

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.

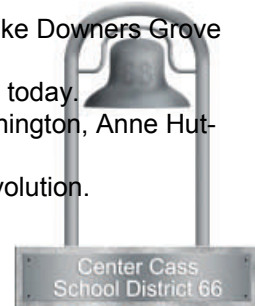
Students will understand events, trends, individuals and movements shaping the history of Illinois, United States, and other Nations. (State Goal 16).

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.