Manchester Academic Charter School
Seventh Grade
Priority Standards and Content for Mastery
Analyzing Literature

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
2. 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.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). *(See Appendix A)*
4. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
5. Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings analyze the impact of rhymes and other repetitions of sounds.
   a. Ballad, sonnet, lyric, narrative, limerick, haiku
   b. Irony: verbal, situational and dramatic
   c. Flashback and foreshadow
   d. Hyperbole, oxymoron, parody
6. 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.

Analyzing Informational Text

7. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
8. 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.
9. 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.
10. 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.
11. 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.

Writing

12. Write arguments to support claims
   a. Introduce and state an opinion on a topic
   b. Acknowledge alternate or opposing claims and support claims with logical reasoning and relevant evidence, using accurate, credible source and demonstrating an understanding of the topic
   c. Organize the claim(s) with clear reasons and evidence clearly
i. clarify relationships among claim(s) and reasons by using words, phrases and clauses
ii. provide a concluding statement or section that follows from and supports the argument presented

d. Write with an awareness of the stylistic aspects of composition
   i. use precise language and domain-specific vocabulary to inform about or explain the topic
   ii. use sentences of varying lengths and complexities
   iii. develop and maintain a consistent voice
   iv. establish and maintain a formal style

13. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Identify and introduce the topic clearly, including a preview of what is to follow
   b. Develop and analyze the topic with relevant facts, definitions, concrete details, quotations or other information and examples; include graphics and multimedia when useful to aiding comprehension
   c. Organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast, and cause/effect
      i. use appropriate transitions to clarify the relationships among ideas and concepts
      ii. provide a concluding statement or section; include formatting when useful to aiding comprehension
   d. Write with an awareness of the stylistic aspects of composition
      i. use precise language and domain-specific vocabulary to inform about or explain the topic
      ii. use the sentences of varying lengths and complexities
      iii. develop and maintain a consistent voice
      iv. establish and maintain a formal style

14. Write narratives to develop real or imagined experiences or events.
   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters
   b. Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events
   c. Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experience and events
   d. Write with an awareness of the stylistic aspects of writing
      i. Choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
      ii. Use sentences of varying lengths and complexities
      iii. Use precise language
      iv. Develop and maintain a consistent voice
Language

15. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
   a. Explain the function of phrases and clauses in general and their function in specific sentences
   b. Choose among simple, compound, complex and compound-complex sentence to signal differing relationships among ideas
   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
   d. Recognize and correct inappropriate shifts in pronoun number and person
   e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
   f. Recognize and correct inappropriate shifts in verb tense
   g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences
   h. Correctly use frequently confused words (e.g., too, too, two; there, their, they’re)
   i. Ensure subject-verb and pronoun agreement
   j. Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements
   k. Spell correctly

   | achievement | existence | recognize    |
   | despise     | persuade  | truly        |
   | muscular    | beginning | knowledge    |
   | scholar     | grammar   | remembrance  |
   | address     | politician | women       |
   | doesn’t     | surprise  | criticism    |
   | occasionally | business | lieutenant  |
   | shepherd    | hypocrisy | responsibility|
   | analysis    | prejudice | written     |
   | environment | tendency  | definite     |
   | offense     | college   | medieval     |
   | sincerely   | immediately | rhyme     |
   | anonymous   | probably  | description  |
   | excellent   | thorough  | muscle       |
   | particularly | conscience | sacrifice |
   | sponsor     | interpret |            |
   | argument    |          |             |

   l. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt.)
   m. Use a comma to separate coordinate adjectives
   n. Identify the appositive and use correct punctuation
   o. Identify and tell gerunds use in a sentence
Production of Writing

16. With some guidance and support from peers and adults
   a. develop and strengthen writing as needed by planning, revising and editing
      rewriting or trying a new approach
   b. focusing on how well purpose and audience have been address
   c. use technology, including the Internet to produce and publish writing as well as to
      interact and collaborate with others, including linking to and citing sources

Vocabulary

17. Demonstrate understanding of figurative language, word relationships, and nuances in
    word meanings.
   a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
      (See Appendix B)
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words
   c. Distinguish among the connotations (associations) of words with similar
      denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)

18. 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.
   a. 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.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to
      the meaning of a word (e.g., belligerent, bellicose, rebel)

ab          fragilis      re
ad          finis        scribe
amo         homos        sentio
audio        hyper      sequor
auto         hypo        solvo
bene         jacio       specto
circum       judex       strictus
celer        juro        sub
chronos      makros      super
cresco       malus       syn
cum          manus       tendo
curro        morphe      tenso
demos        neos        trans
erro         pan         valeo
ex           pedis       venio
extra        polis       voco
facio        pro         volvo
fero          pseudo     zoon, zoe
Research

19. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
   a. Organize with an outline
   b. Integrate quotations from sources into writing
   c. Prepare a bibliography

Speaking

20. Present claims and findings
   i. emphasizing salient points in a focused, coherent manner
   ii. with pertinent descriptions, facts, details, and examples
   iii. use appropriate eye contact, adequate volume, and clear pronunciation.
Mathematics

7th grade

The Number System
Place-Value and Base Ten

1. Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.
2. Represent addition and subtraction on a horizontal or vertical number line.
3. Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.

Ratios and Proportional Relationships
Unit Rates

4. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.
5. Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
6. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
7. Represent proportional relationships by equations.
8. 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.

Expressions and Equations
Equivalent Forms

9. Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.
10. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.
11. Solve word problems leading to equations and inequalities of the form \(px + q = r\) and \(p(x + q) = r\), where \(p, q,\) and \(r\) are specific rational numbers, and graph the solution set of the inequality.
12. Determine the reasonableness of answer(s) or interpret the solution(s) in the context of the problem.
Geometry

Geometric Figures and the Properties

15. Solve problems involving scale drawings of geometric figures, including finding length and area.
16. Use and apply the triangle inequality theorem.
17. Identify and use properties of supplementary, complementary and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
18. Find the area and circumference of circle. Solve problems involving area and circumference of a circle(s). Formulas will be provided.

Measurement and Data

Represent and Interpret Data

18. Determine whether a sample is a random sample given a real-word situation.
19. Compare two numerical data distributions using measures of center and variability.
20. Predict or determine whether some outcomes are certain, more likely, less likely, equally likely or impossible (i.e., a probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither likely nor unlikely, and a probability near 1 indicates a likely event).
21. Find the probability of a simple event, including the probability of a simple event not occurring.
Science

7th grade

The Nature of Science

1. Use appropriate tools and technologies to gather, analyze and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations.
2. Develop descriptions, explanations, and models using evidence and understand that these emphasize evidence, have logically consistent argument and are based on scientific principles, model and theories.
3. Understand that scientific investigations may result in new ideas for study, new methods or procedures for an investigation or new technologies to improve data collection.
4. Use evidence, observations or explanations to make inferences about changes in systems over time (e.g., carrying capacity, succession, fossil evidence in the geological time scale).
5. Describe the safe and appropriate use of instruments and scales to accurately and safely make measurements under a variety of conditions.
6. Apply measurement systems to record and interpret observations under a variety of conditions.
7. Explain the concept of order in a system (e.g., first to last manufacturing steps; trophic levels; simple to complex- levels of biological organization from cell to organism).

Biological Sciences

8. Describe the similarities and differences of physical characteristics in diverse organisms.
   a. Cell division and genetics
9. Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.
10. Describe basic structures that plants and animals have that contribute to their ability to make or find food and reproduce.
11. Explain how genetic instructions inherited traits. Identify Mendelian pattern of inheritance.
12. Compare sexual reproduction with asexual reproduction.
13. Describe how selective breeding and biotechnology can alter the genetic composition of organisms
14. Describe how natural selection is an underlying factor in a population’s ability to adapt to changes.
Physical Sciences

15. Differentiate between elements, compounds and mixtures. Identify groups of elements that have similar properties. Explain how materials are characterized by having a specific amount of mass in each unit of volume (density).
   a. Chemical bonds and reactions
   b. Ionic, metallic and covalent bonds
16. Identify atoms as the basic building blocks of matter and that elements are composed of one atom. Examine contributions from:
   a. John Dalton
   b. Mendeleev
   c. Niels Bohr
17. Describe how energy can be changed from one form to another (transformed) as it moves through a system or transferred from one system to another system.

Earth and Space Science

19. Explain and give examples of how physical evidence, such as fossils and surface features of glaciation support theories that the Earth has evolved over geological time. Compare geologic processes over time.
   a. Four major eras: Precambrian, Paleozoic, Mesozoic, Cenozoic
20. Describe basic elements of meteorology. Explain the relationship between the energy provided by the sun and the temperature difference among water, land and atmosphere.
21. Explain how gravity is the major force in the formation of the planets, stars and the solar system.
   a. Describe gravity as a major force in determining the motions of planets, stars and the solar system.
   b. Compare and contrast properties and conditions of objects in the solar system to those on Earth.

Famous Scientist

22. Charles Darwin
23. Antoine Lavoisier
24. Lise Meitner
25. Dmitri Mendeleev
Civics

1. Cite functional examples of how the rule of law in protecting property rights, individual rights, and the common good.
2. Explain the principles and ideals shaping local and state government.
   a. Liberty/Freedom
   b. Democracy
   c. Justice
   d. Equality
3. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
   i. Declaration of Independence
   ii. United States Constitution
   iii. Bill of Rights
   iv. Pennsylvania Constitution
4. Identify mass media sources and how they report world events.

Geography

5. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

United States History

6. Examine the importance of significant historical documents, artifacts, and places critical to United States history.
7. Compare how continuity and change have impacted U.S. history.
   i. Belief systems and religions
   ii. Commerce and industry
   iii. Technology
   iv. Politics and government
   v. Physical and human geography
   vi. Social organizations
8. Examine conflict and cooperation among groups and organizations have impacted the history and development of the U.S.
   i. Ethnicity and race
   ii. Working conditions
   iii. Immigration
   iv. Military conflict
   v. Economic stability
9. Examine the free thinkers of the Enlightenment era.
   a. Isaac Newton
   b. Hobbes and Locke
   c. Jefferson and Montesquieu
10. Examine the early exploration and colonization of America.
11. Analyze the causes, effects and systems of slavery.
12. Examine the causes, leaders and outcomes of the Civil War.

National Social Studies Themes

Enduring Understandings

Culture
Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others.

Time, Continuity, and Change
Human beings seek to understand their historic roots and to locate themselves in time. Knowing what things were like in the past and how things change and develop helps us answer important questions about our current condition.

People, Places, and Environment
Today’s students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

Individual Development and Identity
Personal identity is shaped by one’s culture, by groups, and by institutional influences. Examination of various forms of human behavior enhances understanding of the relationship between social norms and emerging personal identities, the relationships between social processes that influence identity formation, and the ethical principles underlying individual action.

Individuals, Groups, and Institutions
Institutions exert enormous influence over us. Institutions are organizations that embody and promote the core social values of their members. It is important for students to know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

Power, Authority, and Governance
Understanding the development of structures of power, authority, and governance and their evolving functions is essential for the emergence of civic competence.

Production, Distribution, and Consumption
Decisions about exchange, trade, and economic policy and well-being are global in scope. The role of government in policy making varies over time and
from place to place. Systematic study of an interdependent world economy and the role of technology in economic decision making is essential.

**Science, Technology, and Society**
Technology is as old as the first crude tool invented by prehistoric humans. Our modern life would be impossible without technology and the science that supports it. Today’s technology forms the basis for many difficult social choices.

**Global Connections**
The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies. Persisting and emerging global issues require solutions.

**Civic Ideals and Practices**
All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideals on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.
Appendix A
Books and Stories Suggestions

Poems
Annabel Lee, Poe
Because I could not stop for Death, Dickinson
The Charge of the Light Brigade, Tennyson
The Cremation of Sam McGee, Service
Fire and Ice, Frost
Heritage, Cullen
Macavity: The Mystery Cat, Eliot
This is Just to Say, Williams
The Red Wheelbarrow, Williams

Novels
The Giver
Wonder
Diary of Anne Frank
Ruby in the Smoke

Fiction, Nonfiction (Speeches) and Drama
“The Gift of the Magi”
“The Necklace”
“The Secret Life of Walter Mitty”
“The Tell-Tale Heart”

“Shooting an Elephant”
“The Night the Bed Fell”
“Declaration of War on Japan”
Appendix B
Foreign Phrases Used in English

ad hoc - concerned with a particular purpose; improvised [literally, “to the thing”]
bona fides - good faith; sincere, involving no deceit or fraud
carpe diem - seize the day, enjoy the present
caveat emptor - let the buyer beware, buy at your own risk
de facto - in reality, actually existing
in extremis - in extreme circumstances, especially at the point of death
in medias res - in the midst of things
in toto - altogether, entirely
modus operandi - a method of procedure
modus vivendi - a way of living, getting along
persona non grata - an unacceptable or unwelcome person
prima facie - at first view, apparently; self-evident
pro bono publico - for the public good
pro forma - for the sake of form, carried out as a matter of formality
quid pro quo - something given or received in exchange for something else
requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]
sic transit gloria mundi - thus passes away the glory of the world
sine qua non - something absolutely indispensable [literally, “without which not”]
sub rosa - secretly