



**SEVENTH GRADE**

*Reading Standards for the Archdiocese of Detroit*

**\*Provide 3 dates for each standard**

**LITERATURE**

*Key Ideas and Details*

R.L.7.1 • Read closely to determine what the text says explicitly and to make logical inferences from it;

R.L.7.1a • Cite specific textual evidence when writing or speaking to support conclusions drawn from the text

R.L.7.2 • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.L.7.3 • Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Craft and Structure*

RL.7.4 • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;

R.L.7.4a • 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.

R.L.7.5 • Analyze how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning.

R.L.7.6 • Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

R.L.7.7 • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.L.7.8 • Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

R.L.7.9 • 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).

R.L.7.10 • 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.

R.L.7.11 • Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

R.L.7.12 • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (e.g., compare/contrast a fictional portrayal of a time, place or a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).

*Range of Reading and Level of Text Complexity*

**INFORMATIONAL TEXT**

*Key Ideas and Details*

	R.I.7.1	<ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
	R.I.7.2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	R.I.7.3	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
	<i>Craft and Structure</i>	
	R.I.7.4	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	R.I.7.5	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	R.I.7.6	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<i>Integration of Knowledge and Ideas</i>	
	R.I.7.7	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
	R.I.7.8	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	R.I.7.9	<ul style="list-style-type: none"> <li>• Analyze how two or more authors that are writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul>
	<i>Range of Reading and Level of Text Complexity</i>	
	R.I.7.10	<ul style="list-style-type: none"> <li>• Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.</li> </ul>
	R.I.7.10a	<ul style="list-style-type: none"> <li>• Use reading strategies specific to informational text which focus on using features of the text (ex. headings, bold type, captions, pictures, etc.).</li> </ul>
	R.I.7.11	<ul style="list-style-type: none"> <li>• Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex. SQ3R, pattern guides, process of reading guides).</li> </ul>
	R.I. 7.12	<ul style="list-style-type: none"> <li>• Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts, independently and proficiently, at the seventh grade text complexity level.</li> </ul>

		<b>WRITING</b>
		<b>Text Types and Purposes</b>
	W.7.1	<ul style="list-style-type: none"> <li>Write arguments to support claims with clear reasons and relevant evidence.</li> </ul>
	W.7.1a	<ul style="list-style-type: none"> <li>Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul>
	W.7.1b	<ul style="list-style-type: none"> <li>Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>
	W.7.1c	<ul style="list-style-type: none"> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</li> </ul>
	W.7.1d	<ul style="list-style-type: none"> <li>Establish and maintain a formal style.</li> </ul>
	W.7.1e	<ul style="list-style-type: none"> <li>Provide a concluding statement or section that flows from and supports the argument presented.</li> </ul>
	W.7.2	<ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</li> </ul>
	W.7.2a	<ul style="list-style-type: none"> <li>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 aid comprehension.</li> </ul>
	W.7.2b	<ul style="list-style-type: none"> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>
	W.7.2c	<ul style="list-style-type: none"> <li>Use appropriate transitions to create cohesion and clarify the relationships between ideas and concepts.</li> </ul>
	W.7.2d	<ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform or explain the topic.</li> </ul>
	W.7.2e	<ul style="list-style-type: none"> <li>Establish and maintain a formal style.</li> </ul>
	W.7.2f	<ul style="list-style-type: none"> <li>Provide a concluding statement or section that flows from and supports the information or explanation presented.</li> </ul>
	W.7.3	<ul style="list-style-type: none"> <li>Write narratives pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences (ex. myth, memoir, mystery)</li> </ul>
	W.7.3a	<ul style="list-style-type: none"> <li>Build foundation for the audience by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ul>
	W.7.3b	<ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</li> </ul>
	W.7.3c	<ul style="list-style-type: none"> <li>Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>
	W.7.3d	<ul style="list-style-type: none"> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul>
	W.7.3e	<ul style="list-style-type: none"> <li>Provide a conclusion that flows from and reflects on the narrated experiences or events.</li> </ul>
	W.7.4	<ul style="list-style-type: none"> <li>Write personal experience essays for an authentic audience that includes organizational patterns that support key ideas.</li> </ul>
	W.7.5	<ul style="list-style-type: none"> <li>Write a research report for an authentic audience that includes appropriate organizational patterns ( problem statement and solution, position</li> </ul>

		statement and supporting evidence, compare and contrast) descriptive language.
	W.7.6	<ul style="list-style-type: none"> <li>Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.</li> </ul>
	W.7.7	<ul style="list-style-type: none"> <li>Formulate research questions using multiple resources and perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a presented final project incorporating Catholic social teachings.</li> </ul>
	<b>Production and Distribution of Writing</b>	
	W.7.8	<ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
	W.7.9	<ul style="list-style-type: none"> <li>With guidance and support from peers and adults, as well as independently, 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.</li> </ul>
	W.7.10	<ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>
	<b>Research to Build and Present Knowledge</b>	
	W.7.11	<ul style="list-style-type: none"> <li>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ul>
	W.7.12	<ul style="list-style-type: none"> <li>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> </ul>
	W.7.13	<ul style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
	W.7.13a	<ul style="list-style-type: none"> <li>Identify examples that 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.</li> </ul>
	W.7.13b	<ul style="list-style-type: none"> <li>Identify examples that 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.</li> </ul>
	<b>Range of Writing</b>	
	W.7.10	<ul style="list-style-type: none"> <li>Build endurance by writing over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</li> </ul>
	<b>Handwriting</b>	
	W.7.11	<ul style="list-style-type: none"> <li>Use cursive writing to write legibly across all content areas.</li> </ul>
	<b>SPEAKING AND LISTENING</b>	
	<b>Comprehension and Collaboration</b>	
	SL.7.1	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics,</li> </ul>

			texts, and issues, building on others' ideas and expressing their own clearly.
		SL.7.1a	<ul style="list-style-type: none"> <li>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.</li> </ul>
		SL.7.1b	<ul style="list-style-type: none"> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>
		SL.7.1c	<ul style="list-style-type: none"> <li>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.</li> </ul>
		SL.7.1d	<ul style="list-style-type: none"> <li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
		SL.7.2	<ul style="list-style-type: none"> <li>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.</li> </ul>
		SL.7.3	<ul style="list-style-type: none"> <li>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> </ul>
		<b>Presentation of Knowledge and Ideas</b>	
		SL.7.4	<ul style="list-style-type: none"> <li>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.</li> </ul>
		SL.7.5	<ul style="list-style-type: none"> <li>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> </ul>
		SL.7.6	<ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</li> </ul>
		<b>Oral Prayer</b>	
		SL.7.7	<ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.</li> </ul>
		LANGUAGE	
		<b>Conventions of Standard English</b>	
		L.7.1	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>
		L.7.1a	<ul style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> </ul>
		L.7.1b	<ul style="list-style-type: none"> <li>Choose between simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> </ul>
		L.7.1c	<ul style="list-style-type: none"> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
		L.7.2	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>
		L.7.2a	<ul style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives.</li> </ul>

	L.7.2b	<ul style="list-style-type: none"> <li>• Spell grade appropriate words correctly, consulting references where needed.</li> </ul>
	L.7.3	Diagram sentences including modifiers and verbals.
	L.7.4	Use style conventions (MLA) and a variety of grammatical structures in writing.
	<b>Knowledge of Language</b>	
	L.7.5	<ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
	L.7.5a	<ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
	<b>Vocabulary Acquisitions and Use</b>	
	L.7.6	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	L.7.6a	<ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> </ul>
	L.7.6b	<ul style="list-style-type: none"> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> </ul>
	L.7.6c	<ul style="list-style-type: none"> <li>• Consult both print and digital reference materials to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.</li> </ul>
	L.7.6d	<ul style="list-style-type: none"> <li>• Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</li> </ul>
	L.7.7	<ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
	L.7.7a	<ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> </ul>
	L.7.7b	<ul style="list-style-type: none"> <li>• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> </ul>
	L.7.7c	<ul style="list-style-type: none"> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>
	L.7.8	<ul style="list-style-type: none"> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at or above the current grade level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>



## **SEVENTH GRADE**

### *Reading Standards for the Archdiocese of Detroit*

#### **LITERATURE**

##### *Key Ideas and Details*

R.L.7.1	<ul style="list-style-type: none"><li>• Read closely to determine what the text says explicitly and to make logical inferences from it;</li></ul>
R.L.7.1a	<ul style="list-style-type: none"><li>• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li></ul>
R.L.7.2	<ul style="list-style-type: none"><li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li></ul>
R.L.7.3	<ul style="list-style-type: none"><li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li></ul>

##### *Craft and Structure*

RL.7.4	<ul style="list-style-type: none"><li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</li></ul>
R.L.7.4a	<ul style="list-style-type: none"><li>• 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.</li></ul>
R.L.7.5	<ul style="list-style-type: none"><li>• Analyze how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning.</li></ul>
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R.L.7.7	<ul style="list-style-type: none"><li>• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li></ul>
R.L.7.8	<ul style="list-style-type: none"><li>• Assess how point of view or purpose shapes the content and style of a text.</li></ul>

##### *Integration of Knowledge and Ideas*

R.L.7.9	<ul style="list-style-type: none"><li>• 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).</li></ul>
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R.L.7.12	<ul style="list-style-type: none"><li>• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (e.g., compare/contrast a fictional portrayal of a time, place or a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).</li></ul>

##### *Range of Reading and Level of Text Complexity*

#### **INFORMATIONAL TEXT**

<i>Key Ideas and Details</i>	
R.I.7.1	<ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
R.I.7.2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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## WRITING

### Text Types and Purposes

W.7.1	<ul style="list-style-type: none"><li>• Write arguments to support claims with clear reasons and relevant evidence.</li></ul>
W.7.1a	<ul style="list-style-type: none"><li>• Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li></ul>
W.7.1b	<ul style="list-style-type: none"><li>• Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li></ul>
W.7.1c	<ul style="list-style-type: none"><li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</li></ul>
W.7.1d	<ul style="list-style-type: none"><li>• Establish and maintain a formal style.</li></ul>
W.7.1e	<ul style="list-style-type: none"><li>• Provide a concluding statement or section that flows from and supports the argument presented.</li></ul>
W.7.2	<ul style="list-style-type: none"><li>• Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</li></ul>
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W.7.2b	<ul style="list-style-type: none"><li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li></ul>
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W.7.3c	<ul style="list-style-type: none"><li>• Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li></ul>
W.7.3d	<ul style="list-style-type: none"><li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li></ul>

W.7.3e	<ul style="list-style-type: none"> <li>• Provide a conclusion that flows from and reflects on the narrated experiences or events.</li> </ul>
W.7.4	<ul style="list-style-type: none"> <li>• Write personal experience essays for an authentic audience that includes organizational patterns that support key ideas.</li> </ul>
W.7.5	<ul style="list-style-type: none"> <li>• Write a research report for an authentic audience that includes appropriate organizational patterns ( problem statement and solution, position statement and supporting evidence, compare and contrast) descriptive language.</li> </ul>
W.7.6	<ul style="list-style-type: none"> <li>• Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.</li> </ul>
W.7.7	<ul style="list-style-type: none"> <li>• Formulate research questions using multiple resources and perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a presented final project incorporating Catholic social teachings.</li> </ul>
<b>Production and Distribution of Writing</b>	
W.7.8	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
W.7.9	<ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, as well as independently, 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.</li> </ul>
W.7.10	<ul style="list-style-type: none"> <li>• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>
<b>Research to Build and Present Knowledge</b>	
W.7.11	<ul style="list-style-type: none"> <li>• Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ul>
W.7.12	<ul style="list-style-type: none"> <li>• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> </ul>
W.7.13	<ul style="list-style-type: none"> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
W.7.13a	<ul style="list-style-type: none"> <li>• Identify examples that 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.</li> </ul>
W.7.13b	<ul style="list-style-type: none"> <li>• Identify examples that 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.</li> </ul>
<b>Range of Writing</b>	
W.7.10	<ul style="list-style-type: none"> <li>• Build endurance by writing over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</li> </ul>
<b>Handwriting</b>	
W.7.11	<ul style="list-style-type: none"> <li>• Use cursive writing to write legibly across all content areas.</li> </ul>

## SPEAKING AND LISTENING

### Comprehension and Collaboration

SL.7.1	<ul style="list-style-type: none"><li>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.</li></ul>
SL.7.1a	<ul style="list-style-type: none"><li>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.</li></ul>
SL.7.1b	<ul style="list-style-type: none"><li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li></ul>
SL.7.1c	<ul style="list-style-type: none"><li>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.</li></ul>
SL.7.1d	<ul style="list-style-type: none"><li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li></ul>
SL.7.2	<ul style="list-style-type: none"><li>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.</li></ul>
SL.7.3	<ul style="list-style-type: none"><li>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li></ul>

### Presentation of Knowledge and Ideas

SL.7.4	<ul style="list-style-type: none"><li>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.</li></ul>
SL.7.5	<ul style="list-style-type: none"><li>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li></ul>
SL.7.6	<ul style="list-style-type: none"><li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</li></ul>

### Oral Prayer

SL.7.7	<ul style="list-style-type: none"><li>Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.</li></ul>
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## LANGUAGE

### Conventions of Standard English

L.7.1	<ul style="list-style-type: none"><li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li></ul>
L.7.1a	<ul style="list-style-type: none"><li>Explain the function of phrases and clauses in general and their function in specific sentences.</li></ul>

L.7.1b	<ul style="list-style-type: none"> <li>Choose between simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> </ul>
L.7.1c	<ul style="list-style-type: none"> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
L.7.2	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>
L.7.2a	<ul style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives.</li> </ul>
L.7.2b	<ul style="list-style-type: none"> <li>Spell grade appropriate words correctly, consulting references where needed.</li> </ul>
L.7.3	Diagram sentences including modifiers and verbals.
L.7.4	Use style conventions (MLA) and a variety of grammatical structures in writing.
<b>Knowledge of Language</b>	
L.7.5	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
L.7.5a	<ul style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
<b>Vocabulary Acquisitions and Use</b>	
L.7.6	<ul style="list-style-type: none"> <li>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.</li> </ul>
L.7.6a	<ul style="list-style-type: none"> <li>Use context as a clue to the meaning of a word or phrase.</li> </ul>
L.7.6b	<ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> </ul>
L.7.6c	<ul style="list-style-type: none"> <li>Consult both print and digital reference materials to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.</li> </ul>
L.7.6d	<ul style="list-style-type: none"> <li>Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</li> </ul>
L.7.7	<ul style="list-style-type: none"> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
L.7.7a	<ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> </ul>
L.7.7b	<ul style="list-style-type: none"> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> </ul>
L.7.7c	<ul style="list-style-type: none"> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>
L.7.8	<ul style="list-style-type: none"> <li>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at or</li> </ul>

	above the current grade level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**SEVENTH GRADE**  
*Mathematics Standards for the Archdiocese of Detroit*

**\*Provide 3 dates for each standard**

<b>Initial</b>	<b>Dates</b>	<b>Ratios &amp; Proportional Relationships</b>	
		<i>Analyze proportional relationships and use them to solve real-world and mathematical problems.</i>	
		<b>7.RP.A.1</b>	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i>
		<b>7.RP.A.2</b>	Convert ratio quantities between different systems of units, such as feet per second to miles per hour.
		<b>7.RP.A.3</b>	Solve proportion problems using such methods as unit rate, scaling, finding equivalent fractions, cross products, and solving the proportion equation $a/b=c/d$ ; know how to see patterns about proportional situations in tables.
		<b>7.RP.A.4</b>	Calculate rates of change including speed.
		<b>7.RP.A.5</b>	Recognize and represent proportional relationships between quantities.
		<b>7.RP.A.5a</b>	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.
		<b>7.RP.A.5b</b>	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
		<b>7.RP.A.5c</b>	Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>
		<b>7.RP.A.5d</b>	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.
		<b>7.RP.A.6</b>	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.
		<b>The Number System</b>	
		<i>Apply and extend previous understandings of operations with fractions.</i>	
		<b>7.NS.A.1</b>	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.
		<b>7.NS.A.1a</b>	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>
		<b>7.NS.A.1b</b>	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.
		<b>7.NS.A.1c</b>	Understand subtraction of rational numbers as adding the opposite, e.g. $p - q = p + (-q)$ . 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.
		<b>7.NS.A.1d</b>	Apply properties of operations as strategies to add and subtract rational numbers.
		<b>7.NS.A.2</b>	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
		<b>7.NS.A.2a</b>	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.
		<b>7.NS.A.2b</b>	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.
		<b>7.NS.A.2c</b>	Apply properties of operations as strategies to multiply and divide rational numbers.
		<b>7.NS.A.2d</b>	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.
		<b>7.NS.A.2e</b>	Recognize the difference between rational or irrational numbers.
		<b>7.NS.A.3</b>	Solve real-world and mathematical problems involving the four operations with rational numbers fluently.
		<b>7.NS.A.4</b>	Estimate results of computations with rational numbers.
		<b>7.NS.A.5</b>	Estimate values of square root and cube root.
		<b>Expressions &amp; Equations</b>	
		<i>Use properties of operations to generate equivalent expressions.</i>	
		<b>7.EE.A.1</b>	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
		<b>7.EE.A.2</b>	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. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i>
		<i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i>	
		<b>7.EE.B.3</b>	Solve multi-step real-life mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.
		<b>7.EE.B.3a</b>	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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>
		<b>7.EE.B.4</b>	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.

	<b>7.EE.B.4a</b>	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.
	<b>7.EE.B.4b</b>	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. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>
	<b>7.EE.B.5</b>	Add, subtract, and multiply simple algebraic expressions e.g., $(92x+8y) - 5x+y$ , or $x(x+2)$ and justify using properties of real numbers.
	<b>7.EE.B.6</b>	Identify and combine like terms in polynomials.
	<i>Understand and Apply Directly Proportional Relationships and Relate to Linear Relationships</i>	
	<b>7.EE.C.7</b>	Given a directly proportional or other linear situation, graph and interpret the slope and intercept(s) in terms of the original situation; evaluate $y=mx+b$ for specific $x$ values (weight vs. volume of water, base cost plus cost per unit).
	<b>7.EE.C.8</b>	For directly proportional or linear situations, solve applied problems using graphs and equations (e.g., the heights and volume of a container with uniform cross-section; height of water in a tank being filled at a constant rate; degrees; degrees Celsius and degrees Fahrenheit; distance and time under constant speed).
	<b>7.EE.C.9</b>	Recognize and use directly proportional relationships of the form $y=mx$ , and distinguish from linear relationships of the form $y=mx+b$ , $b$ non-zero; understand that in a directly proportional relationship between two quantities, one quantity is a constant multiple of the other quantity.
	<i>Understand and Represent Linear Functions</i>	
	<b>7.EE.D.10</b>	Find and interpret the $x$ and/or $y$ intercepts of a linear equation or function. Know that the solution to a linear equation of the form $ax+b=0$ corresponds to the point at which the graph of $y=ax+b$ crosses the $x$ -axis.
	<b>7.EE.D.11</b>	Represent linear functions in the form $y=x+b$ , $y=mx$ , $y=mx+b$ , and graph, interpreting slope and $y$ intercept.
	<b>7.EE.D.12</b>	Calculate the slope from the graph of a linear function as the ratio of “rise/run” for a pair of points on the graph, and express the answer as a fraction and a decimal; understand that the linear functions have slope that is a constant rate of change.
	<b>7.EE.D.13</b>	From applied situations, generate and solve linear equations of the form $ax+b=c$ and $ax+b=cx+d$ , and interpret solutions.
	<i>Understand and Solve Problems About Inversely Proportional Relationships</i>	
	<b>7.EE.E.14</b>	Recognize inversely proportional relationships in contextual situations; know that quantities are inversely proportional if their product is constant, (e.g., the length and width of a rectangle with fixed area, and the inversely proportional relationship is of the form $y=k/x$ where $x$ is some non-zero number).
	<b>7.EE.E.15</b>	Know that the graph of $y=k/x$ is not a line, know its shape, and know that it crosses neither the $x$ nor the $y$ axis.
	<b>Geometry</b>	
	<i>Draw construct, and describe geometrical figures and describe the relationships between them.</i>	
	<b>7.G.A.1</b>	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. Recognize that they are similar figures.
	<b>7.G.A.2</b>	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.
		<b>7.G.A.3</b>	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
			<i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>
		<b>7.G.B.4</b>	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.
		<b>7.G.B.5</b>	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.
		<b>7.G.B.6</b>	Explore trigonometric ratios of right triangles (sine, cosine, and tangent).
		<b>7.G.B.7</b>	Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor.
		<b>7.G.B.8</b>	Show that two triangles are similar using the criteria: corresponding angles are congruent (AAA similarity); the ratios of two pairs of corresponding sides are equal and the included angles are congruent (SAS similarity); ratios of all pairs of corresponding sides are equal (SSS similarity); use this criteria to solve problems and to justify arguments.
		<b>7.G.B.9</b>	Understand and use the fact that when two triangles are similar with scale factor of $r$ , their areas are related by a factor of $r^2$ .
		<b>7.G.B.10</b>	Solve real-world story and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, circles, cones, pyramids, and right prisms.
			<b>Statistics &amp; Probability</b>
			<i>Use random sampling to draw inferences about a population.</i>
		<b>7.SP.A.1</b>	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.
		<b>7.SP.A.2</b>	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. <i>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.</i>
		<b>7.SP.A.3</b>	Represent and interpret data using circle graphs, stem and leaf plots, histograms, and box and whisker plots, and select appropriate representation to address specific questions
		<b>7.SP.A.4</b>	Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data.
			<i>Draw informal comparative inferences about two populations.</i>
		<b>7.SP.B.5</b>	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. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean</i>

		<i>height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>
	<b>7.SP.B.6</b>	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>
		<i>Investigate chance processes and develop, use, and evaluate probability models.</i>
	<b>7.SP.C.7</b>	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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
	<b>7.SP.C.8</b>	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. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>
	<b>7.SP.C.9</b>	Develop a probability model and use it to find probabilities of events e.g., flipping a coin. Understand the difference between theoretical probability (what should happen) and experimental probability (what does happen) and explain possible sources of the discrepancy.
	<b>7.SP.C.9a</b>	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>
	<b>7.SP.C.9b</b>	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>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?</i>
	<b>7.SP.C.10</b>	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
	<b>7.SP.C.10a</b>	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.
	<b>7.SP.C.10b</b>	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.
	<b>7.SP.C.10c</b>	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?



## SEVENTH GRADE

### *Mathematics Standards for the Archdiocese of Detroit*

#### **Ratios & Proportional Relationships**

*Analyze proportional relationships and use them to solve real-world and mathematical problems.*

<b>7.RP.A.1</b>	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>1/2</math> mile in each <math>1/4</math> hour, compute the unit rate as the complex fraction <math>^{1/2}/_{1/4}</math> miles per hour, equivalently 2 miles per hour.</i>
<b>7.RP.A.2</b>	Convert ratio quantities between different systems of units, such as feet per second to miles per hour.
<b>7.RP.A.3</b>	Solve proportion problems using such methods as unit rate, scaling, finding equivalent fractions, cross products, and solving the proportion equation $a/b=c/d$ ; know how to see patterns about proportional situations in tables.
<b>7.RP.A.4</b>	Calculate rates of change including speed.
<b>7.RP.A.5</b>	Recognize and represent proportional relationships between quantities.
<b>7.RP.A.5a</b>	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.
<b>7.RP.A.5b</b>	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
<b>7.RP.A.5c</b>	Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>
<b>7.RP.A.5d</b>	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.
<b>7.RP.A.6</b>	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**

*Apply and extend previous understandings of operations with fractions.*

<b>7.NS.A.1</b>	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.
<b>7.NS.A.1a</b>	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>
<b>7.NS.A.1b</b>	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.
<b>7.NS.A.1c</b>	Understand subtraction of rational numbers as adding the opposite, e.g. $p - q = p + (-q)$ . 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.
<b>7.NS.A.1d</b>	Apply properties of operations as strategies to add and subtract rational numbers.
<b>7.NS.A.2</b>	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
<b>7.NS.A.2a</b>	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.
<b>7.NS.A.2b</b>	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.
<b>7.NS.A.2c</b>	Apply properties of operations as strategies to multiply and divide rational numbers.
<b>7.NS.A.2d</b>	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.
<b>7.NS.A.2e</b>	Recognize the difference between rational or irrational numbers.
<b>7.NS.A.3</b>	Solve real-world and mathematical problems involving the four operations with rational numbers fluently.
<b>7.NS.A.4</b>	Estimate results of computations with rational numbers.
<b>7.NS.A.5</b>	Estimate values of square root and cube root.
<b>Expressions &amp; Equations</b>	
<i>Use properties of operations to generate equivalent expressions.</i>	
<b>7.EE.A.1</b>	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
<b>7.EE.A.2</b>	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. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i>
<b><i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i></b>	
<b>7.EE.B.3</b>	Solve multi-step real-life mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.
<b>7.EE.B.3a</b>	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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>
<b>7.EE.B.4</b>	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.
<b>7.EE.B.4a</b>	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.
<b>7.EE.B.4b</b>	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. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>
<b>7.EE.B.5</b>	Add, subtract, and multiply simple algebraic expressions e.g., $(92x+8y) - 5x+y$ , or $x(x+2)$ and justify using properties of real numbers.
<b>7.EE.B.6</b>	Identify and combine like terms in polynomials.
<i>Understand and Apply Directly Proportional Relationships and Relate to Linear Relationships</i>	
<b>7.EE.C.7</b>	Given a directly proportional or other linear situation, graph and interpret the slope and intercept(s) in terms of the original situation; evaluate $y=mx+b$ for specific $x$ values (weight vs. volume of water, base cost plus cost per unit).
<b>7.EE.C.8</b>	For directly proportional or linear situations, solve applied problems using graphs and equations (e.g., the heights and volume of a container with uniform cross-section; height of water in a tank being filled at a constant rate; degrees; degrees Celsius and degrees Fahrenheit; distance and time under constant speed).
<b>7.EE.C.9</b>	Recognize and use directly proportional relationships of the form $y=mx$ , and distinguish from linear relationships of the form $y=mx+b$ , $b$ non-zero; understand that in a directly proportional relationship between two quantities, one quantity is a constant multiple of the other quantity.
<i>Understand and Represent Linear Functions</i>	
<b>7.EE.D.10</b>	Find and interpret the $x$ and/or $y$ intercepts of a linear equation or function. Know that the solution to a linear equation of the form $ax+b=0$ corresponds to the point at which the graph of $y=ax+b$ crosses the $x$ -axis.
<b>7.EE.D.11</b>	Represent linear functions in the form $y=x+b$ , $y=mx$ , $y=mx+b$ , and graph, interpreting slope and $y$ intercept.

<b>7.EE.D.12</b>	Calculate the slope from the graph of a linear function as the ratio of “rise/run” for a pair of points on the graph, and express the answer as a fraction and a decimal; understand that the linear functions have slope that is a constant rate of change.
<b>7.EE.D.13</b>	From applied situations, generate and solve linear equations of the form $ax+b=c$ and $ax+b=cx+d$ , and interpret solutions.
<i>Understand and Solve Problems About Inversely Proportional Relationships</i>	
<b>7.EE.E.14</b>	Recognize inversely proportional relationships in contextual situations; know that quantities are inversely proportional if their product is constant, (e.g., the length and width of a rectangle with fixed area, and the inversely proportional relationship is of the form $y=k/x$ where $x$ is some non-zero number).
<b>7.EE.E.15</b>	Know that the graph of $y=k/x$ is not a line, know its shape, and know that it crosses neither the $x$ nor the $y$ axis.
<b>Geometry</b>	
<i>Draw construct, and describe geometrical figures and describe the relationships between them.</i>	
<b>7.G.A.1</b>	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. Recognize that they are similar figures.
<b>7.G.A.2</b>	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.
<b>7.G.A.3</b>	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
<i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>	
<b>7.G.B.4</b>	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.
<b>7.G.B.5</b>	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.
<b>7.G.B.6</b>	Explore trigonometric ratios of right triangles (sine, cosine, and tangent).
<b>7.G.B.7</b>	Understand that in similar polygons, corresponding angles are congruent and the ratios of corresponding sides are equal; understand the concepts of similar figures and scale factor.
<b>7.G.B.8</b>	Show that two triangles are similar using the criteria: corresponding angles are congruent (AAA similarity); the ratios of two pairs of corresponding sides are equal and the included angles are congruent (SAS similarity); ratios of all pairs of corresponding sides are equal (SSS similarity); use this criteria to solve problems and to justify arguments.

<b>7.G.B.9</b>	Understand and use the fact that when two triangles are similar with scale factor of $r$ , their areas are related by a factor of $r^2$ .
<b>7.G.B.10</b>	Solve real-world story and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, circles, cones, pyramids, and right prisms.
<b>Statistics &amp; Probability</b>	
<i>Use random sampling to draw inferences about a population.</i>	
<b>7.SP.A.1</b>	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.
<b>7.SP.A.2</b>	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. <i>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.</i>
<b>7.SP.A.3</b>	Represent and interpret data using circle graphs, stem and leaf plots, histograms, and box and whisker plots, and select appropriate representation to address specific questions
<b>7.SP.A.4</b>	Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data.
<i>Draw informal comparative inferences about two populations.</i>	
<b>7.SP.B.5</b>	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. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>
<b>7.SP.B.6</b>	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>
<i>Investigate chance processes and develop, use, and evaluate probability models.</i>	
<b>7.SP.C.7</b>	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 $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
<b>7.SP.C.8</b>	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. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>
<b>7.SP.C.9</b>	Develop a probability model and use it to find probabilities of events e.g., flipping a coin. Understand the difference between theoretical probability (what should happen) and experimental probability (what does happen) and explain possible sources of the discrepancy.
<b>7.SP.C.9a</b>	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>
<b>7.SP.C.9b</b>	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>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?</i>
<b>7.SP.C.10</b>	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
<b>7.SP.C.10a</b>	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.
<b>7.SP.C.10b</b>	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.
<b>7.SP.C.10c</b>	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?





## Seventh Grade

### *Social Studies Standards for the Archdiocese of Detroit*

#### Foundations in United States History and Geography ERAs 1-5

##### **ERA 1 – Beginnings to 1620**

<b>E1.1</b>	<b>American Indian Life in the Americas</b>
	<i>Describe the life of peoples living in North America before European exploration.</i>
7 – E1.1.1	Locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland) using maps.
7 – E1.1.2	Compare how Native Americans in the desert Southwest and the Pacific Northwest adapted to or modified the environment.
7 – E1.1.3	Describe Eastern Woodland Native American life with respect to governmental and family structures, trade, and views on property ownership and land use.
<b>E1.2</b>	<b>European Exploration</b>
	<i>Identify the causes and consequences of European exploration and colonization.</i>
7 – E1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.
7 – E1.2.2	Identify the Political and economic objectives of countries and the resulting tensions that exploration caused.
7 – E1.2.3	Compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious) using case studies of individual explorers and stories of life in Europe.
<b>E1.3</b>	<b>African Life Before the 16th Century</b>
	<i>Describe the lives of peoples living in western Africa prior to the 16th century.</i>
7 – E1.3.1	Locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and south Africa) using maps.
7 – E1.3.2	Describe the life and cultural development of people living in western Africa before the 16 <sup>th</sup> century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.
<b>E1.4</b>	<b>Three World Interactions</b>
	<i>Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</i>
7 – E1.4.1	Describe the convergence of Europeans, Native Americans and Africans in North America after 1492 from the perspective of these three groups.
7 – E1.4.2	Compare Europeans and Native Americans who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land using primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data).
7 – E1.4.3	Explain the impact of European contact on Native American cultures by comparing the different approaches used by the British and French in their interactions with American Indians.
7 – E1.4.4	Analyze the impact of European religious practices on Native Americans (e.g., Spanish, French, British)
7 – E1.4.5	Describe the Columbian Exchange and its impact on Europeans, Native Americans, and Africans.
<b>ERA 2 – Colonization and Settlement (1585-1763)</b>	
<b>E2.1</b>	<b>European Struggle for Control of North America</b>

	<i>Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</i>
7 – E2.1.1	Describe significant developments in the Southern colonies, including: <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• establishment of Jamestown</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)</li> <li>• relationships with American Indians (e.g., Powhatan)</li> <li>• development of colonial representative assemblies (House of Burgesses)</li> <li>• development of slavery</li> </ul>
7 – E2.1.2	Describe significant developments in the New England colonies, including: <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• relations with Native Americans (e.g., Pequot/King Phillip’s War)</li> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies</li> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (National Geography Standard 13, p. 169)</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul>
7 – E2.1.3	Describe significant developments in the Middle Colonies, including: <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• the growth of Middle Colonies economies (e.g., breadbasket)</li> <li>• the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies</li> <li>• immigration patterns leading to ethnic diversity in the Middle Colonies</li> </ul>
7 – E2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.
<b>E2.2</b>	<b>European Slave Trade and Slavery in Colonial America</b>
	<i>Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</i>
7 – E2.2.1	Describe Triangular Trade including: <ul style="list-style-type: none"> <li>• the trade routes</li> <li>• the people and goods that were traded</li> <li>• the Middle Passage</li> <li>• its impact on life in Africa</li> </ul>
7 – E2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies.
7 – E2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.
<b>E2.3</b>	<b>Life in Colonial America</b>
	<i>Distinguish among and explain the reasons for regional differences in colonial America.</i>
7 – E2.3.1	Locate the New England, Middle, and Southern colonies on a map.

7 – E2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies.
7 – E2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Native Americans).
7 – E2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).
7 – E2.3.5	Make generalizations about the reasons for regional differences in colonial America.
<b>ERA 3 Revolution and the New Nation (1754 - 1800)</b>	
<b>E3.1</b>	<b>Causes of the American Revolution</b>
	<i>Identify the major political, economic, and ideological reasons for the American Revolution.</i>
7 – E3.1.1	Describe the role of the French and Indian War, the change in British policy toward the colonies in America from 1763 to 1775, and the colonial dissatisfaction with the new policy.
7 – E3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
7 – E3.1.3	Explain how British and colonial views on authority and the use of power without authority differed (views on representative government) by using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures).
7 – E3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).
7 – E3.1.5	Explain the reasons why the colonists wanted to separate from Great Britain and why they believed they had the right to do so using the Declaration of Independence.
7 – E3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
7 – E3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.
7 – E3.1.8	Identify a problem confronting people in the colonies, provide alternative choices for addressing the problem with possible consequences, and describe the course of action taken.
<b>E3.2</b>	<b>The American Revolution and Its Consequences</b>
	<i>Explain the multi-faceted nature of the American Revolution and its consequences.</i>
7 – E3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.
7 – E3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
7 – E3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
7 – E3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).
<b>E3.3</b>	<b>Creating New Government(s) and a New Constitution</b>
	<i>Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</i>
7 – E3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation.
7 – E3.3.2	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).

7 – E3.3.3	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of a national army, competing currencies, reliance on state governments for money).
7 – E3.3.4	Explain why the Constitutional Convention was convened and why the Constitution was written.
7 – E3.3.5	Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
7 – E3.3.6	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, and the Electoral College.
7 – E3.3.7	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).
7 – E3.3.8	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).
7 – E3.3.9	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists describing how the states ratified the Constitution.
7 – E3.3.10	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).
7 – E3.3.11	Describe the concerns that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.
7 – E3.3.12	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.
7 – E3.3.13	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.
7 – E3.3.14	Describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers).
<b>ERA 4 – Expansion and Reform (1792-1861)</b>	
<b>E4.1</b>	<b>Challenges to an Emerging Nation</b>
	<i>Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</i>
7 – E4.1.1	Analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice by using Washington’s Farewell Address.
7 – E4.1.2	Explain the changes in America’s relationships with other nations by analyzing treaties with Native American nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, (1819), and the Monroe Doctrine.
7 – E4.1.3	Explain how political parties emerged from competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over: <ul style="list-style-type: none"> <li>• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., the Jacksonian era)</li> <li>• foreign relations (e.g., French Revolution, relations with Great Britain)</li> <li>• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)</li> </ul>
7 – E4.1.4	Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden).
<b>E4.2</b>	<b>Regional and Economic Growth</b>

	<i>Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.</i>
7 – E4.2.1	Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of: <ul style="list-style-type: none"> <li>• agriculture, including changes in productivity, technology, supply and demand, and price</li> <li>• industry, including entrepreneurial development of new industries, such as textiles</li> <li>• the labor force including labor incentives and changes in labor forces</li> <li>• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices</li> <li>• immigration and the growth of nativism</li> <li>• race, class, and religious relations</li> </ul>
7 – E4.2.2	Explain the ideology of the institution of slavery, its policies, and consequences.
7 – E4.2.3	Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of Native Americans (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
7 – E4.2.4	Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Native Americans, the institution of slavery, and the relations between free and slaveholding states.
<b>E4.3</b>	<b>Reform Movements</b>
	<i>Analyze the growth of antebellum American reform movements.</i>
7 – E4.3.1	Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.
7 – E4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.
7 – E4.3.3	Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.
7 – E4.3.4	Analyze the goals and effects of the antebellum temperance movement.
7 – E4.3.5	Evaluate the role of religion in shaping antebellum reform movements.
<b>ERA 5 – Civil War and Reconstruction (1850-1877)</b>	
<b>E5.1</b>	<b>The Coming of the Civil War</b>
	<i>Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</i>
7 – E5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.
7 – E5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).
7 – E5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).
7 – E5.1.4	Describe how the following increased sectional tensions: <ul style="list-style-type: none"> <li>• the Missouri Compromise (1820)</li> <li>• the Wilmot Proviso (1846)</li> <li>• the Compromise of 1850 including the Fugitive Slave Act</li> <li>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>• the Dred Scott v. Sandford decision (1857)</li> <li>• changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</li> </ul>

7 – E5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War.
7 – E5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help to explain the Civil War.
<i>*Note- Era 5.1 will be reviewed again in the eighth grade content standards.</i>	
<b>Public Discourse, Decision Making, and Citizen Involvement</b>	
<b>P1.1</b>	<b>Identifying and Analyzing Public Issues</b>
	<i>Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
7 – P1.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
7 – P1.1.2	Analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions using graphic data and other sources.
7 – P1.1.3	Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.
<b>P2.1</b>	<b>Persuasive Communication About a Public Issue</b>
	<i>Communicate a reasoned position on a public issue.</i>
7 – P2.1.1	Express a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument by composing a short essay.
<b>P3.1</b>	<b>Citizen Involvement</b>
	<i>Act constructively to further the public good.</i>
7 – P3.1.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
7 – P3.1.2	Participate in projects to help or inform others.