Manzanita Elementary School District

Priority Content Standards

SEVENTH GRADE

English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards
Reading	**Literature** 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). 4. 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 on specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 7. Compare and contrast a written story, drama, or poem to its audio, timed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lightning, sound, color or camera focus and angles in a film). 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Informational Text 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (i.e. how ideas influence individual or events, or how individuals influence ideas or events). 4. 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. 5. Analyze the structure an author uses to organize a text, including how the major section contribute to the whole and to the development of the ideas. 6. 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. 7. Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (i.e. how the delivery of a speech affects the impact of the words). 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text

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	complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	1 Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures even sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. 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. 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text or issue under study. 3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and finding and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Language	1. Demonstrate command of the conventions of standards English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading or listening. 4. 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. 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
Ratios and Proportional Relationships (RP)	A. Analyze proportional relationships and use them to solve real-world and mathematical problems. 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 2. Recognize and represent proportional relationships between quantities. 3. Use proportional relationships to solve multistep ratio and percent problems.
The Number System (NS)	A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 1. 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. 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 3. Solve real-world and mathematical problems involving the four operations with rational numbers.

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Expressions and Equations (EE)	A. Use properties of operations to generate equivalent expressions. 1. 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. 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
Geometry (G)	A. Draw, construct and describe geometrical figures and describe the relationships between them. B. Solve real-life and mathematical problems involving angle measure, area, surface 65 area, and volume.
Statistics and Probability	A. Use random sampling to draw inferences about a population. B. Draw informal comparative inferences about two populations. C. Investigate chance processes and develop, use, and evaluate probability models.
Standards for Mathematical Practice (SMP)	1. Persevere in solving problems 3. Explain thinking and reasoning and critique the reasoning of others 6. Be precise in calculations, measurements and communicating thinking 7. Recognize patterns and structure and use these In explanations and generalizations

Science

Based on CA State Content Standards in Science

Focus on Life Science

Strand	Standards
1. Cell Biology All living organisms are composed of cells. Students should know:	a. that cells function similarly in all living organisms. b. the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls. c. that the nucleus is the repository for genetic information in plant and animal cells. e. that cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
2. Genetics Cells contain genetic instructions that specify its traits. Students should know that:	b. sexual reproduction produces offspring that inherit half their genes from each parent. c. an inherited trait can be determined by one or more genes. d. plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The copies, or alleles, of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive. e. DNA is the genetic material of living or organisms and is located in the chromosomes of each cell.
3. Evolution Evolution accounts for diversity of species.	a. that genetic variation and environmental factors cause evolution and diversity of organisms. c. how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.

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Students should know:	
4. Earth Science Evidence from rocks allows us to understand evolution. Students should know:	a. that Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time. b. that the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids. e. that fossils provide evidence of how life and environmental conditions have changed.
5. Structure and Function of Living Systems Structure and function are complementary in animals and plants. Students should know:	a. that plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems and the whole organism. b. that organ systems function because of the contributions of individual organs, tissues and cells. The failure of any part can affect the entire system. c. how bones and muscles work together to provide a structural framework for movement. g. how to relate the structures of the eye and ear to their functions.
6. Physical Science Physical principles underlie biological systems. Students should know:	b. that for an object to be seen, light emitted by or scattered from it must be detected by the eye. d. how simple lenses are used in a magnifying glass, the eye, a camera, a telescope and a microscope. f. light can be reflected, refracted, transmitted and absorbed by matter.
9. Investigation and Experimentation Students will develop questions and perform investigations.	a. Select and use appropriate tools and technology to perform test, collect and display data. c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected and conclusion drawn from scientific evidence. d. Construct models, and appropriately labeled diagrams to communicate scientific knowledge (i.e. cell structure). e. Communicate the steps and results from an investigation in written reports and oral presentations.

History/Social Science

Based on CA State Content Standards

Medieval and Early Modern Times

	Standards
Analysis Skills Chronological and Thinking	1. Explain how major events are related to one another in time. 2. Construct various timelines of key events, people, and periods of history. 3. Use maps and documents to identify physical and cultural features.
Research, Evidence and Point of View	1. Frame questions that can be answered by historical study and research. 2. Distinguish fact from opinion in historical narratives and stories. 5. Detect historical points of view and take historical context into consideration.
Historical Interpretation	1. Explain the central issues and problems from the past, using time and place. 2. Understand cause, effect, sequence and correlation in historical events.
Content Standards 7.2 Islam in the Middle Ages	1. Identify the physical features and describe the climate of the Arabian peninsula. 2. Trace the origins of Islam, the teaching of Muhammad, connections to other religions. 6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa, contributions to later civilizations.

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7.3 China in the Middle Ages	1. Describe the reunification of China under the Tang Dynasty and spread of Buddhism. 2. Describe the agricultural and technological developments during the Tang Dynasty. 6. Describe the development of the imperial state and the scholar-official class.
7.5 Medieval Japan	1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious and philosophical influences of these countries on Japan. 3. Describe the values, customs, and traditions of the lord-vassal system and its influences in the 20th Century. 5. Study 9th and 10th Centuries' golden age of literature, art, drama, and its effect today.
7.6 Medieval Europe	1. Study the geography of the Europe and Eurasian land mass and its relationship to ways of life in Medieval Europe. 3. Understand the development of feudalism, its role in the economy and politics of the time. 4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (i.e. Magna Carta, parliament, habeas corpus, independent judiciary). 8. Understand the Catholic church as an important political and intellectual institution.
7.7 Meso-American and Andean Civilizations	1. Study the locations, landforms and climates of Mexico, Central and South America and their effects on Mayan, Aztec, and Incan economies and development of urban societies. 2. Study the roles of people in each society, including class structures, warfare and religion. 3. Explain how and where each empire arose and how they were defeated by the Spanish.
7.8 The Renaissance	1. Describe how the revival of classical learning and arts fostered new interest in humanism. 2. Explain the importance of Florence in the early stages of the Renaissance and the growth of trading cities to the spread of ideas. 4. Describe the growth and effects of new ways of disseminating information (printing).
7.9 The Reformation	2. Describe the theological and political ideas of Luther, Calvin and William Tyndale. 3. Explain Protestants' new practices of church self-government and the influence on the development of democratic practices and ideas of federalism.
7.10 The Scientific Revolution	1. Discuss the roots of the Scientific Revolution. 2. Understand the significance of the new scientific theories (i.e. Copernicus, Galileo, Kepler, Newton) and the new inventions (telescope, microscope, thermometer, barometer). 3. Understand the scientific method advanced by Bacon and Descartes, influence of scientific rationalism on religion and the growth of democratic ideas.
7.11 The 16th, 17th and 18th Centuries	1. Know the great voyages of discovery, the routes and influence of cartography. 3. Examine the origins of modern capitalism, its influence on mercantilism, cottage industries. 5. Describe how democratic thought was influenced by Enlightenment thinkers.