

Curriculum Guide

Seventh Grade



Self-Directed
Auto-Dirijido



Innovative
Innovador



Critical Thinker
Pensador Crítico



Collaborative
Colaborativo



Empathetic
Empático

Introduction

Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:

- What do we want our students to learn?
- How do we know our students have learned it?
- What do we do when students don't learn it?
- What do we do when students learn it/already know it?

Essential Standards

We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:

- **Endurance:** standards that provide students with knowledge and skills beyond a single test date
- **Leverage:** standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- **Readiness:** standards that provide knowledge and skills for success in the next grade or level of instruction

CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our [Elements of Quality First Instruction](#) guide teachers in thinking about *how* to ensure students learn:



Learning Targets



Assessments



Differentiation



Responsive Teaching for All

Evaluation and Reporting

Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and

needs are gleaned through a variety of assessments including formative, summative, informal/ “ongoing classroom observation”, and performance tasks. These help to answer PLC question #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.

The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:

CUSD Mastery Rubric			
4 Beyond Mastery	3 Mastery	2 Developing	1 Beginning
The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application.	The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application.	The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task.	The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task.

Seventh Grade Curriculum Guide

This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are highlighted in blue.**

English Language Arts

Reading - Literature	
7.RL.01	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.02	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.
7.RL.03	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.RL.04	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.
7.RL.05	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
7.RL.06	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7.RL.07	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).
7.RL.09	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.
7.RL.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.

Reading - Informational Text

7.RI.01	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RI.02	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.
7.RI.03	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).
7.RI.04	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.
7.RI.05	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.
7.RI.06	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.RI.07	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).
7.RI.08	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.
7.RI.09	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.
7.RI.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.

Writing	
7.W.01	Write arguments to support claims with clear reasons and relevant evidence.
7.W.01a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
7.W.01b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
7.W.01c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
7.W.01d	Establish and maintain a formal style.
7.W.01e	Provide a concluding statement or section that follows from and supports the argument presented.
7.W.02	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
7.W.02a	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.
7.W.02b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
7.W.02c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
7.W.02d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
7.W.02e	Establish and maintain a formal style.
7.W.02f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
7.W.03	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
7.W.03a	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.
7.W.03b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
7.W.03c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
7.W.03d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
7.W.03e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
7.W.04	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7.W.05	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.
7.W.06	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.W.07	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
7.W.08	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.
7.W.09	Draw evidence from literary or informational texts to support analysis, reflection, and research.
7.W.09a	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”).
7.W.09b	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”).
7.W.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 & Listening

7.SL.01	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.
7.SL.01a	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.
7.SL.01b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
7.SL.01c	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.
7.SL.01d	Acknowledge new information expressed by others and, when warranted, modify their own views.
7.SL.02	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.
7.SL.03	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7.SL.04.	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; utilize multimedia components to support delivery.
7.SL.05	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.SL.06	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language	
7.L.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.L.01a	Explain the function of phrases and clauses in general and their function in specific sentences.
7.L.01b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
7.L.01c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
7.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7.L.02a	Use a comma to separate coordinate adjectives.
7.L.02b	Spell correctly.
7.L.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
7.L.03a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
7.L.04	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.
7.L.04a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
7.L.04b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
7.L.04c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
7.L.04d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7.L.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
7.L.05a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
7.L.05b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
7.L.05c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
7.L.06	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.

English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential for how to interact in meaningful ways in English. All of the standards focusing on how English works are essential and needed for students to develop fluency in English. Successes in mastery of these standards are reported only for English Learners.

	Emerging	Expanding	Bridging	
ELD.PI.7.1	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Exchanging Information and Ideas
ELD.PI.7.4	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Adapting Language Choices
ELD.PI.7.6	<p>a. Explain ideas, phenomena, processes and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>c. Use knowledge of morphology (e.g.,</p>	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).</p> <p>c. Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), context, reference materials, and visual cues to determine the meaning of</p>	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p> <p>c. Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning</p>	Reading and Viewing Closely

	affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	unknown and multiple-meaning words on familiar and new topics.	words on a variety of new topics.	
ELD.PI.7.10	<p>a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a. Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	Writing
ELD.PI.7.11	<p>a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would/should</i>).</p>	<p>a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i>).</p>	Justifying and Arguing
ELD.PI.7.12	<p>a. Use a select number of general academic words (e.g., <i>cycle, alternative</i>) and domain-specific words (e.g., <i>scene, chapter, paragraph, cell</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of</p>	<p>a. Use a growing set of academic words (e.g., <i>cycle, alternative, indicate, process</i>), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p>	<p>a. Use an expanded set of general academic words (e.g., <i>cycle, alternative, indicate, process, emphasize, illustrate</i>) and domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and</p>	Selecting Language Resources

	morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i>).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes walking to school. That's impossible</i>).	writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> to <i>destruction</i> , <i>probably</i> to <i>probability</i> , <i>reluctant</i> to <i>reluctantly</i>).	
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Mathematics

Ratios and Proportional Relationships

7.RP.01	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.
7.RP.02	Recognize and represent proportional relationships between quantities.
7.RP.02a	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.
7.RP.02b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
7.RP.02c	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 $t = pn$.
7.RP.02d	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.
7.RP.03	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.

The Number System

7.NS.01	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.
7.NS.01a	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.
7.NS.01b	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.
7.NS.01c	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.
7.NS.01d	Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.02	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
7.NS.02a	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.
7.NS.02b	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.
7.NS.02c	Apply properties of operations as strategies to multiply and divide rational numbers.
7.NS.02d	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.
7.NS.03	Solve real-world and mathematical problems involving the four operations with rational numbers.

Expressions and Equations

7.EE.01	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
7.EE.02	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."
7.EE.03	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.
7.EE.04	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.
7.EE.04a	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.
7.EE.04b	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.

Geometry

7.G.01	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.
7.G.02	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.
7.G.03	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
7.G.04	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.
7.G.05	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.
7.G.06	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.

Statistics and Probability

7.SP.01	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.
7.SP.02	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.
7.SP.03	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.
7.SP.04	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
7.SP.05	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.
7.SP.06	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.
7.SP.07	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.
7.SP.07a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
7.SP.07b	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?
7.SP.08	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
7.SP.08a	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.
7.SP.08b	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.
7.SP.08c	Design and use a simulation to generate frequencies for compound events.

Science

Science and Engineering Practices

7.SEP.1	Ask questions about what would happen if a variable is changed; identify scientific (testable) and non-scientific (non- testable) questions; ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships; use prior knowledge to describe problems that can be solved; define a simple design problem that can be solved throughout the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	Asking Questions and Defining Problems
7.SEP.2	Identify limitations of models, collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events; develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution; develop and/or use models to describe and/or predict phenomena; develop a diagram or simple physical prototype to convey a proposed object, tool, or process; use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	Developing and Using Models
7.SEP.3	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered; evaluate appropriate methods and/or tools for collecting data; make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution; make predictions about what would happen if a variable changes; test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	Planning and Carrying Out Investigations
7.SEP.4	Analyzing and interpreting data.	
7.SEP.5	Using mathematics and computational thinking.	
7.SEP.6	Constructing explanations (for science) and designing solutions (for engineering).	
7.SEP.7	Compare and refine arguments based on an evaluation of the evidence presented; distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation; respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions; construct and/or support an argument with evidence, data, and/or a model; use data to evaluate claims about cause and effect; make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	Engaging in Argument from Evidence
7.SEP.8	Obtaining, evaluating, and communicating information.	

Science Content

7.LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	Life Science
7.LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	
7.LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	
7.LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	
7.LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	
7.LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	
7.LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*	

7.ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Earth & Space Science
7.PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Physical Science
7.PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	
7.PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved	
7.ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Engineering (STEAM)

Digital Literacy

CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In seventh grade, students will answer these essential questions:

1. How might I design more complex presentations following all Fair Use Guidelines and copyright laws?
2. How might I integrate in multiple aspects of research, building in more collaboration and evaluation of content?
3. How might I format a formal report accompanying a presentation, including headers, footers, and citations?
4. What are the ethical decisions we make online?

Physical Education

Goal 1	Manipulative Skills Overhand Throw 2.1 Striking 2.1 Dribble 2.1	General Movement Concepts
Goal 2	Transfer of Movement Skills to Other Physical Activities 1.3 / 1.4	Movement Concepts
Goal 3	Knowledge and Self Assessment 3.1 Body Composition	Fitness Concepts
Goal 4	Identify and Apply 4.2 / 4.3 Aerobic Capacity Muscular Strength/Endurance Flexibility	Fitness Concepts
Goal 5	Social Responsibility 5.2 Social Interaction 5.3 Group Dynamics 5.4	Social Interaction Concepts



Collaborative

Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

Skills and Behaviors/ Dispositions:

- Listening: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.
- Contributing: Offer new, radical, and sometimes unpopular views.
- Accept and provide growth oriented feedback: Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.
- Committing to work through conflict: Productively engage in and move through conflict.
- Consensus Building: Find ways to compromise to provide solutions.

Learning Target Progression:

TK-2 Learning Targets

1. I can receive feedback with an open mind.
2. I can listen to and ask questions of others to get their ideas.
3. I can share in a positive way with my partner or team.

3rd - 5th Grade Learning Targets

1. I can give and receive feedback that is respectful, specific, and helpful.
2. I can respectfully listen to, consider, and build on different points of view.
3. I can adapt to various working situations.
4. I can productively contribute to the group.
5. I can present information about a topic of choice in multiple ways.

6th-8th Grade Learning Targets

1. I can internalize feedback received to contribute to a collaborative conversation.
2. I can work interdependently with my team in a respectful manner to reach a common goal.
3. I can respectfully agree/disagree with ideas instead of people.
4. I can apply productive feedback from others.
5. I can actively listen to ensure that all team members are equally heard.



Empathetic

Empathetic Definition:

Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

Skills and Behaviors:

- Sensitivity to other's emotions: Develop an "emotional radar" to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- Self Awareness: Understand how your emotions or feelings may be affecting your thoughts and actions.
- Open-Mindedness: Allow yourself to be influenced by the thoughts and feelings of others.
- Imagination/Curiosity: Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

Learning Target Progression:

TK -2 Learning Targets

1. I can recognize what someone else may be thinking and feeling.
2. I can describe how my actions impact others.
3. I can treat others with respect and kindness.
4. I can listen with my eyes, ears, and heart.

3rd - 5th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can respond appropriately to the feelings of others.
3. I can actively listen to understand another point of view.
4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.

6th-8th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can anticipate how others might respond to my actions.
3. I can actively listen to understand another point of view.
4. I can apply my understanding of multiple perspectives and individual differences in various contexts.
5. I can stand up for others when I see mistreatment in and outside the classroom.



Self-Directed Definition:

Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

Skills and Behaviors:

- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

Learning Target Progression:

TK-2 Learning Targets <ol style="list-style-type: none">1. I can make a plan to finish what I start.2. I can explore different learning strategies.3. I can select resources to support my learning goal.4. I can ask questions to help me understand.5. I can try again when learning is hard.
3rd - 5th Grade Learning Targets <ol style="list-style-type: none">1. I can set goals for my learning needs.2. I can choose a strategy to support my learning goals.3. I can seek help in an appropriate way from reliable sources to complete tasks.4. I can ask deeper questions to help me understand.5. I can persevere when learning gets tough.
6th-8th Grade Learning Targets <ol style="list-style-type: none">1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks.2. I can identify and use learning strategies that work best for me.3. I take initiative to use the resources available to me when I don't understand something.4. I can engage in inquiry to extend my learning.5. I can persevere through difficult tasks and situations and adjust my goals as needed.



A Critical Thinker

Critical Thinker Definition:

Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

Skills and Behaviors:

- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next steps

Learning Target Progression:

TK -2 Learning Targets

1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

3rd - 5th Grade Learning Targets

1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

6th-8th Grade Learning Targets

1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.



Innovative Definition:

Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another’s needs.

Skills and Behaviors:

- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others

Learning Target Progression:

<p>TK-2 Learning Targets</p> <ol style="list-style-type: none">1. I can make mistakes and learn from them.2. I can use my imagination to think about new ideas.3. I can brainstorm.4. I can look for creative solutions when faced with a set back.5. I can contribute ideas to improve my community.
<p>3rd - 5th Grade Learning Targets</p> <ol style="list-style-type: none">1. I can take creative risks knowing I will be able to learn from my failures.2. I can revise and refine my ideas.3. I can brainstorm beyond the most common ideas.4. I can look at problems as design opportunities.5. I can offer solutions to community and real-world problems.
<p>6th-8th Grade Learning Targets</p> <ol style="list-style-type: none">1. I can demonstrate a rapid prototyping process, learning from each phase.2. I can connect new information as I work to refine my ideas.3. I can build on and elaborate on others’ ideas through a brainstorming process.4. I can create through the designing and engineering process.5. I can find creative solutions within real-world criteria and constraints.



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ Identifying emotions
- ⇒ Accurate self-perception
- ⇒ Recognizing strengths
- ⇒ Self-confidence
- ⇒ Self-efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ Impulse control
- ⇒ Stress management
- ⇒ Self-discipline
- ⇒ Self-motivation
- ⇒ Goal setting
- ⇒ Organizational skills

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ Perspective-taking
- ⇒ Empathy
- ⇒ Appreciating diversity
- ⇒ Respect for others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ Communication
- ⇒ Social engagement
- ⇒ Relationship building
- ⇒ Teamwork

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ Identifying problems
- ⇒ Analyzing situations
- ⇒ Solving problems
- ⇒ Evaluating
- ⇒ Reflecting
- ⇒ Ethical responsibility



