



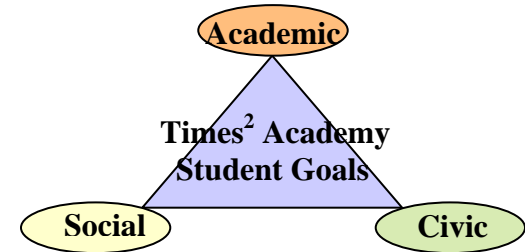
Times² Academy

50 Fillmore Street, Providence Rhode Island 02908
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Grade 7 Grade Level Expectations

Working Together Toward Times² Academy Expectations

Children become lifelong learners through daily exposure to opportunities that encourage curiosity, self-direction, creativity, and critical thinking. Listed below are our academic, social and civic goals for all Times² Academy students.



Academic Goals –

- Communication – Express ideas clearly through verbal and written communication.
- Literacy – Read, decode, comprehend, synthesize and analyze, critique and reflect upon numeric and written information gathered from a variety of sources.
- Technology – Be capable and comfortable with manipulating instruments of technology, math, and science.
- Interdisciplinary Learning – Connect ideas between and among all disciplines and subjects inside and outside of the classroom.
- Critical Thinking – See and understand the relationships of different types of knowledge and how to use them to solve current and future learning dilemmas.

Social Goals – Provide opportunities for your child to interact with others in a positive manner (play games, take turns, share).

- Respect themselves, others and their property and space.
- Take responsibility for one's own actions, words, and work.
- Cooperate and collaborate with others in a variety of group settings and demonstrate individual coping skills.
- Actively listen to different perspectives and express one's ideas in a constructive and non-argumentative way.
- Respect and appreciate the contributions of diverse populations (language, culture, ethnicity, etc.) and validate these resources.



Civic Goals – Show your child that education is important by participating in his/her education. Show your interest by asking questions, praising your child’s efforts and reviewing daily events. Assist your child in becoming a responsible member of the community. Model caring, trustworthiness, responsibility, citizenship, fairness, and respect.

- Develop as a well-rounded, contributing member of society clearly acknowledging one’s role and the experience and knowledge that others bring to the community.
- Understand the democratic process of our country and be able to use it to advocate for change when needed.
- Establish goals that are community-based as well as personal and follow through with them.
- Find non-violent solutions to school, community, and other social problems.



7th Grade Reading Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Fluency and Accuracy

1. Read material appropriate for the end of 7th grade with 90-94% accuracy and with appropriate oral fluency rate and in a way that makes meaning clear, while demonstrating phrasing, expression, and attention to features (e.g., punctuation, italics, and dialogue).

Word Identification Skills and Strategies

1. Identify multi-syllabic words using sounds, syllable division, and word patterns.

Vocabulary Strategies

1. Use strategies to unlock meaning: word structure (common roots or word origins), context clues, resources, or prior knowledge.
2. Identify synonyms, antonyms, homonyms/ homophones, or shades of meaning.
3. Select appropriate words or explain the use of words in context.

Literary Text

1. Describe characters, setting, problem/ solution, or plot; or identify any significant changes in character or setting over time, identify rising action, climax, or falling action.
2. Paraphrase or summarize key ideas/plot, with major events sequenced.
3. Generate questions to recall or expand understanding, or gain new information.
4. Identify the characteristics of a variety of types of text (i.e., realistic fiction).
5. Identify literary devices: rhyme scheme, metaphor, flashback, onomatopoeia, personification, etc.
6. Explain or support logical predictions.
7. Describe characters’ traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time.
8. Make inferences about cause/effect, external conflicts (person v. person, nature/ society/fate, person v. self), or the relationship among elements within text.
9. Explain how the narrator’s point of view affects the reader’s interpretation.
10. Explain how the author’s message or theme is supported in the text.
11. Demonstrate knowledge of use of literary elements and devices (repetition, flashback, foreshadowing, suspense, or personification) to analyze literary work.
12. Demonstrate knowledge of use of literary elements and devices (e.g., rhyme schemes, metaphors, etc.) to analyze literary work.
13. Compare stories or other texts to related personal experience, prior knowledge, or to other books.
14. Provide relevant details to support connections or judgments made.

Informational Text

1. Obtain information using text features (table of contents, glossary, index, headings, bold or italicized text, transitional devices, etc.).
2. Use information from the text to answer questions, to state the central/main idea or to provide supporting details.
3. Organize information to show understanding (compare/contrast, main idea/details, etc.).
4. Generate questions to recall or expand understanding, or gain new information.
5. Identify characteristics of a variety of types of texts (e.g., dictionaries, thesauruses, magazines, newspapers, advertisements, pamphlets, etc.).
6. Explain connections about information within text, across texts, or to related ideas.



7. Synthesize and evaluate information within or across texts (e.g., construct appropriate titles, formulate assertions or controlling ideas).
8. Make inferences about text, including author's purpose or message; use supporting evidence to form or evaluate opinions/judgments and assertions about central ideas.
9. Distinguish fact from opinion, identify bias/ propaganda or conflicting ideas.
10. Make inferences about causes or effects.
11. Evaluate the clarity and accuracy of information.

Reading Strategies

1. Monitor own reading for meaning and self-correcting.
2. Use comprehension strategies while reading text.

Breadth of Reading

1. Read frequently, including in-school, out-of-school, and summertime from a wide range of genres and variety of texts.
2. Read multiple texts to understand an author, genre, subject, or theme.
3. Self-select reading material aligned with reading ability and personal interest.
4. Participate in in-depth discussions about text, ideas, and student writing by offering comments, supporting evidence, and recommend texts to others.
5. Identify potential sources of information.
6. Evaluate information presented.
7. Gather, organize, analyze, and interpret information.
8. Use evidence to support conclusions.



Suggested Family Activities

Reading Fluency and Accuracy

- Have your child read aloud a familiar piece of text using different personalities for each character.
- Have your child read aloud to you or a younger sibling.

Reading Comprehension (Literary & Informational Text)

Before reading have your child:

- Make predictions about the story by viewing the cover or reading the title.

During reading have your child:

- Ask questions about the text.
- Use post-it notes to record important ideas as he reads and then explain to you why he put the notes where he did.

After reading Fiction have your child:

- Retell the story putting the main events in the correct order in which they occurred.
- Keep a journal comparing stories you've read to real-life experiences.
- Design an advertisement encouraging others to read the same book.

After reading Non-Fiction have your child:

- Produce a chapter book on a factual topic.
- Using video game instructions or the like, rewrite these for a younger reader.

Reading Habits

- Get a library card for your child and make weekly trips to check out new books.
- Have your child maintain a reading list of all the books read.
- Have your child create a reading log or journal explaining how he/she felt at certain parts of the story or after reading specific information.
- Talk with your child about the book he/she is reading.

Suggested Books to Read

- *The Egypt Game* by Zilpha K. Snyder
- *Jesse* by Gary Soto
- *Lord of the Flies* by William Golding
- *Numbering the Bones* by Ann Rinaldi
- *Out of the Dust* by Karen Hesse
- *The River Between Us* by Richard Peck
- *Room in the Heart* by Sonia Levitin
- *Sacajawea* by Joseph Bruchac
- *The Call of the Wild* by Jack London
- *Stargirl* by Jerry Spinelli
- *The True Confessions of Charlotte Doyle* by Avi
- *Where the Red Fern Grows* by Wilson Rawls
- *The Young Man and the Sea* by Rodman Philbrick





7th Grade Written Communication Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Habits of Writing

1. Use pre-writing, drafting, revising, editing, and critiquing to produce a final draft.
2. Frequently write including in-school, out-of-school, and summertime.
3. Share thoughts, observations, and impressions.
4. Generate topics for writing.
5. Write in a variety of genres.

Structures of Language

1. Write with varied sentence length and structure.
2. Use appropriate paragraph form.
3. Recognize organizational structures within paragraphs (description, compare/contrast, etc.).
4. Apply a format, text structure, and directionality appropriate for writing.

Written Response to Literary or Informational Text

1. Select and summarize key ideas to set context/background.
2. Connect what has been read to prior knowledge, other texts or the broader world of ideas by referring to and explaining relevant ideas.
3. State and maintain a focus, firm judgment, or point of view when responding to a question.
4. Make inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft.
5. Use specific details and references to text or relevant citations to support focus or judgment.
6. Organize ideas, using transition words/phrases and write a conclusion that provides closure.

Narrative and Informational Writing

1. Create a clear and logical story line.
2. Establish context, character motivation, problem/conflict/challenge, and resolution maintaining point of view.
3. Use a variety of effective transition devices (ellipses, time transition, white space, or words/phrases) to enhance meaning.
4. Establish and maintain a theme.

5. Use relevant and descriptive details and sensory language to advance the plot/story line.
6. Use dialogue to advance the plot/story line.
7. Develop characters through description, dialogue, and actions.
8. Use voice appropriate to purpose.
9. Select and elaborate important ideas; excluding extraneous details.
10. Write poems that express speaker's moods, thoughts, or feelings choosing conventional or alternative text structures to achieve impact.
11. Use an organizational text structure appropriate to focus/controlling idea.
12. Select appropriate information to set context, which may include a lead or hook.
13. Use transition words or phrases; writing with a sense of audience.
14. Establish a topic, state, and maintain a focus/controlling idea on a topic; provide a conclusion, and list and cite sources.
15. Include sufficient facts and details appropriate for depth of information and relevant to focus/controlling idea, and exclude extraneous information
16. Address readers' concerns – including counterarguments or potential problems.
17. Comment on the significance of information, when appropriate.

Writing Conventions

1. Apply rules of standard English usage to correct grammatical errors.
2. Apply capitalization rules.
3. Apply appropriate punctuation to various sentence patterns to enhance meaning.
4. Correctly spell grade-appropriate words.



Suggested Family Activities

Written Communication

Have your child:

- Read Internet articles and factual books on topics of interest, gather information, and write an informational paper.
- Write poems about your family's experiences.
- Write a business letter in cursive to the Chamber of Commerce asking for a list of local summer activities. Edit and revise the letter. Address the envelope.
- Write a persuasive letter to the editor about a current event.
- Keep an ongoing list of interesting vocabulary and have them write letters, stories, or poems incorporating the vocabulary.



7th Grade Mathematics Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Numbers and Operations

1. Use models, explanations, or other representations to compare parts of whole numbers and percents as a way of expressing multiples of a number.
2. Order, compare, or identify equivalent rational numbers across number formats, absolute values, or numbers represented in scientific notation using number lines or equality and inequality symbols.
3. Use models, diagrams, or explanations to demonstrate operations with integers and whole number exponents.
4. Accurately solve problems involving: addition or subtraction of integers, raising numbers to whole number powers, determining square roots of perfect square numbers and non-perfect square numbers, proportional reasoning, percents involving discounts, tax, tips, or rates.
5. Make appropriate estimates (including tips, discounts, and tax) and analyze the effect of the estimation method on the accuracy of results.
6. Solve problems and simplify computations by applying properties of numbers (odd, even, prime factorization, etc.) and field properties (commutative, associative, etc.).

Geometry and Measurement

1. Solve problems using properties of angle relationships resulting from two or three intersecting lines formed by two parallel lines cut by a transversal.
2. Solve problems by applying theorems or relationships.
3. Solve problems on a coordinate plane involving reflections, translations, or rotations.
4. Solve problems involving scaling up or down and their impact on angle measures, linear dimensions and areas of polygons, and circles.
5. Use models, formulas, or solve problems related to the area of circles or the area or perimeter of composite figures and the surface area of rectangular prisms or volume of rectangular prisms, triangular prisms, or cylinders.
6. Sketch three-dimensional solids, draw nets of rectangular and triangular prisms, cylinders, and pyramids and use the nets as a technique for finding surface area.

Functions and Algebra

1. Identify patterns represented in models, tables, sequences, graphs, or in problem situations; generalize a linear relationship using words and symbols; generalize a linear relationship to find a specific case; or write an expression or equation using words or symbols.
2. Solve problems involving the relationship between slope and rate of change; describe the meaning of slope in concrete situations or informally determine the slope of a line from a table or graph; distinguish between constant and varying rates of change; describe how change in the value of one variable relates to change in the value of a second variable.
3. Use letters to represent unknown quantities to write algebraic expressions; evaluate algebraic expressions; evaluate an expression within an equation.
4. Show equivalence between two expressions using models or different representations of the expression; solve multi-step linear equations; translate a problem-solving situation into an equation.

Data, Statistics, and Probability

1. Answer questions related to data given in a representation (circle graphs, scatter plots, histograms), analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
2. Organize, identify, and describe data in tables, line graphs, scatter plots, or circle graphs to answer questions, formulate or justify conclusions, make predictions, or to solve problems.
3. Solve problems using measures of central tendency, dispersion, or outliers to determine their effect on mean, median, or mode, and evaluate the sample from which the statistics were developed.
4. Solve problems using strategies involving combinations or permutations.
5. Predict the theoretical probability of an event and test the prediction through experiments and simulations; compare theoretical and experimental probability; and find the odds of an event.
6. Determine the experimental or theoretical probability of an event in a problem-solving situation.
7. Determine the most effective method to collect data necessary to answer a question considering the limitations that could affect interpretations.

Problem Solving, Reasoning, and Proof

1. Use problem solving strategies to investigate and understand increasingly complex mathematical content.



Communication, Connections, and Representation

1. Communicate understanding of mathematics, create and use representation to communicate mathematical ideas and to solve problems, to recognize, explore, and develop mathematical connections.



Suggested Family Activities

Have your child:

Mathematics: Numbers and Operations

- Find things around the house that can be divided equally: egg cartons, a small bag of M&M's, etc. Identify how many different ways the object can be divided equally. Explain how the answer was determined and how much each person would get.
- Find statistics on different sports cards and have your child order them from least to greatest or greatest to least.

Mathematics: Geometry and Measurement

- Find locations around the house and explain the difference between three types of lines.
- Find items in the house that you think weigh about a pound and then weigh them, checking predictions.
- Set up a schedule for a day and identify the amount of elapsed time for each event.
- Take a small box and predict how many _____ (e.g., sugar cubes) will it take to fill it (neatly in rows and columns) and then do it. Explain the strategy used to make the prediction.

Mathematics: Functions and Algebra

- On a car trip, have your child solve distance/speed problems related to your destination (e.g., "We have to go to Newport. It is 35 miles away. If we drive at 50 mph, how long will it take us to get there?").

Mathematics: Data, Statistics, and Probability

- Find examples of graphs in the newspaper or magazines. Identify the type of graph, how data is displayed, and one or two facts from the graph.



7th Grade Science Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Physical Science

1. Investigate the relationships among mass, volume and density.
2. Given data about characteristic properties of matter (i.e., melting and boiling points, density, solubility) identify, compare, or classify different substances.
3. Collect data or use data provided to infer or predict that the total amount of mass in a closed system stays the same, regardless of how substances interact (conservation of matter).
3. Represent or explain the relationship between or among energy, molecular motion, temperature, and states of matter.
4. Given graphic or written information, classify matter as atom/molecule or element/compound (not the structure of an atom).
5. Given a real-world example, show that within a system, energy transforms from one form to another (i.e., chemical, heat, electrical, gravitational, light, sound, mechanical).
6. Use data to draw conclusions about heat can be transferred (convection, conduction, radiation).
7. Use data to determine or predict the overall (net effect of multiple forces, such as friction, gravitational, magnetic) on the position, speed, and direction of motion of objects.
8. Experiment, observe, or predict how energy might be transferred by means of waves.



Suggested Family Activities

Physical Science

Have your child:

- Predict why Styrofoam keeps how liquids hot, cold liquids cold, better than paper cups. Research this information and plan and perform experiments testing this.
- Explain why people wear light colored clothes instead of dark colors in the sun. Research this information and experiment with which colors keep you cooler and which colors cause you to become hotter.
- Brainstorm systems in your home that use a closed circuit (e.g., light switch, doorbell) where the "on/off" switch opens and closes the circuit. Identify other closed circuits that exist.

Explore with magnets of different sizes and shapes and how they are attracted to different materials even from a distance. Create a poster showing which size/shape has more attraction and to what objects.





7th Grade Social Studies Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

1. Use geography skills to locate places on a map and globe.
2. Identify, using geographical terms, what makes a place unique.
3. Identify the characteristics of an effective government.
4. Explain how historical turning points influence individuals and communities.
5. Discuss what causes conflicts in-and-between civilizations and the effects of these conflicts.
6. Describe the role/function of scientists and historians in the study of ancient civilizations.
7. Identify and interpret factors that led from hunter-gatherer to farming to the development of cities, and ultimately civilizations.
8. Define and interpret the common factors that affect the rise and fall of civilizations.
9. Identify the location and place of major geographical regions of early civilizations.
10. Analyze the elements of civilizations that apply to early River Valley societies and how these factors have impacted history.
11. Analyze the interactions within and between early societies.
12. Analyze the elements of civilizations as they apply to ancient civilizations and how these factors impacted history.
13. Explain the chief characteristics of effective economic systems and describe how such systems evolve.



Suggested Family Activities Ancient Civilization

Have your child:

- Compare regions on a map of ancient civilizations and regions today. Identify which countries are in that region today.
- Watch public TV or other shows that show what archeologists do. Brainstorm the types of information that archeologists may have found in ancient civilizations, such as the Mayan civilization, or Greek and Roman civilizations.
- Read a book on Greek or Roman mythology. List how the mythology could have impacted how people lived during that time.
- Keep track of how many times you use running water in one day. Use this information to explain why civilizations occurred near water.
- Think about the various sports we have today. Research sports from ancient civilizations and compare these with today's sports.

