers to solve real-life problems.
<b>G19.</b> Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares).

<b>Patterns, Functions and Algebra</b>
<b>G7.</b> Justify that two forms of an algebraic expression are equivalent

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Earth and Space Sciences
<b>C3.</b> Describe the water cycle and explain the transfer of energy between the atmosphere and hydrosphere.
<b>C8.</b> Describe how temperature and precipitation determine climatic zones (biomes) (e.g., desert, grasslands, forests, tundra and alpine).

Life Sciences
<b>C2.</b> Investigate how organisms or populations may interact with one another through symbiotic relationships and how some species have become so adapted to each other that neither could survive without the other (e.g., predator-prey, parasitism, mutualism and commensalism).
<b>C3.</b> Explain how the number of organisms an ecosystem can support depends on adequate biotic (living) resources (e.g., plants, animals) and abiotic (non-living) resources (e.g., light, water and soil).
<b>D4.</b> Investigate how overpopulation impacts an ecosystem.
<b>D5.</b> Explain that some environmental changes occur slowly while others occur rapidly (e.g., forest and pond succession, fires and decomposition).
<b>C7.</b> Explain that photosynthetic cells convert solar energy into chemical energy that is used to carry on life functions or is transferred to consumers and used to carry on their life functions.
<b>B8.</b> Investigate the great diversity among organisms.

Scientific Inquiry
<b>A1.</b> Explain that variables and controls can affect the results of an investigation and that ideally one variable should be tested at a time; however it is not always possible to control all variables.
<b>A2.</b> Identify simple independent and dependent variables.
<b>A3.</b> Formulate and identify questions to guide scientific investigations that connect to science concepts and can be answered through scientific investigations.
<b>A4.</b> Choose the appropriate tools and instruments and use relevant safety procedures to complete scientific investigations.
<b>B7.</b> Use graphs, tables and charts to study physical phenomena and infer mathematical relationships between variables (e.g., speed and density).

History
<b>A1.</b> Group events by broadly defined historical eras and enter onto multiple-tier time lines.
<b>B2.</b> Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including: <ul style="list-style-type: none"> <li>a. The development of concepts of government and citizenship;</li> <li>b. Scientific and cultural advancements;</li> <li>c. The spread of religions;</li> <li>d. Slavery and systems of labor.</li> </ul>

Geography
<b>A1.</b> For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.
<b>A2.</b> On a map, identify places related to the historical events being studied and explain their significance.
<b>B3.</b> Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.
<b>C4.</b> Use physical and historical maps to analyze the reasons that human features are located in particular places.
<b>D5.</b> Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: Physical features; Culture; War; Trade; Technological innovations.

People in Societies
<b>A1.</b> Analyze the relationships among cultural practices, products and perspectives of early civilizations.
<b>B3.</b> Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
<b>B4.</b> Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

Economics
<b>A1.</b> Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.
<b>B2.</b> Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants

Government
<b>C1.</b> Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.
<b>C2.</b> Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

Citizenship Rights and Responsibilities
<b>A1.</b> Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.

Social Studies Skills and Methods
<b>B1.</b> Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
<b>C2.</b> Compare multiple viewpoints and frames of reference related to important events in world history.
<b>D3.</b> Establish guidelines, rules and time lines for group work.
<b>D4.</b> Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.