



## Grade 7 Language Arts Objectives

### Writing: Text Types and Purposes

- Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-Literacy.W.7.1)
  - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS.ELA-Literacy.W.7.1a )
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-Literacy.W.7.1b )
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS.ELA-Literacy.W.7.1c )
  - Establish and maintain a formal style. (CCSS.ELA-Literacy.W.7.1d )
  - Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.7.1e )
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS.ELA-Literacy.W.7.2 )
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.7.2a )
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS.ELA-Literacy.W.7.2b )
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS.ELA-Literacy.W.7.2c )
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.7.2d )
  - Establish and maintain a formal style. (CCSS.ELA-Literacy.W.7.2e )
  - Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS.ELA-Literacy.W.7.2f )
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS.ELA-Literacy.W.7.3 )
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS.ELA-Literacy.W.7.3a )
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS.ELA-Literacy.W.7.3b )
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS.ELA-Literacy.W.7.3c )
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS.ELA-Literacy.W.7.3d )
  - Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS.ELA-Literacy.W.7.3e )

### Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.7.4 )
- 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. (CCSS.ELA-Literacy.W.7.5 )
- 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. (CCSS.ELA-Literacy.W.7.6 )

### Research to Build and Present Knowledge

- Conduct short research projects to answer a question, drawing on several sources and generating additional

- related, focused questions for further research and investigation. (CCSS.ELA-Literacy.W.7.7 )
- 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. (CCSS.ELA-Literacy.W.7.8 )
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.7.9 )
  - Apply *grade 7 Reading standards* to literature (e.g., “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”). (CCSS.ELA-Literacy.W.7.9a)
  - Apply *grade 7 Reading standards* to literary nonfiction (e.g. “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”). (CCSS.ELA-Literacy.W.7.9b )

### **Speaking and Listening**

- 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. (CCSS.ELA-Literacy.SL.7.1 )
  - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS.ELA-Literacy.SL.7.1a )
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS.ELA-Literacy.SL.7.1b )
  - Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS.ELA-Literacy.SL.7.1c )
  - Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS.ELA-Literacy.SL.7.1d )
- 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. (CCSS.ELA-Literacy.SL.7.2 )
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS.ELA-Literacy.SL.7.3)

### **Presentation of Knowledge and Ideas**

- 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. (CCSS.ELA-Literacy.SL.7.4 )
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS.ELA-Literacy.SL.7.5 )
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-Literacy.SL.7.6 )

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.7.1 )
  - Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS.ELA-Literacy.L.7.1a )
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS.ELA-Literacy.L.7.1b )
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS.ELA-Literacy.L.7.1c )
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.7.2 )
  - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (CCSS.ELA-Literacy.L.7.2a )
  - Spell correctly. (CCSS.ELA-Literacy.L.7.2b)

### **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-Literacy.L.7.3 )

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS.ELA-Literacy.L.7.3a )

### **Vocabulary Acquisition and Use**

- 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 (e.g. context clues, roots, reference materials.) (CCSS.ELA-Literacy.L.7.4a-d. )
- Demonstrate understanding of figurative language, word relationships (e.g., synonym/antonym, analogy), and nuances (e.g., connotations and denotations) in word meanings. (CCSS.ELA-Literacy.L.7.5a-c.)
- 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. (CCSS.ELA-Literacy.L.7.6 )

### **How Students Learn**

- Students will be reading, analyzing, discussing, writing, and performing fiction and non-fiction text.
- Students will learn and practice reading, writing, and thinking strategies in relation to text and real world problems.
- Students will complete timed Short Constructed Responses
- Students will complete Extended Constructed Responses
- Students will individually and cooperatively evaluate and solve problems.
- Students will track, manage, analyze, and present data in relation to their own performance in reading, writing, and presentations.
- Students will discuss, analyze, and perform literary work.
- Students will participate and contribute ideas and analysis in literature circles.

### **How Students are Assessed**

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Weekly vocabulary quizzes
- Original writing
- Exams and Quizzes
- Homework completion and accuracy
- Oral Presentations
- Multi-Media Presentations
- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder
- Final Grade: compilation of points earned out of points possible

### **References**

- *Daily Language Review Grade 7*, Evan-Moor
- *Vocabulary Workshop (Level C)*, Sadlier-Oxford
- The Winston Grammar Program
- *Spectrum: Writing*, Spectrum

- *English*, McDougal, Littell
- Other various workbooks



## Grade 7 Reading Objectives

### What Students Learn

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL.7.1)
- 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. (CCSS.ELA-Literacy.RL.7.2)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS.ELA-Literacy.RL.7.3)
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS.ELA-Literacy.RI.7.3)
- 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. (CCSS.ELA-Literacy.RI.7.4)
- 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. (CCSS.ELA-Literacy.RI.7.5)
- 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. (CCSS.ELA-Literacy.RI.7.6)
- 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. (CCSS.ELA-Literacy.RL.7.4)
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS.ELA-Literacy.RL.7.5)
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS.ELA-Literacy.RL.7.6)
- 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. (CCSS.ELA-Literacy.RI.7.9)
- 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, or camera focus and angles in a film). (CCSS.ELA-Literacy.RL.7.7)
- 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. (CCSS.ELA-Literacy.RL.7.9)
- 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. (CCSS.ELA-Literacy.RI.7.8)

### How Students Learn

- Students will be reading, analyzing, discussing, writing, and performing fiction and non-fiction text.
- Students will learn and practice reading and thinking strategies in relation to text and real world problems.
- Students will complete timed Short Constructed Responses
- Students will individually and cooperatively evaluate and solve problems.
- Students will track, manage, analyze, and present data in relation to their own performance in reading, writing, and presentations.

- Students will discuss, analyze, and perform literary work.

#### **How Students are Assessed**

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Original writing
- Exams and Quizzes
- Oral Presentations
- Multi-Media Presentations
- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder
- Final Grade: compilation of points earned out of points possible

#### **Resources**

- *Introducing Literature*, and *Enjoying Literature*, MacMillan Literature Series
- *Junior Great Books*, The Great Books Foundation
- *A Corner of the Universe*, Ann M. Martin
- *Moon Over Manifest*, Clare Vanderpool
- *Number the Stars*, Lois Lowry
- *Roll of Thunder Hear My Cry*, Mildred Taylor
- *Presenting Reader's Theater: Play and Poems to Read Aloud*, Caroline Feller Bauer
- Poems and dramas TBD



## 7<sup>th</sup> Ancient Hawaiian History Course Objectives

### What Students Learn:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.7.1
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. CCSS.ELA-Literacy.RI.7.2
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS.ELA-Literacy.RI.7.3
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. CCSS.ELA-Literacy.RI.7.4
5. 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. CCSS.ELA-Literacy.RI.7.5
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. CCSS.ELA-Literacy.RI.7.6
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). CCSS.ELA-Literacy.RI.7.7
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. CCSS.ELA-Literacy.RI.7.8
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. CCSS.ELA-Literacy.RI.7.9
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-Literacy.RI.7.10
11. Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.7.1
  - A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-Literacy.W.7.1a
  - B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-Literacy.W.7.1b
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. CCSS.ELA-Literacy.W.7.1c
  - D. Establish and maintain a formal style. CCSS.ELA-Literacy.W.7.1d
  - E. Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.W.7.1e
12. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.7.2
  - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-Literacy.W.7.2a
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-Literacy.W.7.2b
  - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. CCSS.ELA-Literacy.W.7.2c
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-Literacy.W.7.2d
  - E. Establish and maintain a formal style. CCSS.ELA-Literacy.W.7.2e
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented. CCSS.ELA-Literacy.W.7.2f

13. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-Literacy.W.7.3
- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. CCSS.ELA-Literacy.W.7.3a
  - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.7.3b
  - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-Literacy.W.7.3c
  - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CCSS.ELA-Literacy.W.7.3d
  - E. Provide a conclusion that follows from and reflects on the narrated experiences or events. CCSS.ELA-Literacy.W.7.3e
14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.7.4
15. 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. CCSS.ELA-Literacy.W.7.5
16. 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. CCSS.ELA-Literacy.W.7.6
17. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CCSS.ELA-Literacy.W.7.7
18. 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. CCSS.ELA-Literacy.W.7.8
19. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.7.9
- A. Apply *grade 7 Reading standards* to literature. CCSS.ELA-Literacy.W.7.9a
  - B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “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”). CCSS.ELA-Literacy.W.7.9b
20. 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. CCSS.ELA-Literacy.W.7.10
20. 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. CCSS.ELA-Literacy.SL.7.1
- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-Literacy.SL.7.1a
  - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-Literacy.SL.7.1b
  - C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-Literacy.SL.7.1c
  - D. Acknowledge new information expressed by others and, when warranted, modify their own views. CCSS.ELA-Literacy.SL.7.1d
21. 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. CCSS.ELA-Literacy.SL.7.2
22. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CCSS.ELA-Literacy.SL.7.3
23. 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. CCSS.ELA-Literacy.SL.7.4
24. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. CCSS.ELA-Literacy.SL.7.5



## Seventh Grade Math

### What Students Learn

What students learn will be based upon the national core standards (CCS) for seventh grade and the Ho'ala Shared Values (HSV) with an emphasis on skills that will guide students toward college preparatory skills and life skills. In addition to the content of the core standards the students should learn how to interact cooperatively to facilitate and enhance each other's comprehension of the material allowing them to develop positive study group habits and leadership skills.

#### Ratios and Proportional Relationships (RPA):

- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour. (CCSS.Math.Content.7.RP.A.1)
- Recognize and represent proportional relationships between quantities. (CCSS.Math.Content.7.RP.A.2)
  - Decide whether two quantities are in a proportional relationship, e.g., 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. (CCSS.Math.Content.7.RP.A.2a)
  - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (CCSS.Math.Content.7.RP.A.2b)
  - Represent proportional relationships by equations. For example, 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  $t = pn$ . (CCSS.Math.Content.7.RP.A.2c)
  - 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. (CCSS.Math.Content.7.RP.A.2d)
- Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. (CCSS.Math.Content.7.RP.A.3)

#### The Number System (NS)

- 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. (CCSS.Math.Content.7.NS.A.1)
  - Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. (CCSS.Math.Content.7.NS.A.1a)
  - Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. (CCSS.Math.Content.7.NS.A.1b)
  - Understand 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. (CCSS.Math.Content.7.NS.A.1c)
  - Apply properties of operations as strategies to add and subtract rational numbers. (CCSS.Math.Content.7.NS.A.1d)
- Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (CCSS.Math.Content.7.NS.A.2)

- Understand 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. (CCSS.Math.Content.7.NS.A.2a)
- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with 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. (CCSS.Math.Content.7.NS.A.2b)
- Apply properties of operations as strategies to multiply and divide rational numbers. (CCSS.Math.Content.7.NS.A.2c)
- 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. (CCSS.Math.Content.7.NS.A.2d)
- Solve real-world and mathematical problems involving the four operations with rational numbers. (CCSS.Math.Content.7.NS.A.3)

### Expressions and Equations (EE)

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. (CCSS.Math.Content.7.EE.A.1)
- 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. *For example,  $a + 0.05a = 1.05a$  means that “increase by 5%” is the same as “multiply by 1.05.”* (CCSS.Math.Content.7.EE.A.2)
- CCSS.Math.Content.7.EE.B.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. For example: 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.
- CCSS.Math.Content.7.EE.B.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.
  - CCSS.Math.Content.7.EE.B.4a 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. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
  - CCSS.Math.Content.7.EE.B.4b Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: 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.

### Geometry (G)

Draw, construct, and describe geometrical figures and describe the relationships between them.

- Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (CCSS.Math.Content.7.G.A.1)
- Draw (freehand, with ruler and protractor, and with technology) 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. (CCSS.Math.Content.7.G.A.2)

- Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. (CCSS.Math.Content.7.G.A.3)

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (CCSS. 7.G.B.4)
- Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (CCSS. 7.G.B.5)
- 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. (CCSS. 7.G.B.6)

### Statistics and Probability

Use random sampling to draw inferences about a population.

- 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. (CCSS.Math.Content.7.SP.A.1)
- Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, 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. (CCSS.Math.Content.7.SP.A.2)

Draw informal comparative inferences about two populations.

- Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable. (CCSS.Math.Content.7.SP.B.3)
- Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, 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. (CCSS. 7.SP.B.4)

Investigate chance processes and develop, use, and evaluate probability models.

- 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. (CCSS.Math.Content.7.SP.C.5)
- Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, 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. (CCSS.Math.Content.7.SP.C.6)
- Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (CCSS.Math.Content.7.SP.C.7)

- Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, 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. (CCSS.Math.Content.7.SP.C.7a)
    - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, 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? (CCSS.Math.Content.7.SP.C.7b)
  - Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (CCSS. 7.SP.C.8)
    - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. (CCSS.7.SP.C.8a)
    - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. (CCSS.7.SP.C.8b)
    - Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: 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? (CCSS.7.SP.C.8c)

#### Organization and Time Management Skills

- Come to class fully prepared with supplies and ready to learn. (HSV - Responsibility)
- Manage time in class effectively and be constructively self-directed (HSV - Responsibility)
- Demonstrate evidence of effective practice, study habits, and work completion. (HSV - Responsibility)
- Adhere to agreements and deadlines, and/or respectfully acknowledge unmet agreements and renegotiate at the earliest opportunity. (HSV - Responsibility)
- Practice effective prioritizing, tracking, and completing tasks effectively. (HSV - Resourceful)

#### Social and Interpersonal Skills

- Participate supportively and respectfully in a range of collaborative discussions (one-on-one, groups, teacher-led, etc.) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (HSV - Responsibility and Respectfulness)
- Present self as capable and avoid self-limiting behaviors, such as passivity and assumed helplessness. (HSV - Respectful)
- Treat others as capable and empower others by making space for and valuing the input of others. (HSV Respectful)
- Interact with empathy, compassion and consideration. (HSV - Responsive)
- Work collaboratively with others by assuming a fair share of the work and taking on appropriate roles as needed. (HSV - Responsive)
- Pursue knowledge irrespective of peer opinion or norm; have intrinsic motivation. (HSV - Resourceful)
- Effectively implement instruction and input. (HSV - Resourceful)

- Relate to adults in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Relate to peers in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Focus on seeking solutions rather than finding fault. (HSV - Responsive)
- Listen effectively by making an effort to hear and understand others' statements or points of view. (HSV - Responsive)
- Communicate effectively by being willing and able to articulate one's own thoughts or view. (HSV - Responsive)
- Make an effort to reflect, adapt, and grow in response to new ideas by being open-minded (HSV - Responsive)
- Seek additional help when necessary (HSV - Resourceful)
- Experience mistakes as a learning opportunity and work to avoid repetitive errors. (HSV - Resourceful)

#### **How Students Learn**

- Completion of research-and inquiry-based individual and group projects
- Lecture and modeling
- Class discussion and paired sharing
- Completion of homework and classwork
- Post-assessment feedback

#### **How Students Are Assessed**

- Completion and accuracy of daily homework and classwork
- Short paper rubric
- Pre-diagnostic assessments.
- Formative in class observations
- Quizzes
- Summative unit exams
- Summative final exam
- Level of class participation
- Attitude
- Inquiry activity participation and report rubrics

#### **Materials**

- Materials needed for the course include paper both lined and graphing
- Calculator

- Other materials needed may include crafting supplies for the various projects that may be incorporated based on development and review including : toothpicks, stopwatches, cardstock and glue, marshmallows, garbanzo beans, dice, marbles, stamps, apples, pineapples, flowers, origami paper, playing cards, protractors, compasses, rulers and jars.

### **Resources**

- Carter, J., Day, R., Cuevas, G. & Malloy, C. (2013) *Math: your common core edition*. New York, NY: Glencoe McGraw-Hill.
- iTunes U
- Kahn Academy (<https://www.khanacademy.org/>)
- Various movies, videos, and internet-based multimedia
- Teacher prepared handouts and presentations



## STUDENT GOALS/OBJECTIVES: MIDDLE SCHOOL ART- GR 7, 8

**HSS = Hawaii State Standards   NVAS= National Visual Arts Standards   HSV= Ho'ala Shared Values**

<b>ARTISTIC EXPRESSION</b>	
<b>IDEA DEVELOPMENT</b>	<b>SKILL DEVELOPMENT</b>
<b>The student will:</b>	<b>The student will:</b>
Develop interesting and original ideas for artworks including "art styles" works, mask-making, drawings, paintings and sculptures, multi-media and digital work based on Art Masters and artwork from various cultures including Oceanic, Asian, African and South American Art (HSS FA(7-8).1.8   NVAS 2c, 3b, 4a)	Practice , refine and utilize drawing techniques effectively, including: contour drawing, abstraction, observational studies, imaginative alteration, sketching, value and highlights, blending, textural development and detail depiction. (HSS FA(7-8).1.2   NVAS 1a,b)
Develop effective ideas for individual and group artworks based on concepts utilized in specific Art Periods including Renaissance, Baroque, 18th -19th C. , Modern, Contemporary (HSS FA(7-8).1.7   NVAS 4a,b,c)	Practice, refine and utilize painting techniques effectively, including: color blending, contrast, overlapping, color blocking, textural application and color families. (HSS FA(7-8).1.2   NVAS 1a,b)
Refine and redevelop ideas as needed to improve works (NVAS 1a, 2a,c)	Complete projects according to individual goals and project specifics aligned with "Master works" and Art time periods. (HSS FA (7-8).1.7 NVAS 4b)
Effectively utilize planning and thumbnail sketches to develop ideas for artworks (NVAS 2b)	Develop effective compositions using "rule of thirds", overlapping, back-middle- and foreground and atmospheric and linear perspective. (HSS FA(7-8).1.2   FVAS 2b)
Develop ideas for individual artworks through guided imagery, visual resources , computer research, textbooks and Scholastic Art Magazine (HSS FA(7-8).1.4   NVAS 3b)	Demonstrate ability to use and apply new concepts/techniques in own original and expressive artwork using concepts covered (HSS (7-8).1.5)
Participate in "brainstorming" activities to develop skills in group decision-making and planning of small and large group works. (NVAS 5a , HSV- Responsiveness, Respect)	Demonstrate skillful use of clay and other sculptural techniques, including: maquettes, modeling, low relief, hand-building and wheel-throwing techniques (NVAS 1a,b, 3a)
<b>MATERIAL USE</b>	<b>WORK HABITS</b>
Experiment, practice and develop control of drawing media, including: pencil, colored pencil, pastel, oil crayon, marker and charcoal (HSS FA (7-8).1.1, FA (7-8).1.4   NVAS 1a, 1b , 2b, 2c)	Develop and display conscientious attitudes and habits in the working environment- both individually and with group (HSV - Responsibility)
Experiment with and develop control of paint media, including: tempera, watercolor, ink , acrylic and gouache (HSS FA (7-8).1.1, FA (7-8).1.4   NVAS 1a, 1b , 2b, 2c)	Maintain a safe, productive and cooperative working environment, individually and with group works (HSV- Responsibility - Respect)
Develop control of sculptural media to produce intended effects including clay, metal and papier-mache/decoclay and sculpey (HSS FA (7-8).1.1, FA (7-8).1.4   NVAS 1a, 1b , 2b,	Participate productively and effectively in set-up and clean-up (HSV- Resourcefulness)

2c)	
Utilize materials appropriately and inventively in mixed media projects (HSS FA 7.1.4 NVAS 1a,b )	Demonstrate effective communication and participation in group activities (HSV- Responsiveness)
Show conscientious use and care of materials consistently (HSV - Respect)	Complete in-class works effectively and with attention to quality (HSV- Responsibility)
	Complete home assignments effectively (HSV- Responsibility)
<b>ARTISTIC RESPONSE</b>	
<b>DISCUSSION/INVESTIGATION</b>	<b>CRITICAL ANALYSIS</b>
Participate effectively and productively in small and large group discussions and investigation of art experiences (HSV- Responsiveness, NSVAS 5a)	Utilize skills in looking at and talking about art works (aesthetics) of own and others' works in verbal and written responses (HSV- Responsiveness, NVAS 5a,c)
Actively seek assistance and resources for discovering and improving artistic endeavors (HSV- Resourcefulness, NSVAS 1a)	Acquire, develop and utilize art vocabulary as appropriate to concepts and skills in chosen projects and Art time periods/styles (NVAS 5b,c)
Generate, explore and develop questions for art appreciation activities and quizzes (HSV- Resourcefulness NSVAS 6b)	Participate effectively in self-critique in written and oral form (HSV- Respect, Responsiveness, NVAS 5 a,c, 6a)
Actively and appropriately participate in discussions and explorations of Master Works and Art Appreciation activities (HSV- Responsiveness, NSVAS 5b)	Participate effectively in critique of others' works in written and oral form (HSV- Respect, Responsiveness NVAS 5a,c, 6a)

**Students will learn by:**

- **demonstrations / individually tailored for specific skill/media**
- **discussions**
- **individual exploration**
- **research of "Master" works**
- **peer interaction and review**
- **development of self-chosen projects through project sheets**
- **development of project goals and timelines**
- **small and large group projects**

**Students will be assessed by:**

- **weighted objectives including work habits, work results, goal-setting, and artistic response**
- **completion of works according to time , skill development and quality**
- **teacher and peer review**
- **evaluation of progress at regular intervals (quarterly)**
- **self-evaluation of work habits and result**
- **review of project challenges and successes at end of the semester**

**Resources:**

- **Various textbooks on Art History and individual artists**
- **Scholastic Art and Graphics Magazines**
- **Video and internet Sites specific to individual research**
- **"Master works" and contemporary art through various art museums and galleries**
- **teacher-generated worksheets and visuals**



**OBJECTIVES FOR ELEMENTARY SPANISH**  
**Grades 5 – 8**

**I. STUDENTS GOALS FOR THIS YEAR:**

Develop an appreciation for Latin cultures and the differences among Spanish-Speaking countries

Motivate students to want to continue to learn Spanish and to give them the confidence to do so

Lay the groundwork for future study of the Spanish language

Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect the Latin culture

Compare and develop insight into the nature of the Spanish language and culture. Main goal: appreciate cultural diversity Interpersonal skills by working in groups, and individually

Receiving information through the teacher and all the material provided in class

Oral and written participation in class activities

Games and role play relative to the lessons

Dialogues studied, memorized and repeated

**II. HOW STUDENTS LEARN:**

Looking at pictures, drawings, and videos

Working in groups, and individually

Receiving information through the teacher and all the material provide in class

Oral, and written participation in class activities

Games and role play relative to the lessons

Dialogues studied, memorized and repeated

**III. STUDENTS WILL BE ASSESSED BY:**

Class participation.

Oral presentations.

**IV. RESOURCES:**

Text/Workbooks. Teacher generated handouts, CDs, DVDs, Magazines, Internet resources, and Maps



## Earth Science 5<sup>th</sup>-8th Grade Course Outline



Welcome to Earth Science – the study of the world around you! This one year course includes the following topics: Lab and Classroom Safety, Physical Science, Minerals, Rocks, Earth's Energy and Mineral Resources, Plate Tectonics, Earth Quakes, Volcanoes and Hawaii's Geology! Students will learn content through hands on learning (such as labs and activities), lectures, projects, and field trips. Observational skills will be applied throughout the year.

### *Grade Evaluation:*

40% Tests, Quizzes and Projects

25% Homework

25% Labs and Classwork

10% Class Participation

*\*Late homework is NOT accepted.*

### **Lab and Classroom Safety**

#### **Physical Science**

Unit C: Chapter 1, Lesson 1-2 REAL SCIENCE textbook

- *Quiz on Lab Safety and Physical Science*

#### **Minerals**

Chapter 1 GLENCOE textbook Sections 1-3

- *Lab on Mineral Identification*
- *Presentation on Uses of Minerals*
- *Test on Minerals*

#### **Rocks**

Chapter 2 GLENCOE textbook Sections 1-4

- *Lab on Rock Identification*
- *Test on Rocks*

### **Earth's Energy and Mineral Resources**

Chapter 3: GLENCOE Section 1-3

- *Presentation on Energy Sources*
- *Test on Energy Sources*

### **Plate Tectonics**

Chapter 4: GLENCOE Section 1-3

- *Plate Tectonics Lab*

### **Earthquakes**

Chapter 5: GLENCOE Section 1-3

### **Volcanoes**

Chapter 6: GLENCOE Section 1-3

- *Test on Plate Tectonics, Earthquakes, and Volcanoes*

### **The Geology of Hawaii**

- *Field Trip TBD*