

# SEVENTH GRADE



Utah State  
Board of  
Education

Teaching  
and  
Learning

## Parent Guide to Student Success

Parents are important partners in achieving the Utah State Board of Education’s vision that “each student is prepared to succeed and lead by having knowledge and skills to learn, engage civically and lead meaningful lives.” The purpose of this document is to help parents better understand what their children should learn, when a child may need more help or when a child would benefit from extra challenges. By using these resources, you may find more ways to advance your child’s learning at home while encouraging growth in their communication, critical thinking and problem-solving skills.

### ENGLISH LANGUAGE ARTS

#### Essential Learning: ENGLISH LANGUAGE ARTS

Seventh grade students can:

- Analyze grade-level literature and informational texts by citing and inferring from textual evidence.
- Determine the theme or main idea of grade-level text.
- Provide an objective summary of grade-level text.
- Determine the meaning of unknown words and phrases in text.
- Analyze the structure of a text and how it contributes to textual meaning.
- Evaluate whether the arguments, claims, and evidence in a text are valid and relevant.
- Use the writing process to compose well-organized argumentative, informative, and narrative pieces using precise word choice and appropriate grammar and conventions.

## (Continued from Essential Learning: ENGLISH LANGUAGE ARTS)

- Conduct short research projects to answer a question.
- Participate in conversations and collaborations with peers about a variety of topics using grade-level appropriate text and vocabulary.

Link to the English Language Arts Core Standards:

[Link to the new ELA Standards coming soon!](#)

## Home-to-School Connections: ENGLISH LANGUAGE ARTS

- Ensure your child has access to many different kinds of reading material at home. Read some of the same articles or books together and discuss what you read.
- Encourage your child to write for practical and useful purposes like helping create a grocery shopping list for the week or writing a get-well-soon card to a friend.
- Visit a local museum together. Take time to closely observe the details of the exhibits and displayed objects and talk about what you see there.

## FINE ARTS

### Essential Learning: DANCE

- **Create:** Improvise. Apply choreographic devices and dance structures to compose original dances with artistic intent. Revise choreography based on self-reflection and feedback.
- **Perform:** Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, time). Evaluate personal healthful practices in dance including nutrition and injury prevention.
- **Respond:** Identify movements when watching and doing. Use basic dance terminology to describe movement. Describe movement from a culture or genre. Describe why a dance is artistic.
- **Connect:** Identify emotions when watching a dance and connect it to personal life and personal views. Demonstrate movement of a specific topic. Find relationship between dance and culture, historical period, society or community.

### Essential Learning: MEDIA ARTS

- **Create:** Conceptualize, generate, develop, and organize ideas and work. Complete and refine media art works.
- **Present:** Analyze, interpret and select artistic work for performance. Develop techniques and concepts to refine artistic work. Express meaning through presentation of media works.
- **Respond:** Perceive and analyze artistic work and process. Interpret intent and meaning. Apply criteria to evaluate artistic work and process.

## (Continued from Essential Learning FINE ARTS: MEDIA ARTS)

- **Connect:** Synthesize and relate knowledge from personal and collaborative experience to make and receive art. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### LEVELS 1, 2 AND 3:

- **Create:** Conceptualize, generate, develop, and organize ideas and work. Complete and refine media art works.
- **Present:** Analyze, interpret, refine and select artistic work for presentation. Convey meaning in the way the art is presented.
- **Respond:** Understand, evaluate and articulate how works of art convey meaning for the observer and the creator.
- **Connect:** Relate artistic skills, ideas, and work with personal meaning and external context.

## Essential Learning: MUSIC

### GENERAL

- **Create:** Generate simple rhythmic and melodic ideas and phrases.
- **Perform:** Demonstrate an understanding of music elements through observation of a live or recorded performance.
- **Respond:** Identify and discuss how musical elements work to express meaning.
- **Connect:** Experience how music connects us to history, culture, heritage, community and to other academic subjects.

### INSTRUMENTAL: LEVELS 1, 2, 3

- **Create:** Improvise/generate and respond to simple melodic ideas and phrases.
- **Perform:** Develop fluency in technical performance skills.
- **Respond:** Consider how the use of music elements helps predict the composer's intent.
- **Connect:** Examine how music relates to personal development and enjoyment of life.

### CHOIR: LEVELS 1, 2, 3

- **Create:** Sing a consequent phrase for a given antecedent phrase.
- **Perform:** Demonstrate technical performance skills by singing correct pitches and rhythms with appropriate tone.
- **Respond:** Consider how the use of music elements helps predict the composer's intent.
- **Connect:** Examine how music relates to personal development and enjoyment of life.

### THEORY/COMPOSITION

- **Create:** Generate rhythmic, melodic and harmonic phrases.
- **Perform:** Identify and implement strategies for improving the technical accuracy and expressive aspects of works.

## (Continued from Essential Learning FINE ARTS: MUSIC)

- **Respond:** Consider how the use of music elements helps predict the composer's intent.
- **Connect:** Examine how music relates to personal development and enjoyment of life.

## Essential Learning: THEATRE

- **Create:** Use correct form and structure to create a scene or play with a beginning, middle and end that includes full character development, believable dialogue and logical plot outcomes.
- **Perform:** Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work. Use body and voice to communicate meaning.
- **Respond:** Formulate understanding and appreciation of a drama/theatre work by considering its specific and intended purpose.
- **Connect:** Examine historical and contemporary social, cultural or global issues through different forms of drama/theatre work.

## Essential Learning: VISUAL ARTS

### LEVELS 1, 2 AND 3:

- **Create:** Generate artistic work with personal meaning by conceptualizing, organizing, and completing artistic ideas. Refine original work through persistence, reflection, and evaluation. Write an artist statement.
- **Present:** Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art.
- **Respond:** Evaluate and articulate how works of art convey meaning for the observer as well as the creator.
- **Connect:** Relate artistic skills, ideas, and work with personal meaning and external context.

Link to the Utah **Fine Arts** Core Standards:

<https://www.schools.utah.gov/file/d1fde2c5-7463-4892-9d23-8584924537a7>

Utah Arts and Museums Parent Community Handbook:

[https://artsandmuseums.utah.gov/wp-content/uploads/2019/04/parent-community-handbook-insides\\_2PRESS.pdf](https://artsandmuseums.utah.gov/wp-content/uploads/2019/04/parent-community-handbook-insides_2PRESS.pdf)

## Home-to-School Connections: FINE ARTS

- **Provide materials to create:**
  - Old clothes and hats for costumes.
  - Space for creating dance, music, theatre and visual art.
  - Stage areas.
  - Props, musical instruments, puppets, art supplies, filming equipment, etc.

## (Continued from Home-to-School Connections: FINE ARTS)

- **Use arts for parties and celebrations:**
  - Go to a live arts performance.
  - Use a handheld video camera and create art.
  - Go to museums.
  - Gather art supplies and make a mural.
- **Consider a variety of arts activities:**
  - Organize performances and arts activities.
  - Support individual arts development.
  - Encourage individual practice.
  - Create homemade valentines, Christmas cards, etc.
  - Use a smartphone to make a short video.
  - Create a film piece from a storybook.
  - Take children to see a variety of films and movies.
  - Organize neighborhood field trips.

## HEALTH EDUCATION

### Essential Learning: HEALTH EDUCATION

- **Health Foundations and Protective Factors of Healthy Self:** Create a health-related SMART goal, apply effective decision-making strategies, practice resiliency skills, demonstrate assertiveness to communicate personal boundaries and show respect for the boundaries of others.
- **Mental and Emotional Health:** Explore a variety of stress management techniques, identify the risk factors for development of mental health disorders, explain the importance of early intervention and treatment, and explore relevant facts about self-harming behaviors and suicide.
- **Safety and Disease Prevention:** Demonstrate proficiency in basic first and CPR, identify safe online behaviors, compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute and chronic diseases.
- **Substance Abuse Prevention:** Practice methods to resist peer pressure, examine the safe use and misuse of prescription medications and over-the-counter medications, investigate consequences of substance use, explain how addiction is a disease and the need for professional intervention.
- **Nutrition:** Describe the function of the six basic nutrients, explain how nutrition and fitness contribute to health, explore advertising claims of supplements, fad diets, and weight-loss products, and describe the signs, symptoms, and consequences of eating disorders and disordered eating.
- **Human Development:**

**Note:** Parental consent is required prior to sex education instruction.

  - Describe the changes of adolescence and recognize the individual differences in growth and development. Describe the anatomy and physiology of the reproductive system. Describe the benefits of practicing sexual abstinence.

## (Continued from Essential Learning: HEALTH EDUCATION)

Understand the process of pregnancy, practices for a healthy pregnancy, pregnancy prevention and Utah's Newborn Safe Haven Law. Identify common reproductive conditions and diseases including cancers, STI's, and STI prevention and treatment options. Identify accurate and credible sources of information about sexual health. Recognize characteristics of healthy and unhealthy relationships. Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.

Link to the full Utah **Health Education** Core Standards:

<https://schools.utah.gov/file/ed906f78-eaf5-44fa-892f-984e28c4c2a7>

## Home-to-School Connections: HEALTH EDUCATION

- Discuss the importance of setting and accepting others' personal boundaries. Discuss factors that contribute to one's personal boundaries such as family values and religion.
- Discuss together the importance of seeking help for mental health concerns and when it is necessary seek help for others who having mental health issues, including suicide.
- Discuss your family values and expectations around substance use and consequences of decisions.
- Talk with your child about the importance of abstaining from sexual activity and how to report harassment or sexual assault.

# MATHEMATICS EDUCATION

## Essential Learning: MATHEMATICS

- **STANDARDS FOR MATHEMATICAL PRACTICE** describe the mathematical habits of mind that teachers should seek to develop in their students. Students become mathematically proficient in engaging with mathematical content and concepts as they learn, experience, and apply these skills and attitudes.

Students will:

1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.
- **SEVENTH GRADE STANDARDS FOR MATHEMATICS**  
The Utah Core Standards for Mathematics describe the significant areas of learning and should be developed in tandem with the Standards for Mathematical

## (Continued from Essential Learning: MATHEMATICS)

Practice. These are the critical skills students will be learning in seventh grade to build their mathematical understanding.

Students will:

- Apply and use operations with rational numbers.
- Understand ratio concepts and apply proportional reasoning.
- Simplify expressions and solve equations.
- Represent and analyze relationships.

Link to the Utah Core Standards for **Mathematics Middle/Junior High**

<https://www.schools.utah.gov/file/c18dee7b-338d-43a0-94f9-0960c9a5a9dd>

Major work of grade 7 Mathematics

<https://www.schools.utah.gov/file/3b6d53aa-e6fd-4e15-9155-76df6d6e4954>

## Home-to-School Connections: MATHEMATICS

Parents of Utah secondary mathematics student(s) are in a unique position to show the value and importance of deep mathematical thinking:

- Encourage your student to play mathematical puzzles and games.
- Encourage your student to take mathematical risks and find value in the learning process by honoring the logic in student(s) thinking even when the answer is incorrect.
- Encourage mathematical success through developing flexibility with numbers (for example: number talks, asking in the moment mental mathematical questions—how much would this 20% discount be?).
- Allow your student to build his/her/their own mathematical identity by remaining neutral when mathematical topics come up in conversation.
- Encourage and model number sense and flexibility through everyday mathematical reasoning—use mental mathematics to figure out: the money you will save on a sale at a store, how long you can drive on a tank of gas during a road trip, how to efficiently double a recipe’s ingredients, talk about the mathematical representation of a thrown or kicked ball’s trajectory, etc.
- Encourage a growth mindset by understanding that all students have unlimited mathematical potential and that mathematical achievement involves working hard and taking risks.
- Understand that mathematical proficiency is more than fact fluency and recall, it includes five interwoven components: adaptive reasoning, strategic competence, conceptual understanding, productive disposition, and procedural fluency. (Kilpatrick, et. al, 2001)

Adapted from Advice for Parents

<https://www.youcubed.org/wp-content/uploads/2017/03/Parent-Night-Handout-vF-1-2.pdf>

(Continued from MATHEMATICS)

#### References

Kilpatrick, J., Swafford, J., Findell, B., & National Research Council (U.S.). (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academy Press.

## PHYSICAL EDUCATION

### BEGINNING OF TEAM SPORTS

#### Essential Learning: PHYSICAL EDUCATION

- **Motor Skills and Movement Patterns:** Demonstrate correct technique for a variety of movements such as sliding, running, hopping, twisting, stretching, throwing, variety of dances, and balancing.
- **Attain Efficient Movement and Performance:** Link skills together such as dribble and pass. Perform skills in a complex environment such as dribbling on the run or throwing to a moving target.
- **Components to Maintain Health and Fitness:** Assess one's own fitness level and create personal fitness goals based on assessment results, monitoring the progress using a checklist, journal, or other tracking tool.
- **Develop Cooperative Skills:** Demonstrate an understanding of different skill levels among peers and respect others of various cultural backgrounds.
- **Personal Value of Physical Activity:** Celebrate the successes and achievements of self and others.

Link to the full Utah **Physical Education** Core Standards

<https://www.schools.utah.gov/file/6192280d-2ab2-4ff1-b5dd-a9c2f95c1b11>

#### Home-to-School Connections: PHYSICAL EDUCATION

- Practice and play a variety of sports or physical activities, including team sports, together.
- Assess and discuss personal fitness levels. Set goals to maintain or improve personal fitness.
- Encourage learning about different cultures.
- Model behaviors that celebrate the success of others.

## Essential Learning: SCIENCE

### ■ FORCES ARE INTERACTIONS BETWEEN MATTER:

- **Carry out an investigation** which provides evidence that a change in an object's motion is dependent on the mass of the object and the sum of the forces acting on it.
- Apply Newton's Third Law to **design a solution** to a problem involving the motion of two colliding objects in a system.
- **Construct a model** using observational evidence to describe the nature of fields existing between objects that exert forces on each other even though the objects are not in contact.
- **Collect and analyze data** to determine the factors that affect the strength of electric and magnetic forces.
- **Engage in argument from evidence** to support the claim that gravitational interactions within a system are attractive and dependent upon the masses of interacting objects.

### ■ CHANGES TO EARTH OVER TIME:

- **Develop a model** of the rock cycle to describe the relationship between energy flow and matter cycling that create igneous, sedimentary and metamorphic rocks.
- **Construct an explanation** based on evidence for how processes have changed Earth's surface at varying time and spatial scales.
- **Ask questions** to identify constraints of specific geologic hazards and evaluate competing design solutions for maintaining the stability of human engineered structures, such as homes, roads and bridges.
- **Develop and use a scale model** of the matter in the Earth's interior to demonstrate how differences in density and chemical composition (silicon, oxygen, iron, and magnesium) cause the formation of the crust, mantle and core.
- **Ask questions and analyze and interpret data** about the patterns between plate tectonics and: (1) The occurrence of earthquakes and volcanoes. (2) Continental and ocean floor features. (3) The distribution of rocks and fossils.
- **Make an argument from evidence** for how the geologic time scale shows the age and history of Earth.

### ■ STRUCTURE AND FUNCTION OF LIFE:

- **Plan and carry out an investigation** that provides evidence that the basic structures of living things are cells.
- **Develop and use a model** to describe the function of a cell in living systems and the way parts of cells contribute to cell function.
- **Construct an explanation** using evidence to explain how body systems have various levels of organization.

## (Continued from Essential Learning: SCIENCE)

### ■ REPRODUCTION AND INHERITANCE:

- **Develop and use a model** to explain the effects that different types of reproduction have on genetic variation.
- **Obtain, evaluate and communicate** information about specific animal and plant adaptations and structures that affect the probability of successful reproduction.
- **Develop and use a model** to describe why genetic mutations may result in harmful, beneficial or neutral effects to the structure and function of the organism.
- **Obtain, evaluate and communicate information** about the technologies that have changed the way humans affect the inheritance of desired traits in organisms.

### ■ CHANGES IN SPECIES OVER TIME

- **Construct an explanation** that describes how the genetic variation of traits in a population can affect some individuals' probability of surviving and reproducing in a specific environment.
- **Analyze and interpret data** for patterns in the fossil record that document the existence, diversity, extinction and change of life forms throughout the history of life on Earth, under the assumption that natural laws operate today as in the past.
- **Construct explanations** that describe the patterns of body structure similarities and differences within modern organisms and between ancient and modern organisms to infer possible evolutionary relationships.
- **Analyze data** to compare patterns in the embryological development across multiple species to identify similarities and differences not evident in the fully formed anatomy.

Link to the full **Utah Science with Engineering Education (SEEd)** Core Standards  
<https://www.schools.utah.gov/file/f4cb6568-bb85-4908-a1f6-45feb98b9ebc>

## ■ Home-to-School Connections: SCIENCE

- Build different kinds of paper airplanes to investigate the distance they travel when dropped from the same height.
- Identify different kinds of weathering and erosion happening on driveways, roads, sidewalks, walls and other rock-based structures, and look for patterns to explain what may cause the difference in rate of change. Look for possible solutions to slow weathering.
- Use programs like Google Earth to identify and explain the effects of movement of tectonic plates.
- Soak different objects in a saturated salt solution overnight to observe and measure the effects it causes. What happens when they are left in sugar, corn syrup or other solutions? What is causing the change?

**(Continued from Home-to-School Connections: SCIENCE)**

- Look for patterns in different heritable traits between family members, using pictures if necessary, to track how genes are passed in families.

## **SOCIAL STUDIES**

### **UTAH STUDIES**

#### **Essential Learning: SOCIAL STUDIES**

Students will:

- Analyze primary and secondary sources to explain causes and effects of European-American exploration, including the response and involvement of Utah's American Indian tribes.
- Explain how their own connection to Utah is a reflection of the complex history of the state.
- Identify the civic virtues and principles codified by the Utah Constitution.
- Make an evidence-based argument regarding the appropriate roles of local, state and federal governments in resolving a current and/or historical issue.
- Select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance.

Utah Core Standards for **Social Studies** Grades 7 through 12

<https://www.schools.utah.gov/file/4a897eb8-f6c6-4025-8b7e-6666f10a8dec>

#### **Home-to-School Connections:**

- Utah is an amazing place, rich in resources, in geographic wonders, in inspiring history and in the diversity of its people. The study of Utah permits students to understand more deeply the place they call home, while developing essential skills. Utah Studies offers an opportunity for students to learn about their own families and cultures as well as those of others.
- Civic engagement is one of the fundamental purposes of education, and Utah studies classrooms are the ideal locations to foster civic virtue, consider current issues, learn how to act civilly toward others, and build a civic identity and an awareness of global issues
- Students should have ample opportunities to engage in deliberative, collaborative and civil dialogue regarding historical and current issues.
- Students should be able to identify local, state, national or international problems; engage with solutions to these problems; and share their ideas with appropriate public and/or private stakeholders.
- Students should be encouraged to apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.

**(Continued from Home-to-School Connections: SOCIAL STUDIES)**

- Students should also have opportunities to develop and demonstrate values that sustain America’s democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control and cooperation, many referenced in the Utah Portrait of a Graduate at <https://schools.utah.gov/file/bccb96eb-e6a6-47cf-9745-cf311675ad8b>.

## **PARTNER WITH YOUR CHILD’S TEACHER(S)**

Productive relationships between parents and teachers are essential to learning. You can facilitate development of a respectful relationship with your child’s teacher(s) by:

- Introducing yourself.
- Asking about the best means to communicate effectively regarding your child’s learning (for example: email, notes, phone calls).
- Sharing anything that would be important to consider when planning for your child’s learning experiences (for example: strengths, areas for growth, goals and/or any other special considerations).
- Attending parent teacher conferences and identifying ways you can support your child’s development, growth and learning.
- Asking your child about what they are learning and reinforcing their learning at home by maintaining focus on the learning process rather than outcomes and celebrating both successes and failures.
- Acknowledging the positive contributions of educators on your child’s development, growth and learning.

## **5Es FOR FAMILIES**

To support your child in developing the characteristics found in [Utah’s Portrait of a Graduate](#), you will find [Utah’s 5Es for Families](#) to be another helpful resource. By using the 5Es for Families, your home environment can support and enrich your child’s learning.