

OASIS Grade 7
Check Lists of Target Based Learning Activities
 English Language Arts, Math, Fine Arts, Fitness/Health
 (Social Studies and Science are in separate documents on the OASIS web site.)

Learning Targets are grouped in topics, not in order of mastery.

English Language Arts
Grade 7

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Literature Reading (Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Cite several pieces of evidence from a text to support analysis of specific content and inferences → Determine the theme or main idea of a text; explain in detail how it is conveyed; provide an objective summary → Analyze how elements of a story or drama interact (e.g. how setting shapes character)</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Determine meaning of words and phrases in a text, including figurative and nuanced meaning; analyze impact of rhymes or sounds impact a plot or event in a poem, drama or story → Analyze how a drama's or poem's structure (e.g. sonnet, free verse) adds to its meaning → Analyze how an author develops point of view of different characters in a text</p> <p>Integration of Knowledge and Ideas ■ Compare and contrast content from various sources on the same topic → Compare and contrast reading a story, drama or poem to viewing the video or stage play of the text, noticing lighting, sound, camera angle etc. → Compare and contrast reading a fictional story, drama or poem to a historical account of the same period and/or event to understand how authors alter history for effect in fiction</p> <p>Range of Reading and Level of Text Complexity ■ Read and comprehend grade-level literary text independently → By the end of the year, demonstrate the ability to read and comprehend literature (stories, dramas, poetry) in the sixth to eighth grade band proficiently</p>
	<p>Informational Reading (Non-Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Cite textual evidence to support analysis of explicit content and inferences → Determine two or more main ideas in a text and explain how they develop throughout the text; give an objective summary of the text → Analyze the interactions between individuals, events and ideas</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Determine meaning of words and phrases in a text, including figurative and nuanced meaning → Analyze the structure an author uses to organize a text → Determine author's point of view or purpose</p>

	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Compare and contrast a text to video or multimedia version, and how delivery method affects text impact and/or meaning → Find and evaluate specific claims in a text; assess if reasoning is sound and evidence is relevant → Analyze how two or more author's writing about the same topic, emphasizing different evidence, can promote different interpretations of facts <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level informational text independently → By the end of the year, demonstrate the ability to read and comprehend information texts at the sixth to eighth grade levels
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes → Compose and write arguments to support claims and acknowledge other perspectives, with clear reasons, relevant evidence; introduce the claims; organize reasons and evidence, support with clear reasons, evidence, and credible sources; clarify connection between claim and reasons; compose in a formal style; provide a well-connected conclusion → Compose and write to inform/explain; introduce a topic previewing what is to follow; organize ideas; include definitions, compare/contrast, or cause/effect; include formatting (e.g. headings); add illustrations, facts, definitions, details, quotations; use linking words (e.g. another, also, because); use vocabulary from social studies or science studies; compose in a formal style; provide a well-connected conclusion → Compose and write narratives to develop real or imaginary experiences or events; engage the reader by introducing context and point of view; use descriptive language and well structured event sequence; use narrative techniques (e.g. dialogue, pacing, interesting descriptions); use transition words and phrases to convey sequence; use precise words, descriptive details, sensory language to describe action; provide a logical, well-connected conclusion <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions → Produce clear and coherent writing that is appropriate to task, purpose and audience → Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on intended audience and purpose → Use technology, including the internet, to produce and publish writing; to collaborate with others; link to and cite sources <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> ■ Research to gather information and build knowledge, and assess sources for credibility → Do short research projects to answer a question; use multiple sources; refocus the inquiry as needed; generate related questions for further research → Gather relevant information from print and digital sources; use search terms effectively; assess source credibility; quote or paraphrase data and conclusions of others and avoid plagiarism; provide a bibliography of sources → Apply seventh grade Literature Reading Standards to compositions (e.g. Compare and contrast text in different forms or genres) → Apply seventh grade Informational Reading Standards to compositions (e.g. Find and evaluate specific claims in a text; note which are supported by reasons and evidence and those that are not) <p>Range of Writing</p> <ul style="list-style-type: none"> ■ Write routinely over extended and shorter time frames, for a variety of purposes → Write to research, compose, reflect, revise → Write for a variety of assigned tasks, purposes and audiences

	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately → Engage effectively in collaborative discussions about sixth grade topics and texts; prepare for discussions, explore topics and ideas; follow agreed upon rules for discussion, set goals and deadlines, and define roles as needed; ask and answer questions that encourage elaboration, and make comments that contribute to the discussion; acknowledge new information from others → Analyze information from diverse media and formats; explain how ideas clarify the topic or issue being discussed → Describe a speaker's claims; evaluate soundness of reasoning and relevance of evidence <p>Presentation of knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding → Present claims and findings in logical sequence, emphasize main points with relevant descriptions and examples; speak clearly and loud enough, make eye contact with audience → Include multimedia components (e.g. music, images, graphics) in presentations to emphasize important points → Adapt speech to tasks; use formal or informal English when appropriate
	<p>Language</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ■ Demonstrate grade-level appropriate use of standard English grammar and usage, including those learned in previous years → Explain function of phrases and clauses → Choose among simple, compound, complex sentences to indicate connections between ideas → Place phrases and clauses within sentences, correct misplaced and dangling modifiers → Use commas correctly → Spell correctly <p>Knowledge of Language</p> <ul style="list-style-type: none"> ■ Use knowledge of language as appropriate for different contexts, including skills learned in previous years → Use language that expresses ideas precisely and concisely → Recognize and eliminate wordiness and redundancy <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ■ Develop strategies for learning the meaning of new vocabulary words and figurative language → With seventh grade reading and content, use resources and a variety of strategies to learn the meaning and pronunciation of new words (e.g. sentence context, prefixes and suffixes, root words, glossaries, dictionaries, thesauruses); verify that word meaning makes sense in context → Demonstrate understanding of figurative language and nuances in word meanings (e.g. similes, metaphors, idioms, adages, proverbs, antonyms, synonyms, personification, literary and mythological allusions) → Determine precise meaning of similar words (e.g. stingy, economical, thrifty) → Accurately use grade appropriate general academic, and domain specific words and phrases; verify meaning when necessary to comprehension

Mathematics
Grade 7

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p> <p>*** Sources for defining Math vocabulary terms, and skill-based sample problems: https://www.khanacademy.org/ http://mathfun.com/</p>
	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> ■ Use proportional relationships to solve real-world and mathematical problems → Compute unit rates with ratios of fractions (e.g. If 1/2 gallon of paint will cover 1/3 of the wall, how much paint is needed for the entire wall?) → Determine if two numbers are proportionate to each other by studying a table or graphing on a coordinate plane → Identify the unit rate (e.g. miles per hour) in tables, equations, diagrams, verbal descriptions → Represent proportional relationships by equations → Use proportional relationships to solve multi-step ratio and percent problems
	<p>The Number System</p> <ul style="list-style-type: none"> ■ Add, subtract, multiply and divide rational numbers (numbers written as fractions or ratios) → Represent addition and subtraction on a number line; understand subtraction of rational numbers as adding the inverse (e.g. $p - q = p + [-q]$) → Apply previous understandings about multiplication and division to work with rational numbers; continue to use operations according to the properties of operations, and the rules for multiplying signed numbers → Demonstrate that integers can be divided, and every quotient of integers is a rational number; with long division, explain the difference between terminating and repeating decimals → Solve real-world and mathematical problems involving the four operations and rational numbers
	<p>Expressions and Equations</p> <ul style="list-style-type: none"> ■ Use properties of operations to generate equivalent expressions → Apply the properties of operations with rational numbers to write equivalent expressions → Demonstrate that sometimes rewriting an expression in a different form can help understand the expression (e.g. a 20% discount is the same as finding 80% of the cost) ■ Solve real world and mathematical problems with numerical and algebraic expressions and equations → Solve problems involving positive and negative rational numbers in any form (whole numbers, fractions, decimals). Apply properties of operations to calculate with numbers in any form; convert between forms as needed; assess the reasonableness of answers using mental math and estimation. → Write an equation or inequality to model a situation, solve and graph inequalities
	<p>Geometry</p> <ul style="list-style-type: none"> ■ Draw, construct and describe geometrical figures and describe the relationships between them → Solve problems involving scale drawings of geometric figures, compute actual lengths and areas, and reproduce a scale drawing at a different scale → Draw geometric shapes with given conditions, e.g. construct triangles from three measures of angles or sides → Describe the two-dimensional figures that result from slicing three-dimensional figures

	<ul style="list-style-type: none"> ■ Solve real world and mathematical problems involving angle measure, area, surface area, volume → Know and use the formulas for area and circumference of a circle, explain the relationship between the radius and diameter, and area and circumference → Use facts about supplementary, complementary, vertical and adjacent angles to write and solve equations for an unknown angle in a figure → Solve real world and mathematical problems involving area, surface area, volume of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms
	<p>Statistics and probability</p> <ul style="list-style-type: none"> ■ Use random sampling to draw conclusions about a population → Collect and use multiple samples of data to draw conclusions about a population with an unknown characteristic of interest ■ Draw informal comparative conclusions about two populations → Using two comparative data collections (e.g. heights of players on the football team and the basketball team); use a dot plot, discuss visual overlap of the data distributions, compare mean and median → Use measures of center and variability for numerical data from random samples to draw informal comparative inferences (e.g. decide if the words in a chapter of a seventh-grade textbook are generally longer than the words in a fourth-grade textbook. ■ Investigate chance processes (probability) → Explain that probability can be expressed as impossible, unlikely, likely or certain, or as a number between 0 and 1. → Collect data on a chance process, e.g. role a number cube 600 times, track the numbers rolled, and predict the probability of rolling each number on the cube ■ Find probability of compound events using tree diagrams, frequency tables, organized lists, simulations → Explain that the probability of a compound event is the fraction of outcomes in the sample space (e.g. How many ways could the 3 students Amy, Brenda, and Carla come in 1st, 2nd, 3rd? Show all possible arrangements of the letters in the word Fred.)

**Fine Arts
Grade 7**

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	<p>Knowledge and Skills: → Learn use and analyze art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts; → Examine, create and experience a variety of genres of various artists, cultures and times → Analyze and practice appropriate performer and audience behaviors in a variety of arts settings and performances</p>
	<p>Creating, Performing/Presenting and Responding: → Use the creative process (e.g. identify audience and purpose, explore and interpret information from diverse sources, use elements and skills of the arts) in a creative work; self-evaluate and improve as needed; rehearse and refine through evaluation; present work in a performance or exhibition; r → Reflect upon work and/or performance and set goals for improvement → Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria</p>
	<p>Communicate Through the Arts: p → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts → Demonstrate and explain how personal aesthetic criteria are reflected in artworks and/or performances</p>
	<p>Connecting the Arts to Content, Life, Cultures, Work: a → Apply and analyze personal art works and/or performances → Apply and analyze skills, concepts, and vocabulary common among and between the arts and other content areas → Share, apply and analyze how the arts impact personal and community choices → Compare and share how artistic presentations and performances reflect cultures and traditions → Identify how arts knowledge, skills and work habits are needed and used in the world of work</p>

**Health and Fitness
Grade 7**

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	<p>Physical Fitness:</p> <ul style="list-style-type: none"> → Continue to improve physical skills (e.g. kick ball with accuracy, perform a sequence of step patterns with music, receive a fly ball by running and catching, return a serve and approaches net in pickle ball, receive and return Frisbee) → Demonstrate understanding of safety rules and etiquette in games → Demonstrate sportsmanship and cooperation even when losing → Use offensive, defensive and cooperative strategies → Understand connection between nutrition and physical fitness (e.g. choose drinks with less sugar, predict portion size, read food labels, know sources of nutrition in a variety of foods) → Note amount of activity that will burn calories → Explain differences between anorexia nervosa and bulimia, describe healthy ways to lose, gain or maintain weight
	<p>Health and Safety:</p> <ul style="list-style-type: none"> → Discuss the need for a balance of physical, social, intellectual, and emotional health → Understand impact of smoking on respiratory system → Understand how to maintain sexual health throughout life → Understand hereditary factors affect growth, development and health (e.g. maintain healthy body weight and avoid tobacco use to prevent high blood pressure) → Maintain healthy habits and describe warning signs and avenues of support → Understand factors and prevention related to communicable diseases, describe their transmission, prevention and treatments; cite HIV as a viral infection; describe symptoms, prevention and treatment of non-communicable diseases such as heart disease, diabetes, cancer, depression, asthma → Explain appropriate responses to abusive and risky behaviors → Demonstrate basic first aid and CPR procedures → Describe effects and management techniques for stress; explain short and long term physical and social effects of alcohol, tobacco and other drug use
	<p>Health and Fitness in Daily Life:</p> <ul style="list-style-type: none"> → Understand that families who exercise together promote a healthy lifestyle → Analyze water quality samples of local water sources to determine safe consumption → Draw conclusions about safe and unsafe health and fitness products (e.g. choose safe puberty-related hygiene products); analyze media techniques such as bandwagon and testimonial → Role play conflict resolution for respectful relationships → Recognize how adolescent development might affect family dynamics → Demonstrate qualities of a good friend → Analyze health behaviors (e.g. diet, sleep, activity, fitness, hydration) and set goals for improvement
	<p>Plan for Health and Fitness:</p> <ul style="list-style-type: none"> → Set personal goals for healthy changes; create personal health and fitness plan