



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

7TH GRADE

2020-21 COMPLETE AKS

Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Georgia Standards of Excellence (GSE) in Language Arts, Mathematics, Science, and Social Studies for middle school students. Gwinnett's AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spells out the essential things students are expected to know and be able to do in that grade or subject. The AKS offers a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, technology, and instructional resources to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills curriculum was developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools' mission statement:

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.

In this booklet, you will find a complete list of the AKS for 7th grade. We encourage you to talk to your child about what he or she is learning. WELCOME TO 7TH GRADE!



About the Academic Knowledge and Skills (AKS) Curriculum

The AKS is Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett’s AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state’s standards, including the state-adopted Georgia Standards of Excellence (GSE) in the areas of Mathematics, Language Arts, Science, and Social Studies for middle school students. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement. The AKS curriculum is aligned with state-mandated standards, assuring that students are prepared for state tests in core subjects for grades 6–8, part of the Georgia Milestones Assessment System (Milestones).

Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

About Testing in 7th Grade

Gwinnett County Public Schools measures student achievement in a number of ways to ensure students are learning the curriculum. Our assessment program helps teachers monitor students’ academic progress. Assessment data and information pinpoints students’ strengths and weaknesses. This focus allows teachers to plan targeted instruction that promotes each student’s success. The Georgia Department of Education has implemented the Georgia Milestones Assessment System (Georgia Milestones) which is a comprehensive assessment program. Students in grade 7 take an end-of-grade assessment in Language Arts and Mathematics. Learn more about testing on the GCPS website, or talk to your student’s teacher. Note that the Georgia Department of Education is seeking a waiver of federal testing requirements. GCPS will communicate to families should the state’s assessment program change due to this request.

Notes about this Booklet

- This book includes the AKS for 7th grade. AKS booklets are available for other grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) and Career and Technical Education. In addition, comprehensive books (blue cover) include the AKS for all middle school grade levels (6–8) as well as the AKS in elementary grades (K–5) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to www.gcpsk12.org. From the pull-down menu on the left, select “I want to... Get a copy of... The AKS.”
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book, available later in the fall, serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.”

Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. Society and culture are tied together through common threads that guide the way we live, work, and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions, and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

courage	respect for	self-control	generosity	respect for	creativity
patriotism	others	courtesy	punctuality	environment	sportsmanship
citizenship	cooperation	compassion	cleanliness	respect for	loyalty
honesty	kindness	tolerance	cheerfulness	creator	perseverance
fairness	self-respect	diligence	school pride	patience	virtue

Parent Involvement

Research shows that when parents are involved in their student's education at home, their student does better in school. When parents are involved at school, their student's achievement increases and the school becomes even stronger. Be There is a national movement that inspires parents to become more involved in their student's education and their public schools. Teachable moments are everywhere. You can be your student's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your student's AKS brochure, you will find tips for helping your student have a successful 6th grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



Suggestions for Helping Your Student Achieve Academically

The school system encourages parents to be an active part of their student's education. The following are just a few ways you can be involved:

- **Review the AKS** for your student's grade. You also can access the AKS on the system's website— www.gwinnett.k12.ga.us.
- **Ask to see your student's work.**
- **Support your student** and communicate that his or her academic success is important to you.
- **Read and write with your student often.** Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- **Ask your student to show his or her work** in assignments, making sure to answer the question asked, not just provide information that may or may not be relevant.
- **Participate in parent-teacher conferences.**

Share these Keys to School Success with Your Student

- ☞ **Be prepared each day.** Have the needed materials and assignments for each class.
- ☞ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
- ☞ **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
- ☞ **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
- ☞ **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
- ☞ **Study** for every test and quiz.
- ☞ **Ask your teacher questions** if you do not understand a lesson or an assignment.
- ☞ **Get involved** in at least one extracurricular activity.

7th Language Arts Connection

A - Reading Literary Text

- cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
- analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- analyze how an author develops and contrasts the points of view of different characters or narrators in a text

B - Reading Informational Text

- cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
- determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
- read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7

Language Arts

A - Reading Literary Text

- cite several strong pieces of textual evidence to support inferences or analysis of the text
- evaluate and summarize a complex theme and/or central idea and its development over the course of a text and provide an objective summary of the text
- analyze the specific elements of a text in order to evaluate the impact of the relationships among story elements (e.g., how setting impacts plot, characters, etc.)
- determine the meaning of words and phrases, including figurative and connotative language; analyze and evaluate the impact of rhyme and repetition on a specific part of a poem, story, or drama
- analyze and evaluate how the form or structure of a text (e.g., poem, drama, short story) contributes to its meaning and effectiveness
- analyze and evaluate the techniques the author uses to develop and contrast the points of view and perspectives of different characters or narrators in a text
- compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film)
- compare and contrast a fictional portrayal of a time, place, or character with a historical account from the same time period to analyze and evaluate how the author used or altered history
- read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7

B - Reading Informational Text

- cite several strong pieces of textual evidence to support inferences or analysis of a text
- analyze and evaluate the central idea(s) and its development over the course of the text and provide an in-depth, objective summary of the text
- analyze and evaluate the interactions and relationships among individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events)
- determine the meaning, including figurative, connotative, and technical meaning of a word or phrase in a text and assess the rhetorical effect of a specific word choice on meaning and tone
- analyze and evaluate the structure an author uses to organize a text, including how the major sections are developed and contribute to the whole text; determine how a different text structure might impact the meaning of the text

7th Grade Language Arts

B - Reading Informational Text *(continued)*

- analyze an author's purpose and point of view/perspective in a text and evaluate how effectively the author distinguishes his or her position from that of others
- compare and contrast the impact of different mediums (e.g., print or digital text, video, multimedia) on the presentation of a particular topic or idea
- analyze and evaluate the argument and specific claims in a text, citing specific information from the text in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
- analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of the facts
- read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7

C - Writing

- write arguments to support claims with clear reasons and relevant evidence
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
- conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- draw evidence from literary or informational texts to support analysis, reflection, and research

7th Grade Language Arts

C - Writing *(continued)*

- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

D - Speaking and Listening

- engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly
- analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
- delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
- include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

E - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

7th Grade Language Arts

Journalism

A - Journalism

- prewrite to generate ideas for writing
- draft writing to capture ideas and develop fluency
- revise writing to match purposes with audience and to improve content, organization, and style
- revise writing to eliminate wordiness
- edit for spelling, fragments, and run-on sentences
- use writing handouts, grammar checkers, and references to edit usage and mechanics
- write to report answers to research questions
- write, combine, and vary sentences to match purposes and audience
- distinguish between fact and opinion
- write Standard American English sentences with correct verb forms, punctuation, capitalization, possessives, plural forms, and other mechanics
- recognize and write for a variety of purposes specific to journalism (e.g., news, editorials, and features)
- defend editorial conclusions using credible facts, examples, illustrations, and details from various sources
- read newspapers, charts, graphs, and technical documents for research
- read critically, ask pertinent questions, recognize assumptions and implications, and evaluate ideas
- identify, comprehend, and summarize who, what, when, where, and how in a variety of print and non-print resources
- take notes in interviews and discussions and report accurately what others have said
- use the research process (select a topic, formulate questions, identify key words, choose sources, skim, paraphrase, take notes, organize, summarize, and present ideas)
- acquire new vocabulary through research and interview
- use a variety of print and non-print resources as parts of the research for stories
- prioritize tasks to meet deadlines
- work as a team member to solve problems
- recognize speaker's purpose and identify verbal and nonverbal components of communication (body language, facial expressions, gestures)

7th Grade Language Arts

A - Journalism *(continued)*

- speak so others can hear and understand

B - Technology and Production/Publication Skills

- demonstrate ability to use appropriate medium for production/publications (e.g., desktop publishing for print journalism or video equipment for broadcast journalism)
- plan interviews by developing questions for print and/or broadcast stories
- conduct, record, and accurately report information from interviews
- utilize pre-writes, story boards, or split page format for story development
- prepare and refine print articles/script for publication/production

C - Knowledge of Journalism Ethics

- understand and practice ethical reporting avoiding bias, slander, and plagiarism

D - Knowledge of Journalism Careers

- identify career opportunities in journalism (e.g., editor-in-chief, editor, reporter, photojournalist, copy reader, advertisement sales, graphic artist)

7th Grade Accelerated Mathematics

A - The Number System

- know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number
- use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions

B - Expressions and Equations

- apply and know the properties of integer exponents to generate equivalent numerical expressions
- use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number) has two solutions and $x^3 = p$ (where p is a negative or positive rational number) has one solution. Evaluate square roots of perfect squares up to and including 625 and cube roots of perfect cubes up to and including 1000 and -1000.
- use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other
- add, subtract, multiply, and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret and use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading) (Interpret scientific notation that has been generated by technology; e.g., calculators)
- graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed)
- determine the meaning of slope by using similar right triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive and graph linear equations in slope intercept form $y = mx + b$
- derive and graph linear equations in slope intercept form $y = mx + b$

7th Grade Mathematics

B - Expressions and Equations *(continued)*

- give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers)
- solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms
- analyze and solve pairs of simultaneous linear equations
- understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously
- solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations; solve simple cases by inspection (e.g., $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6)
- solve real world mathematical problems leading to two linear equations in two variables (e.g., given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair)

C - Functions

- understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output
- describe functions in a variety of representations, including the graph of a function that is the set of ordered pairs consisting of an input and the corresponding output
- compare properties of two functions each represented among verbal, tabular, graphic and algebraic representations of functions
- interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear (e.g., the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line)
- construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values
- describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally

7th Grade Mathematics

C - Functions *(continued)*

- simplify, add, subtract, multiply, and divide radical expressions to include rationalizing denominators

D - Geometry

- explore various geometric shapes with given conditions. focus on creating triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle
- describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, and spheres
- given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and the area of a circle.
- write and solve equations for an unknown angle in a figure using facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem
- solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms
- verify experimentally the congruence properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length b. Angles are taken to angles of the same measure c. Parallel lines are taken to parallel lines
- understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections and translations; given two congruent figures, describe a sequence that exhibits the congruence between them
- describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates
- understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them
- use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. (e.g., arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so)
- explain a proof of the Pythagorean Theorem and its converse

7th Grade Mathematics

D - Geometry *(continued)*

- apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions
- explain and apply the distance formula as an application of the Pythagorean Theorem
- solve real world and mathematical problems involving the volume of cylinders, cones and spheres

E - Statistics and Probability

- understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences
- generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. Draw inferences from a random sample about a population with an unknown characteristic of interest. Compare and contrast multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions (e.g., estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be)
- compare and contrast the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range
- use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations (e.g., decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book)
- understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event
- approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. predict the approximate relative frequency given the probability (e.g., when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times)
- develop a probability model and use it to find probabilities of events. Compare experimental and theoretical probabilities of events. if the probabilities are not close, explain possible sources of the discrepancy

7th Grade Mathematics

E - Statistics and Probability *(continued)*

- develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events (e.g., if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected)
- develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process (e.g., find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?)
- determine the probability of compound simple events using organized lists, tables, tree diagrams, and simulation
- explain that a compound event is the fraction of outcomes in the sample space for which the compound event occurs
- represent sample spaces using tree diagrams, lists, simulations, and tables to identify the outcomes in the sample space which compose the event; for an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event
- design and use simulation to generate frequencies for compound events
- construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association
- know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line
- apply the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting slope and intercept (e.g., in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height)
- recognize that patterns of association can be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables (e.g., collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?)

7th Mathematics Connection

A - Ratio and Proportional Relationships

- identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
- represent proportional relationships by equations
- explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate
- use proportional relationships to solve multi-step ratio and percent problems

B - The Number System

- identify $p + q$ as the number located a distance $(|q|)$ from p , in the positive or negative direction depending on whether q is positive or negative; interpret sums of rational numbers by describing real-world contexts
- identify subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$; show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts
- recognize that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers; interpret products of rational numbers by describing real-world contexts
- recognize that integers can be divided, provided that the divisor is not zero and every quotient of integers (with a non-zero divisor) is a rational number (if p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$); interpret quotients of rational numbers by describing real world contexts
- solve real-world and mathematical problems involving the four operations with rational numbers

C - Expressions and Equations

- solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate and assessing the reasonableness of answers using mental computation and estimation strategies
- use variables to represent quantities in a real world or mathematical problem and construct simple equations to solve problems by reasoning about the quantities
- solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ in which p and q are rational numbers

7th Grade Mathematics

C - Expressions and Equations *(continued)*

- solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , r are specific rational numbers; graph the solution set of the inequality and interpret it in the context of the problem

D - Geometry

- solve problems involving scale drawings of geometric figure, including computing actual lengths and areas from scale drawing and reproducing a scale drawing at a different scale

E - Statistics and Probability

- develop a probability model and use it to find probabilities of events; compare experimental and theoretical probabilities of events; if the probabilities are not close, explain possible sources of the discrepancy
- develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of event
- develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process
- represent sample spaces using tree diagrams, lists, simulations, and tables to identify the outcomes in the sample space which compose the event; for an event described in everyday language, identify the outcomes in the sample space which compose the event
- design, use and explain ways to set up a simulation to generate frequencies for compound events
- generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions; draw inferences from a random sample about a population with an unknown characteristic of interest; compare and contrast multiple samples of the same size to gauge the variation in estimates or predictions
- compare and contrast the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range

Mathematics

A - Ratio and Proportional Relationships

- compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units (i.e., if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour)
- recognize and represent proportional relationships between quantities
- determine whether two quantities are in a proportional relationship (i.e., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin)
- identify the constant of proportionality (i.e., unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
- represent proportional relationships by equations (i.e., if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$)
- explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate
- use proportional relationships to solve multi-step ratio and percent problems (i.e., simple interest, tax, markups and markdowns, gratuities and commissions, and fees)
- solve problems involving scale drawings of geometric figure, including computing actual lengths and areas from scale drawing and reproducing a scale drawing at a different scale

B - The Number System

- apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram
- show that a number and its opposite have a sum of 0 (are additive inverses); describe situations in which opposite quantities combine to make 0 (i.e., your bank account balance is $-\$25.00$; you deposit $\$25.00$ into your account; the net balance is $\$0.00$)
- identify $p + q$ as the number located a distance $(|q|)$ from p , in the positive or negative direction depending on whether q is positive or negative; interpret sums of rational numbers by describing real-world contexts
- identify subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$; show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts
- apply properties of operations as strategies to add and subtract rational numbers

7th Grade Mathematics

B - The Number System *(continued)*

- apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers
- recognize that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers; interpret products of rational numbers by describing real-world contexts
- recognize that integers can be divided, provided that the divisor is not zero and every quotient of integers (with a non-zero divisor) is a rational number (if p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$); interpret quotients of rational numbers by describing real world contexts
- apply properties of operations as strategies to multiply and divide rational numbers
- convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats
- solve real-world and mathematical problems involving the four operations with rational numbers
- compare and contrast rational and irrational numbers; understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number
- use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line and estimate the value of expressions

C - Expressions and Equations

- apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients
- understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related (i.e., $a + 0.05a$ means that "increase by 5%" is the same as "multiply by 1.05")
- solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate and assessing the reasonableness of answers using mental computation and estimation strategies (i.e., if a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50; if you want to place a towel bar $9 \frac{3}{4}$ inches long in the center of a door that is $27 \frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation)

7th Grade Mathematics

C - Expressions and Equations *(continued)*

- use variables to represent quantities in a real world or mathematical problem and construct simple equations to solve problems by reasoning about the quantities
- solve word problems leading to equations of the form $px + q = r$ and $p(x+q) = r$, where p , q , and r are specific rational numbers and solve equations of these forms fluently; compare an algebraic solution to an arithmetic solution identifying the sequence of the operations used in each approach (i.e., the perimeter of a rectangle is 54 cm; its length is 6 cm; what is its width?)
- solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , r are specific rational numbers; graph the solution set of the inequality and interpret it in the context of the problem (i.e., as a salesperson, you are paid \$50 per week plus \$3 per sale; this week you want your pay to be at least \$100; write an inequality for the number of sales you need to make, and describe the solutions)
- solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ in which p and q are rational numbers
- solve linear equations both algebraically and graphically, including examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions (e.g. equivalent equations of the form $x = a$, $a = a$, or $a = b$ results where a and b are different numbers)
- solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms
- graph proportional relationships, interpreting the unit rate as the slope of the graph; compare two different proportional relationships represented in graphs, tables, equations, and verbal descriptions (e.g., compare a distance-time graph to a distance-time equation to determine which of the two moving objects has greater speed)
- apply and know the properties of integer exponents to generate equivalent numerical expressions
- use square root and cube root symbols to represent solutions to equations; recognize that $x^2 = p$ (where p is a positive rational number) has two solutions and $x^3 = p$ (where p is a negative or positive rational number) has one solution; evaluate square roots of perfect squares up to an including 625 and cube roots of perfect cubes up to and included 1000 and -1000

D - Geometry

- explore various geometric shapes with given conditions; focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle

7th Grade Mathematics

D - Geometry *(continued)*

- describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones and spheres
- given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle
- write and solve equations for an unknown angle in a figure using facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem
- solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms

E - Statistics and Probability

- understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population; understand that random sampling tends to produce representative samples and support valid inferences
- generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions; draw inferences from a random sample about a population with an unknown characteristic of interest; compare and contrast multiple samples of the same size to gauge the variation in estimates or predictions (i.e., estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data; gauge how far off the estimate or prediction might be)
- compare and contrast the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range
- use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations (i.e., decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book)
- understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring; larger numbers indicate greater likelihood; a probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event

7th Grade Mathematics

E - Statistics and Probability *(continued)*

- approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency; predict the approximate relative frequency given the probability (i.e., when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times)
- develop a probability model and use it to find probabilities of events; compare experimental and theoretical probabilities of events; if the probabilities are not close, explain possible sources of the discrepancy
- develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events (i.e., if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected)
- develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process (i.e., find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down; do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?)
- determine the probability of compound simple events using organized lists, tables, tree diagrams, and simulation
- explain that a compound event is the fraction of outcomes in the sample space for which the compound event occurs
- represent sample spaces using tree diagrams, lists, simulations, and tables to identify the outcomes in the sample space which compose the event; for an event described in everyday language (i.e., "rolling double sixes"), identify the outcomes in the sample space which compose the event
- design, use and explain ways to set up a simulation to generate frequencies for compound events (i.e., if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?)

Life Science 7 Connection

A - Content

- obtain, evaluate, and communicate information to construct scientific explanations to describe how cell structures interact to maintain the basic needs of organisms
- obtain, evaluate, and communicate information to construct scientific explanations to describe how cells, tissues, organs, and organ systems interact to maintain the basic needs of organism
- obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring
- obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living organisms through inherited characteristics
- obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically
- obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments

Science

A - Content

- obtain, evaluate, and communicate information to construct scientific explanations to describe how cell structures interact to maintain the basic needs of organisms
- obtain, evaluate, and communicate information to construct scientific explanations to describe how cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms
- obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring
- obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution through natural selection of inherited characteristics
- obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically
- obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments

Social Studies

A - Map and Globe Skills

- use cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use customary and metric map scales to determine distance on a map
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain the impact of geography on historical and current events
- draw conclusions and make generalizations based on information from maps
- use latitude and longitude to determine location
- use graphic scales to determine distances on a map
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- compare maps with data sets (e.g., charts, tables, graphs) and/or readings to draw conclusions and make generalizations

B - Information and Processing Skills

- compare similarities and differences
- organize items chronologically
- identify and write about issues and/or problems and alternative solutions
- distinguish between fact and opinion as used in informational/explanatory text
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts
- write arguments, informative text, and explanatory text that draw conclusions and make generalizations

7th Grade Social Studies

B - Information and Processing Skills *(continued)*

- analyze graphs and diagrams
- translate dates into centuries, eras, or ages
- formulate appropriate research questions
- write arguments, informative text, and explanatory text that determine adequacy and/or relevancy of information
- check for consistency of information
- interpret political cartoons
- examine personal money management choices in terms of income, spending, credit, saving, and investing

C - Geography and its impact in Africa

- locate selected geographic features of Africa
- explain environmental issues across the continent of Africa
- explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Africa
- analyze the diverse cultural characteristics of the people who live in Africa

D - Government in Africa

- compare and contrast different forms of citizen participation in government in Africa
- analyze how government instability in Africa impacts standard of living

E - Economic Systems and their effect in Africa

- analyze different economic systems in Africa
- explain how voluntary trade benefits buyers and sellers in Africa
- describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya

F - Development of Africa

- analyze continuity and change in Africa

G - Geography and its impact in Southwest Asia

- locate selected geographical features in Southwest Asia (Middle East)
- explain the impact of environmental issues across Southwest Asia (Middle East)
- explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East)
- analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East)

7th Grade Social Studies

H - Government in Southwest Asia

- compare and contrast various forms of government in Southwest Asia (Middle East)

I - Economic Systems and their effect in Southwest Asia

- analyze different economic systems in Southwest Asia (Middle East)
- explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East)
- describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey

J - Development of Southwest Asia

- analyze continuity and change in Southwest Asia (Middle East)

K - Geography and its impact in Southern and Eastern Asia

- locate selected geographic features in Southern and Eastern Asia
- explain the impact of environmental issues across Southern and Eastern Asia
- explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia
- analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia

L - Government in Southern and Eastern Asia

- compare and contrast various forms of government in Southern and Eastern Asia

M - Economic Systems in Southern and Eastern Asia

- analyze different economic systems in Southern and Eastern Asia
- explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia
- describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea, and North Korea

N - Development of Asia

- analyze continuity and change in Southern and Eastern Asia

O - Personal Finance

- understand that a basic principle of effective personal money management is to live within one's income

7th Grade Connections-Health and PE

Health

A - First Aid

- comprehend concepts related to health promotion and identify life threatening emergencies and the care for each
- demonstrate the ability to practice lifesaving rescue skills
- demonstrate the ability to promote the need for first aid instruction for personal, family, and community health

B - Safety

- use decision-making skills to discriminate between risk-taking behaviors that lead toward positive consequences and those that can have negative consequences
- demonstrate the ability to promote the need for personal, family, and community health related to safety

C - Personal Care

- demonstrate the ability to practice personal health-enhancing behaviors

D - Disease Prevention

- comprehend concepts related to disease prevention to enhance health
- demonstrate the ability to access valid information and services to enhance health
- analyze the influence of public health policies on health behaviors in teenagers
- comprehend the global, legal, ethical and historical aspects of public health that lead to disease prevention policies

E - Tobacco, Alcohol, and Other Drugs

- comprehend concepts related to health promotion and disease prevention
- demonstrate the ability to access valid information, products and services to enhance health
- demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks
- demonstrate the ability to use decision-making skills to enhance health
- demonstrate the ability to use goal setting skills to enhance health

F - Nutrition

- demonstrate the ability to access valid nutritional information, products and services to enhance health
- comprehend nutritional concepts related to health promotion and disease prevention
- demonstrate the ability to use decision-making skills to enhance health

7th Grade Connections-Health and PE

F - Nutrition *(continued)*

- analyze the influence of family, peers, culture, media/technology, and other factors on health behaviors
- demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks

G - Emotional Expression/Mental Health

- demonstrate decision-making skills to communicate care, consideration, and respect of self and others
- comprehend concepts related to mental health associated with stress and suicide
- use effective communication skills to enhance personal, family, and community health and to maintain healthy relationships

H - Family Life

- comprehend concepts related to lifestyle changes and responsibilities
- demonstrate the ability to use decision-making skills and analyze the lifestyle changes and responsibilities in becoming a parent
- demonstrate the ability to promote the need for personal, family, and community health by recognizing abstinence from sexual activity as the only sure method of preventing pregnancy and sexually transmitted diseases

I - Anatomy and Physiology

- comprehend anatomical concepts related to health promotion and disease prevention to enhance health

DLI Culture and History 7th Grade

A - Communication: Interpretive Mode

- comprehend spoken and written language. Integrate the content, cultures, and histories of countries in which the target language is spoken. Instruction will be exclusively in the target language

B - Communication: Interpersonal Mode

- participate in oral and written exchange on topics incorporating the histories and cultures of countries in which the target language is spoken
- initiate and sustain interaction using various communication strategies within the themes of cultures and histories of the target countries

C - Communication: Presentational Mode

- present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating the themes of cultures and histories of the target countries
- employ a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes of histories and cultures of the target language countries

D - Cultural Perspectives, Practices, and Products

- understand, describe, and discuss historical events and cultural perspectives and products of the target language culture(s)
- discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products (i.e. political systems, art, architecture, music, history, and literature)

E - Connections, Comparisons, and Communities

- identify and discuss how language, literacy, and cultural competencies in the target language connect to competitive advantages in a variety of career fields in the U.S. and abroad
- learn firsthand perspectives from natives of the culture(s) and countries where the native language is spoken, involving cultural representatives and organizations

DLI Media Literacy 7th Grade

A - Communication: Interpretive Mode

- develop spoken and written language on new and familiar topics presented through a variety of media with enhanced focus on incorporating authentic materials.
Instruction will be wholly in the target language

B - Communication: Interpersonal Mode

- participate in oral and written exchanges utilizing appropriate authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken
- initiate and sustain interaction using various communication strategies when utilizing appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken

C - Communication: Presentational Mode

- present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken
- employ a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes derived from appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken

D - Cultural Perspectives, Practices, and Products

- understand, describe, and discuss cultural practices, products, and perspectives from appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken

E - Connections, Comparisons, and Communities

- identify and discuss how language, literacy, cultural competencies, and media literacy in the target language connect to competitive advantages in a variety of career fields in the U.S. and abroad
- learn firsthand perspectives from natives of the culture(s) and countries where the native language is spoken; communicate when appropriate with pre-screened native speakers using a variety of media sources (e.g., film, music, television, web sites, email, text messages)

Latin Connections

A - Communication

- read authentic and edited novice-level passages
- comprehend spoken Latin phrases, quotations, and expressions
- provide accurate written summaries in English and or Latin as well as translations of authentic and edited novice-level passages
- write simple, novice-level phrases in Latin as part of the process for understanding written Latin
- read Latin aloud with proper intonation and rhythm

B - Culture

- demonstrate novice-level understanding of perspectives, practices, and products of the Greco-Roman culture

C - Connections, Comparisons, and Communities

- interpret cultural practices of the Romans
- reinforce and further the knowledge of other disciplines through the study of Latin
- acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization
- identify situations and resources in which Latin skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes

7th Grade Connections-Foreign Language

Latin I

A - Communication

- read authentic and edited passages appropriate for Latin I
- comprehend spoken Latin phrases, quotations, and expressions
- provide accurate, written English translations
- write simple phrases and sentences in Latin as part of the process for understanding written Latin
- read passages aloud with proper intonation and rhythm

B - Culture

- demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture
- interpret cultural practices of the Romans

C - Connections, Comparisons, and Communities

- reinforce and further the knowledge of other disciplines through the study of Latin
- acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization
- identify situations and resources in which Latin skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes

Modern Languages Connections

A - Communication

- exchange basic greetings, farewells, and expressions of courtesy orally and in writing
- respond to classroom directions
- identify vocabulary and respond to simple questions on a variety of topics, such as weather, time, family, home, school, and food
- manipulate common sequences, such as alphabet, calendar, and numbers
- identify main ideas and basic details while reading or listening when strongly supported by context or illustrations

B - Culture

- develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken

C - Connections, Comparisons, and Communities

- discuss academic and/or career benefits of language study
- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another
- compare the cultures of the target language countries to those of the United States
- compare basic elements of the target language to the English language
- demonstrate an awareness of current events in the target cultures

Modern Languages Level I

A - Communication: Interpersonal Mode

- exchange simple spoken and written information in the target language
- conduct brief oral and written exchanges in the target language

B - Communication: Interpretive Mode

- demonstrate understanding of simple spoken and written language presented through a variety of media in the target language, based on a variety of topics
- interpret verbal and nonverbal cues to understand simple spoken and written messages in the target language

C - Communication: Presentational Mode

- present information, orally and in writing containing a variety of vocabulary, phrases, and patterns
- present brief rehearsed material in the target language

D - Culture

- identify perspectives, practices, and products of the culture(s) where the target language is spoken

E - Connections, Comparisons, and Communities

- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another
- discuss the significance of culture through comparisons of the culture(s) studied and the students' own culture
- compare basic elements of the target language to the English language
- recognize current events in the target culture(s)
- identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes

7th Grade Connections-Foreign Language

Portuguese / Grade 7

A - Communication

- exchange basic greetings, farewells, and expressions of courtesy orally and in writing
- respond to classroom directions
- identify vocabulary and respond to simple questions on a variety of topics (e.g., weather, time, family, home, school, and food)
- manipulate common sequences (e.g., alphabet, calendar, and numbers)
- identify main ideas and basic details while reading or listening when strongly supported by context or illustrations

B - Culture

- develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken

C - Connections, Comparisons, and Communities

- discuss academic and/or career benefits of language study
- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another
- compare the cultures of the target language countries to those of the United States
- compare basic elements of the target language to the English language
- demonstrate an awareness of current events in the target cultures

7th Advanced Music Technology

A - Creating

- generate musical ideas for various purposes and contexts
- select and develop musical ideas for defined purposes and contexts
- evaluate and refine selected musical ideas to create musical work (e.g., arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meet appropriate criteria
- share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

B - Performing

- select varied musical works to present based on interest, knowledge, technical skill, and context
- analyze the structure and context of varied musical works (e.g., arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on the presentation
- develop personal interpretations that consider creator intent
- evaluate and refine personal and ensemble performances, individually or in collaboration with others
- perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context

C - Responding

- choose music appropriate for a specific purpose or situation
- analyze how the structure and context of varied musical works inform the response
- support interpretations of musical works that reflect the expressive intent of the creators/performers
- support evaluations of musical works and performances based on analysis, interpretation, and established criteria

D - Connecting

- synthesize and relate knowledge and personal experiences to make music
- relate musical ideas to varied contexts and daily life to deepen understanding

7th Beginning Music Technology

A - Creating

- generate musical ideas for various purposes and contexts
- select and develop musical ideas for defined purposes and contexts
- evaluate and refine selected musical ideas to create musical work (e.g., arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meet appropriate criteria
- share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

B - Performing

- select varied musical works to present based on interest, knowledge, technical skill, and context
- analyze the structure and context of varied musical works (e.g., arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on the presentation
- develop personal interpretations that consider creator intent
- evaluate and refine personal and ensemble performances, individually or in collaboration with others
- perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context

C - Responding

- choose music appropriate for a specific purpose or situation
- analyze how the structure and context of varied musical works inform the response
- support interpretations of musical works that reflect the expressive intent of the creators/performers
- support evaluations of musical works and performances based on analysis, interpretation, and established criteria

D - Connecting

- synthesize and relate knowledge and personal experiences to make music
- relate musical ideas to varied contexts and daily life to deepen understanding

Advanced Dance 7

A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

B - Performing

- identify and demonstrate movement elements, technique, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer and observer
- demonstrate the relationship between human anatomy and movement
- understand and apply music concepts to dance

C - Responding

- demonstrate critical and creative thinking in dance

D - Connecting

- recognize connections between dance and wellness
- understand and demonstrate dance throughout history and in various cultures
- demonstrate an understanding of dance as it relates to other area of knowledge

Advanced Theatre

A - Creation and Performance

- analyze and construct meaning from theatrical experiences
- develop scripts for production through various theatrical methods
- develop and sustain character through theatrical activities and the production process
- develop and execute artistic and technical elements of theatre for production
- conduct rehearsals and contribute in the execution of the rehearsal process for production
- demonstrate responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation, and self-discipline

B - Cultural and Historical Context

- investigate historical and multicultural heritage related to production
- connect various art forms, other content areas, and life experiences through theatre activities
- examine the cultural role of theatre
- explore career opportunities in theatre

C - Critical Analysis/Investigation

- evaluate theatre presentations using appropriate supporting evidence
- use a variety of resources (e.g., museums, galleries, Internet, visiting artists, community arts organizations) to extend artistic learning beyond the walls of the classroom

Beginning Band 7

A - Creating

- improvise, compose, and arrange music within specified guidelines

B - Performing

- sing alone or with others a varied repertoire of music
- perform alone and with others on instruments through a varied repertoire of music
- read and identify elements of notated music

C - Responding

- listen to, analyze, and describe music
- respond to music and music performances of themselves and others

D - Connecting

- understand relationships between music, other arts, other disciplines, varied contexts, and daily life

Beginning Chorus 7

A - Creating

- generate and conceptualize musical ideas and literature
- organize, develop, and revise musical ideas and literature

B - Performing

- analyze, interpret, and select musical literature for presentation
- develop and refine musical techniques and literature for presentation
- convey meaning through the presentation of musical repertoire

C - Responding

- perceive, analyze, and interpret meaning in musical literature
- apply criteria to evaluate musical literature

D - Connecting

- synthesize and relate knowledge and personal experiences to make music
- relate musical ideas and literature with societal, cultural, and historical contexts to deepen understanding

Beginning Orchestra 7

A - Creating

- improvise, compose, and arrange music within specified guidelines

B - Performing

- perform a varied repertoire of music on instruments, alone and with others
- perform, read, and notate music
- demonstrate instrument care and maintenance

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances

D - Connecting

- demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

Dance 7

A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

B - Performing

- identify and demonstrate movement elements, technique, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- identify the relationship between human anatomy and movement
- understand and apply music concepts to dance

C - Responding

- demonstrate critical and creative thinking in dance

D - Connecting

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- demonstrate an understanding of dance as it relates to other areas of knowledge

General Music/Seventh Grade

A - Creating

- improvise melodies, variations, and accompaniments
- compose and arrange music within specified guidelines

B - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances

D - Connecting

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

Guitar Performance 7

A - Creating

- improvise melodies, variations, and accompaniments
- compose and arrange music within specified guidelines

B - Performing

- perform expressively, with appropriate interpretation and technical accuracy, through a varied repertoire of music, alone or with others
- read and notate music

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances

D - Connecting

- understand relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

Guitar Techniques 7

A - Creating

- improvise melodies, variations, and accompaniments
- compose and arrange music within specified guidelines

B - Performing

- perform on guitar through a varied repertoire of music, alone and/or with others
- read and notate music

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances

D - Connecting

- understand relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

Intermediate Band 7

A - Creating

- improvise, compose, and arrange music within specified guidelines

B - Performing

- sing alone or with others
- perform on instruments through a varied repertoire of music, alone and with others
- read and identify elements of notated music

C - Responding

- listen to, analyze, and describe music
- respond to music and music performances

D - Connecting

- understand relationships between music, other arts, other disciplines, varied contexts, and daily life

Intermediate Chorus 7

A - Creating

- generate and conceptualize musical ideas and literature
- organize, develop, and revise musical ideas and literature

B - Performing

- analyze, interpret, and select musical literature for presentation
- develop and refine musical techniques and literature for presentation
- convey meaning through the presentation of musical literature

C - Responding

- perceive, analyze, and interpret meaning in musical literature
- apply criteria to evaluate musical literature

D - Connecting

- synthesize and relate knowledge and personal experiences to make music
- relate musical ideas and literature with societal, cultural, and historical contexts to deepen understanding

Intermediate Orchestra 7

A - Creating

- improvise, compose, and arrange music within specified guidelines

B - Performing

- perform a varied repertoire of music on instruments, alone and with others
- perform, read, and notate music
- demonstrate instrument care and maintenance
- exhibit awareness of tuning mechanics

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances

D - Connecting

- demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

7th Grade Connections-Fine Arts

Jazz/Grade 7

A - Creating

- improvise, compose, and arrange music within specified guidelines

B - Performing

- sing alone or with others
- perform on instruments through a varied repertoire of music, alone and with others
- read and identify elements of notated music

C - Responding

- listen to, analyze, and describe music
- respond to music and music performances of themselves and others

D - Connecting

- understand relationships between music, other arts, other disciplines, varied contexts, and daily life

Media Arts Grade 7

A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

B - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

C - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

D - Connecting

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

Piano Performance/Grade 7

A - Creating

- notate music
- compose and arrange music within specified guidelines

B - Performing

- perform on piano through a varied repertoire of music, alone and/or with others
- read, listen to, analyze, and describe music

C - Responding

- listen to, analyze, and describe musical form
- evaluate music and music performances

D - Connecting

- understand relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

Piano Techniques/Grade 7

A - Creating

- notate music
- compose and arrange music within specified guidelines

B - Performing

- perform on piano through a varied repertoire of music, alone and/or with others
- read, listen to, analyze, and describe music

C - Responding

- listen to, analyze, and describe musical form
- evaluate music and music performances

D - Connecting

- understand relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

Theatre Arts

A - Creating

- organize, design, and refine theatrical work
- develop scripts through theatrical techniques

B - Performing

- act by communicating and sustaining roles in formal and informal environments
- develop and execute a technical plan for incorporating technical elements into a production

C - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media using appropriate supporting evidence

D - Connecting

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

Visual Arts

A - Creating

- visualize and generate ideas for creating works of art
- choose from a variety of two-dimensional and three-dimensional materials or methods of traditional and contemporary artistic practices to plan and create works of art
- engage in an array of traditional and contemporary processes, media, and techniques through experimentation, practice, and persistence
- incorporate the formal (i.e., elements and principles) and informal (e.g., aesthetics, criticism, visual literacy, problem-solving) components to create a work of art
- reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation
- keep an ongoing record (visual, verbal, and written) to explore and develop works of art

B - Presenting

- plan, prepare, and present completed works of art

C - Responding

- reflect on the context of personal works of art in relation to community, culture, and the world
- critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches
- engage in the process of art criticism (e.g., describe, interpret, analyze, judge) to make meaning and increase visual literacy

D - Connecting

- develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts
- develop life skills through the study and production of art
- utilize a variety of resources to understand how artistic learning extends to other disciplines, careers, and communities

7th Grade Connections-Career and Technical Education

Biotechnology

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works
- design and conduct scientific investigations
- use standard safety practices for all classroom laboratory and field investigations
- use technology to collect, observe, measure, and organize data
- use valid critical assumptions to draw conclusions
- apply computation and estimation skills necessary for analyzing data and developing conclusions
- communicate scientific investigations and information clearly

B - Academic Knowledge

- define biotechnology and explain its application in society
- describe the ethical, moral, and legal issues in the modern world of biotechnology
- describe the types of careers available in biotechnology
- explain how basic chemistry concepts affect living organisms
- analyze basic skills/technologies necessary to be successful in the biotechnology workplace
- describe how biotechnology products are introduced and marketed

C - Literacy Standards

- cite specific textual evidence to support analysis of technical texts
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- follow precisely a multistep procedure when performing technical tasks
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)

7th Grade Connections-Career and Technical Education

C - Literacy Standards *(continued)*

- distinguish among facts, reasoned judgment based on research findings, and speculation in a text
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic
- read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently by the end of grade 8
- write arguments focused on discipline-specific content
- write informative/explanatory texts, including the narration of historical events or technical processes
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- draw evidence from informational texts to support analysis reflection, and research
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

7th Grade Connections-Career and Technical Education

Business and Computer Science

A - Keyboarding Skills

- build and expand proficiency in keyboarding

B - 21st Century Skills

- demonstrate employability skills
- examine pathways to a successful career in Business and Computer Science

C - Computer Applications

- utilize word processing software to create, edit, and manipulate word processing documents
- utilize spreadsheet software to create, edit, and manipulate spreadsheet documents
- utilize database software to create, edit, and manipulate a database
- utilize multimedia software to create, edit, and manipulate a multimedia presentation
- utilize software related to web page design to plan, design, and create a web page

D - Programming

- design a given program to demonstrate an understanding of basic programming concepts

E - Internet and Safety

- investigate the accuracy of Internet-based information
- distinguish between ethical and unethical behaviors when using the Internet
- distinguish among various types of networks

F - Introduction to Business

- identify concepts and fundamentals of entrepreneurship and business ownership

G - Literacy Standards

- cite specific textual evidence to support analysis of technical texts
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic

7th Grade Connections-Career and Technical Education

G - Literacy Standards *(continued)*

- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)
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Career Connections

A - Interpersonal Skills

- apply positive interpersonal skills to class and community situations

B - Management Skills

- apply management skills to everyday lives

C - Employability Skills

- explore employability and educational options

D - Literacy Standards

- cite specific textual evidence to support analysis of technical texts
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
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7th Grade Connections-Career and Technical Education

D - Literacy Standards *(continued)*

- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- draw evidence from informational texts to support analysis reflection, and research
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Engineering and Technology

A - Employability Skills

- demonstrate employability skills required by business and industry

B - Safety and Tools

- demonstrate proper safety techniques and tool usage in the engineering and technology laboratory

C - Inventions and Innovation

- investigate inventions and innovations and their impact in society

D - Engineering Design Process

- demonstrate an understanding of the engineering design process through various problem-solving activities
- invent and/or innovate a technological product or system that addresses a societal need using the engineering design process

E - Student Organizations

- explore how related career and technology student organizations are integral parts of career and technology education courses; develop leadership, interpersonal, and problem-solving skills through participation in co-curricular activities associated with the Technology Student Association (TSA)

Junior Leadership Corps I

A - Leadership

- analyze the qualities of leaders and followers
- compare and contrast leadership and followership
- assess personal leadership strengths and weaknesses
- assess leadership strengths and weaknesses of others
- determine how teamwork fits into leadership
- define the role of followership in a leadership model
- demonstrate how organization contributes to leadership
- explain how goal setting is a leadership attribute

B - Communication

- define the qualities of effective communication
- identify principles of management
- communicate using effective writing, speaking, and listening skills
- explain how time management affects personal success
- identify the types of skills that are necessary for academic success
- examine a personal time budget
- explain the connection between community service and leadership
- demonstrate how participating in a leadership program contributes to success
- set personal goals related to responsible social media use

C - Health

- explain how health affects personal success
- discriminate between risk-taking behaviors that lead toward positive consequences and those that can have destructive consequences
- evaluate the harmful consequences that result from illegal drug use including anabolic steroid use
- analyze the effects of drugs on body systems
- analyze drug advertisements and promotional products and develop counter-arguments
- identify information on treatment and rehabilitation resources available in the community

7th Grade Connections-Career and Technical Education

D - Physical Fitness

- participate in health-enhancing fitness activities
- apply basic training principles to improve cardiovascular fitness
- demonstrate how to work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive settings

Law and Public Safety 7

A - Employability Skills

- demonstrate employability skills required by business and industry

B - Careers in Public Safety

- explore and evaluate careers in legal services, corrections, private security, and protective services

C - Civil, Criminal, and Juvenile Law

- explain constitutional standards as applied to the proper criminal procedure

D - Careers in the Legal Profession

- compare and contrast the roles and responsibilities of criminal attorneys and the paralegals who work for them as those roles relate to a criminal trial

E - The Trial Process

- analyze the trial process to include the opening statements, presentation of evidence, testimony of witnesses and the closing arguments

F - The Court System

- identify the various court systems and explain the various sentencing options

G - The Corrections System

- discuss the history of corrections in America

H - Protective Services

- compare and contrast the role of protective services within the criminal justice system

I - Student Organizations

- explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events

7th Grade Connections-Career and Technical Education

Peer Leadership

A - Introduction to Peer Leadership

- describe the role, functions, and characteristics of a peer leader
- adhere to established ground rules and the National Peer Helping Association ethical guidelines

B - Relationships

- explore and apply the fundamental characteristics of facilitative relationships and communication skills
- identify and demonstrate interpersonal skills necessary to maintain positive peer relationships

C - Problem-Solving

- demonstrate an understanding of problem-solving and/or mediation techniques
- identify methods of conflict/anger management

D - Impact of Biases

- explore the concepts of prejudice and discrimination and their impact on peer relationships

E - Group Dynamics

- identify elements of group interaction
- utilize elements of successful group interactions by participating in a variety of roles within group settings
- participate in assigned targeted groups within the school community

F - Peer Pressure

- define positive and negative aspects of peer pressure
- indicate a variety of alternatives to negative peer pressure

G - Personal Goals

- explore how personal responsibility relates to long and short range life and career goals

H - Peer Tutoring

- establish roles, responsibilities, and procedures related to peer tutoring including effective study habits, test-taking skills, and time management

I - Intervention Strategies

- demonstrate knowledge and skills of peer leadership intervention strategies in a variety of settings

7th Grade Connections-Career and Technical Education

J - Projects

- utilize knowledge and understanding gained through individual and/or group projects

7th Grade Connections-Career and Technical Education

Study Skills

A - Interpersonal Skills

- describe and demonstrate the attitudes and habits necessary for school success
- demonstrate appropriate and effective study methods

B - Goal Setting

- set and work towards appropriate goals

C - Communication

- read for the purposes of gathering information and/or following directions
- learn appropriate listening skills

D - Organization and Time Management

- demonstrate efficient organization and management of time
- demonstrate efficient organization and management of materials and space

E - Problem Solving

- select and demonstrate appropriate problem-solving strategies (e.g., math word problems, brain teasers, personal problem-solving, and study methods)

F - Graphic Aids

- use graphic aids found in textbooks and other sources of information (e.g., maps, graphs, charts, and tables)

G - Test Strategies

- identify appropriate test-taking strategies

7th Grade ESOL

ESOL

A - Reading Foundations

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and non-fiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with visual support, modeling, and scaffolding appropriate to the proficiency level

B - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

7th Grade ESOL

B - Vocabulary Development *(continued)*

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of word relationships and nuances in word meanings with increasing proficiency with visual support, modeling, sentence frames, and other scaffolding appropriate to the proficiency level
- recognize, identify, understand and use vocabulary related to places in the community (e.g., park, library, church, supermarket) and community members (e.g., crossing guard, firefighter, mayor, cashier, salesperson) in spoken and written interaction with visual support, modeling, sentence frames, and other scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

C - Social and Instructional Language

- participate in collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

7th Grade ESOL

D - Writing

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

E - Grammar and Conventions

- use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- use and apply English syntax with increasing accuracy to create phrases and sentences based on level of English

F - United States Culture and Values

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- recognize and identify the key foundational documents of the United States and begin to understand and use vocabulary related to the foundational principles of the United States
- recognize, identify, and describe United States national symbols and landmarks, with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of American currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level



Gwinnett County Public Schools

437 Old Peachtree Road, NW

Suwanee, GA 30024-2978

678-301-6000

www.gcpsk12.org