

# WHAT TO EXPECT IN 7th Grade

## Purpose of the Grade Level Guide

- Provide parents a general overview of the content taught at each grade level
- Provide information regarding the district instructional materials used to teach the content
- Provide parents a general overview of the intellectual, social, physical, and emotional characteristics of a child in this grade level
- List resources that can be used to gain additional information regarding Worthington's Learning Standards in ELA, Math, Science and Social Studies
- Provide resources to assist parents in supporting their child's learning
- Provide district contacts to whom questions can be directed

## Communication with Parents

Communication regarding a student's program and progress in learning comes in many different ways and forms throughout the year. The chart below best describes the total "Communication Pie." The Grade Level Guide is one "slice" of the pie. It is intended to give you a snapshot of what to expect at each grade level and resources to help you gain more information about Worthington's Learning Standards for ELA, Math, Science and Social Studies.



# 7th Grade

This Grade Level Guide is intended to give you an overview of the content in the core academic courses, materials used, and resources to help you gain more information about Worthington's Learning Standards in ELA, Math, Science and Social Studies.

**NOTE:** This document contains hyperlinks connecting you with samples of the resources used in Worthington Schools if the document is read electronically. These hyperlinks are meant to be a representative sample of the resources and not a comprehensive list of the materials used in our classrooms.

## Worthington Schools – Grade Seven Guide

### Mathematics

In **CCSS 7th Grade Math**, students will grow in skill and understanding as they continue the previous grade's work in proportional relationships, equations, and positive and negative numbers. These topics will remain a major emphasis throughout the middle school years and into high school. A good command of rates and proportional relationships, including percentages, is also an important life skill.

Students will be analyzing proportional relationships (e.g., by graphing in the coordinate plane) and distinguishing proportional relationships from other kinds of mathematical relationships; solving percent problems (e.g., tax, tips, markups and markdowns); adding, subtracting, multiplying, and dividing positive and negative numbers and solving related word problems; solving word problems that have a combination of whole numbers, fractions, and decimals (e.g., a woman making \$25 per hour receives a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50); solving equations such as  $\frac{1}{2}(x - 3) = \frac{3}{4}$  quickly and accurately and writing equations of this kind to solve word problems; solving problems involving scale drawings; and using statistics to draw inferences and make comparisons (e.g., deciding which candidate is likely to win an election based on a survey).

**District Instructional Material:**  
*Pearson Digits*

### Accelerated CCSS 7th Grade

**Math** differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained in that it logically builds from 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. Students continue their work with area from Grade 6, solving problems involving the area and circumference and surface area and volume of three-dimensional objects. Students use ideas about distance and angles; how they behave under translations, rotations, reflections, and dilations; and similarity to describe and analyze two-dimensional figures and to solve problems.

**District Instructional Material:**  
*Pearson Digits*

### Language Arts

**Worthington's Learning Standards in English Language Arts, adopted by the Worthington Board of Education, are K-12 standards that provide the basis for a rigorous education in the Worthington Schools.**

The board adopted approach to comprehensive literacy instruction is the [Strategic Balanced Literacy Framework](#) (SBLF) adopted by the Worthington Board of Education in April 2006. The [SBLF Frequently Asked Questions \(FAQ\)](#) document provides more information on the guiding principles of this framework.

**Language Arts 7** builds on skills learned in elementary school and develops a foundation for the secondary English program. Through the processes of reading, writing, speaking, listening and viewing, students apply language arts skills across the curriculum. Students experience a variety of genres, both fiction and nonfiction, and use the writing process emphasizing editing skills. Formal and informal opportunities are given to develop students' speaking and listening skills. To enhance their development in the middle school environment, students participate in individual and collaborative activities.

**District Instructional Materials:**  
*Collections Anthology Houghton-Mifflin*

# 7th Grade

**Enriched English 7** is specialized in terms of breadth, depth, and pace. It is a challenging course concentrating on the elements of literature and the writing process. This course is designed to create a comfortable environment for enriched students and to use unique instructional strategies that extend, challenge, and motivate these students. Students analyze all genres of literature examining theme, style, character, and tone. They learn techniques that enable them to produce a variety of original papers, presentations, and projects. Because teachers have an extensive awareness of these students' particular intellectual needs as well as their affective needs, they design and facilitate instruction accordingly.

**District Instructional Materials:**  
*Collections Anthology Houghton-Mifflin*

**Reading Intervention** is offered for selected students who need to improve reading skills and strategies. Instruction focuses on the acquisition of vocabulary, the reading process, and reading applications in informational, technical, and persuasive texts. Students will be responsible for practicing and developing reading strategies and skills. The goal of the program is to bring students who are reading two or more years below grade level closer to middle school level reading. Students in reading intervention need to focus on goal setting, organizational skills, study and test taking skills, as well as reading skills.

**District Instructional Materials:**  
*Leveled Literacy Intervention*

**English Language Learners** participate in English and Reading classes at their level of language proficiency. This can include pull out programs as well as full inclusion in grade level appropriate English and Reading instruction.

## Social Studies

### **World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic, and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

**District Instructional Material:**  
Glencoe: *World History: Journey Across Time, The Early Ages*; and TCI: *The Ancient World and The Medieval World and Beyond*

## Science

Seventh grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. Seventh grade Earth Science focuses on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun, and moon. In Physical Science students will learn about the empirical

evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy. The Life Science portion of the course focuses on the impact of matter and energy transfer within the biotic component of ecosystems.

**District Instructional Material:**  
[Holt Science and Technology](#) and [Gizmos](#)

## Other Courses Taken

(see course handbook)

### **One of the following:**

- General Music
- Choir
- Band
- Orchestra

### **One of the following:**

- Foreign Language Level 1A
- Reading Lab

### **Wellness 4 Life**

### **Art**

### **Seminar**

### **Assist**

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## Worthington School District **Grade Level Seven** Guide

### **General Characteristics of Grade 7 Children**

#### **Intellectual**

- become more analytical
- can deal with abstract
- are able to see dimensions of problems
- can conceptualize other's thoughts
- are able to apply logic to verbal and hypothetical problems
- are sensitive to their place in time
- are concerned with end product

#### **Physical**

- develop at a rate which varies from peers
- grow rapidly preceding the onset of puberty (girls about two years ahead of boys)
- have rapid muscular growth
- are awkward and restless because of uneven growth of different body parts

#### **Emotional**

- are preoccupied with self
- begin to have models other than parents
- become more self-conscious
- search for self-definition through friendship
- establish values
- wish to no longer be viewed as a child
- change moods unpredictably

#### **Social**

- are sensitive to attitudes of peers with an emphasis on peer group and a sense of belonging
- need to be noticed
- show increased interest in opposite sex
- deliberately exclude others
- select leaders who are often precocious intellectually and physically and are popular with the opposite sex
- begin to challenge parental and school authority
- develop a sense of opposite sex identity
- participate in family activities
- develop a sense of justice and concern for others
- want to develop independence

### **District and State Assessment Schedule**

To view the [District Assessment Calendar](#), log on to the district website <http://www.worthington.k12.oh.us>, select the "Academics" tab, select "Academic Achievement" in the drop down menu, then click on "Assessment" on the left hand rail.

### **Resources**

*For additional information regarding our curriculum and programs, please refer to the following resources:*

**Worthington Schools Website:**

<http://www.worthington.k12.oh.us/>

**Ohio Department of Education Website:**

<http://www.ode.state.oh.us/>

*If you have questions, please feel free to discuss them with your child's teacher, the building principal, or contact any of us in the Department of Academic Achievement. You can also use the district website to contact any administrator in the district through email.*