

# CURRICULUM GUIDE

## Seventh Grade

### SEVENTH GRADE

#### LANGUAGE ARTS

**Students will apply word analysis and vocabulary skills to comprehend selections. (State Goal 1A).**

Students will be able to:

- use prefixes, suffixes, and roots to understand word meanings.
- clarify and comprehend unfamiliar vocabulary through the use of context clues, resource glossaries, and dictionaries.
- acquire and use new words when reading, speaking, and writing.

Activities that address this goal could include: ISAT Coach book, Word skills workbook.

**Students will apply reading strategies to improve understanding and fluency. (State Goal 1B).**

Students will be able to:

- preview text by skimming and scanning.
- determine the author's purpose.
- identify and compare a variety of text structures.
- make predictions.
- select reading strategies according to the purpose, structure, and genre of text.
- use self monitoring strategies to check meaning and clarify for understanding.
- connect important ideas and link text to previous experiences and knowledge.
- identify and explain the main idea.
- relate cause and effect.
- distinguish fact from opinion.
- summarize content.
- make inferences, draw conclusions, and use specific examples from the text to support thoughts.
- read aloud with fluency and expression.

Activities that address this goal could include: Literature book, ISAT extended response, Novels.



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### **Students will comprehend a broad range of fiction and nonfiction reading materials. (State Goal 1C).**

Students will be able to:

- generate, ask, and respond to literal and open ended questions.
- differentiate among and identify the characteristics of a variety of genres, including plays, historical fiction, and fictionalized biographies.
- use specific information to form questions, verify predictions, and support thinking.
- interpret supplemental information to enhance understanding of text.

Activities that address this goal could include: Literature book, Novels.



### **Students will understand how literary elements and techniques are used to convey meaning. (State Goal 2A).**

Students will be able to:

- identify, compare, and contrast story elements.
- show relationships between and among events, characters, and text.
- identify the use and effect of figurative language and imagery.
- identify and explain specific techniques authors use to achieve an intended effect (for example, a specific dialect to reflect the setting or slang to affect characterization).

Activities that address this goal could include: Literature book, Novels.

### **Students will read and interpret a variety of literary works. (State Goal 2B).**

Students will be able to:

- connect events and situations in both fiction and nonfiction to personal experience, the world, and other texts.
- explain and relate to the ways in which characters deal with conflict, solve problems, and reach their goals.
- analyze, compare, and contrast themes, conflicts, and perspectives.
- evaluate and critique an author's point of view.

Activities that address this goal could include: Literature book, Novels, ISAT Coach book.

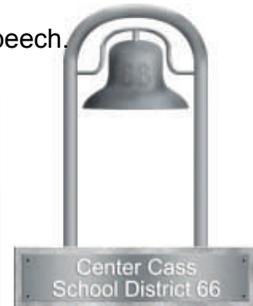
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### **Students will use correct grammar, spelling, punctuation, capitalization, and structure. (State Goal 3A).**

Students will be able to:

- use a variety of sentence structures to express thoughts.
- identify and correctly use various types and forms of the eight parts of speech.
- punctuate and capitalize sentences correctly.
- use and respond to appropriate editing marks.

Activities that address this goal could include: English book, Workbook Plus, Compositions.



### **Students will compose well organized and coherent writing for specific purposes and audiences. (State Goal 3B)**

Students will be able to:

- vary sentence types and use vivid specific language to elaborate and expand ideas.
- consider audience and purpose when choosing format, vocabulary, and writing style.
- use the writing process to produce persuasive, narrative, and expository written pieces:
- pre-write generate and organize ideas around a given format or structure;
- draft follow correct format, maintain focus, and support ideas with details;
- revise make improvements to content and focus, sentence structure, word choice, support and elaboration, and transitions;
- edit correct errors in organization, capitalization, grammar, spelling, punctuation, and sentence structure;
- publish use technology to produce a final copy.

Activities that address this goal could include: Literature book, Word processing, Compositions

### **Students will communicate ideas in writing. (State Goal 3C).**

Students will be able to:

- write multi paragraph pieces in a variety of formats to inform, persuade, and tell a story.
- use written language to respond to text.
- take notes in content area subjects.

Activities that address this goal could include: ISAT Coach book, Compositions, Literature book

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### **Students will listen effectively. (State Goal 4A).**

Students will be able to:

- display attentive listening behaviors and listen for specific purposes.
- ask and respond to questions related to oral presentations.
- summarize or paraphrase information presented orally.
- ask for repetition, restatement, or explanation to clarify meaning, when necessary.
- recognize the difference between verbal and nonverbal delivery of a message.

Activities that address this goal could include: Speeches, Projects, Classroom Discussion.



### **Students will speak effectively. (State Goal 4B).**

Students will be able to:

- use spoken words correctly, fluently, and meaningfully for a variety of purposes and audiences.
- demonstrate appropriate volume, articulation, pronunciation, rate, expression, eye contact, and posture when speaking.
- participate appropriately in classroom discussions.
- prepare and deliver an oral presentation.

Activities that address this goal could include: Speeches, Classroom discussion.

### **Students will locate, organize, and use information from various sources. (State Goal 5A).**

Student will be able to:

- formulate questions, construct a basic research plan, and collect information relevant to the topic.
- understand the purpose and use of various reference resources.
- use a variety of accurate, current, and reliable resources to gather information.

Activities that address this goal could include: IMC lessons, English book, Research.

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### **Students will analyze and evaluate information. (State Goal 5B).**

Students will be able to:

- select and organize information from various sources for a specific purpose.
- cite sources used.
- differentiate between relevant and irrelevant information.
- identify primary and secondary sources.
- recognize discrepancies of factual information among resources.
- determine appropriateness and usefulness of reference materials for a given topic.

Activities that address this goal could include: Research, IMC lessons, English book, ISAT extended response



### **Students will apply acquired information, concepts, and ideas. (State Goal 5C).**

Students will be able to:

- develop study skills for organizing information.
- synthesize acquired information for use in a variety of written forms (such as reports, stories, and compositions).
- plan and deliver information presentations by matching purpose, message, visuals, and depth of content to audience.

Activities that address this goal could include: IMC lessons, Speeches, Research, English book, Compositions, ISAT extended response and writing.

## SOCIAL STUDIES

**Students will understand political systems, with the emphasis on the United States. (State Goal 14).**

Students will be able to:

- Apply the Goals and Principles of the Preamble to realistic situations.
- List the responsibilities, duties, and qualifications of the 3 Branches.
- Describe how Presidents and Congress are elected, and Determine which method works better.
- Explain why the Constitution is a “living document.”
- Recognize how the Constitution helps states get along with each other.
- Explain the Amendment process.
- Describe how each branch can limit the power of the other two (checks and balances).
- List the 7 Articles of the Constitution.
- List the Goals and Principles of the Preamble.
- Clarify what 5 of the Executive's departments (Cabinet) do.



**Students will understand economic systems, with an emphasis on the United States. (State Goal 15).**

Students will be able to:

- Explain the need for a national currency.
- Describe how early Americans traded with each other and indigenous peoples.
- Identify the necessary tools for a successful civilization, like jobs, currency, and trade.

**Students will understand events, trends, individuals and movements shaping the history of Illinois, United States, and other Nations. (State Goal 16).**

Students will be able to:

- Decide who arrived in America first.
- Imagine how and why Europeans came to America.
- Conclude why colonists wanted independence from Britain.
- Explain the effect that European exploration had on indigenous people in America.
- Distinguish a “society with slaves” from a “slavery society” in colonial and early America.

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- Compare/Contrast the different culture areas of America; the cultures of America to those of the world.
- Identify how the natural environment might encourage or discourage people from living there.
- Describe why people came to settle in Illinois.
- Describe the growth of the City of Chicago, and its surrounding suburbs (like Downers Grove and Naperville).
- Infer how the Religious Reformation and Enlightenment changed our lives today.
- Identify the contributions and controversies of leaders like Jefferson, Washington, Anne Hutchinson, Franklin, Olaudah Equiano, etc.
- Speculate how Europeans may have been influenced by the American revolution.



**Students will understand world geography and the effects of geography on society with an emphasis on the United States. (State Goal 17).**

Students will be able to:

- Label maps of various phases of America's development, Europe, Meso America.
- Identify the states and capitals.
- Apply map-making and navigation skills.
- Explain how Americans use their resources.
- Describe how Illinois residents have used our natural environment to thrive.

**Students will understand social systems with an emphasis on the United States. (State Goal 18).**

Students will be able to:

- Judge which values are most important to us – art, entertainment, wealth, religion, education or status.
- Distinguish the "salad bowl theory" from the "melting pot theory."
- Describe the immigration process, including defining illegal immigration.
- Hypothesize how difficult it is to assimilate to the "American Culture."
- Relate the diversity of students as learners (multiple intelligences) to the diversity of contributors to American/Illinois history.
- Consider multiple perspectives, and how those shape both our individual views of history, but also shape an entire culture/society's view of history.