

RELEVANT ARIZONA STATE STANDARDS

Reading

Strand 1: Reading Process

Concept 6: Comprehension Strategies

PO4: Use graphic organizers in order to clarify the meaning of the text.

PO5: Connect information and events in text to experience and to related text and sources.

PO6: Apply knowledge of the organizational structures of text to aid comprehension.

PO7: Use reading strategies to interpret text.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

PO5: Locate specific information by using organizational features in expository text.

PO8: Interpret graphic features of expository text.

PO9: Apply knowledge of organizational structures of expository text to aid comprehension.

PO10: Make relevant inferences about expository text, supported by text evidence.

Concept 2: Functional Text

PO1: Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

PO2: Determine what information is missing in functional text.

PO3: Interpret details from a variety of functional text for a specific purpose.

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Writing

Strand 1: Writing Process

Concept 1: Prewriting

PO1: Generate ideas through a variety of activities.

PO2: Determine the purpose of an intended writing piece.

PO3: Determine the intended audience of a writing piece.

PO4: Establish a central idea appropriate to the type of writing.

PO5: Use organizational strategies to plan writing.

Concept 2: Drafting

PO2: Organize writing into a logical sequence that is clear to the audience.

Concept 5: Publishing

PO1: Prepare writing in a format appropriate to audience and purpose.

PO3: Use graphics when applicable to enhance the final product.

PO4: Write legibly.

Strand 2: Writing Components

Concept 1: Ideas and Content

PO1: Use clear, focused ideas and details to support the topic.

PO2: Provide content and selected details that are well suited to audience and purpose.

PO3: Develop a sufficient explanation or exploration of the topic

PO4: Include ideas and details that show original perspective.

Concept 2: Organization

PO1: Use a structure that fits the type of writing.

Concept 4: Word Choice

PO1: Use accurate, specific, powerful words that effectively convey the intended message.

PO2: Use words that consistently support style and type of writing.

PO3: Use vocabulary that is original, varied, and natural.

PO4: Use literal and figurative language where appropriate to purpose.

Strand 3: Writing Applications

Concept 1: Expressive

PO2: Write in a variety of expressive forms that according to mode, employ:

- a. Figurative language
- b. Rhythm
- c. Dialogue
- d. Characterization
- e. Plot
- f. Appropriate format

Concept 2: Expository

PO1: Record information related to topic.

Concept 3: Functional

PO1: Write a variety of functional texts

Language Arts

Strand 4: Viewing and Presenting

VP-E1: Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.

VP-E2: Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.

Math

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Concept 3: Systematic Listing and Counting

PO2: Solve counting problems using Venn diagrams and represent the answer algebraically.

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Science

Strand 1: Inquiry Process

Concept 1: Observations, Questions, and Hypotheses

PO1: Formulate questions based on observations that lead to the development of a hypothesis.

PO3: Explain the role of a hypothesis in a scientific inquiry.

Concept 2: Scientific Testing

PO1: Demonstrate safe behavior and appropriate procedures in all science inquiry.

PO2: Design an investigation to test individual variables using scientific processes.

PO3: Conduct a controlled investigation, utilizing multiple trials, to test a hypothesis using scientific processes.

PO4: Perform measurements using appropriate scientific tools.

PO5: Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs.

Concept 3: Analysis and Conclusions

PO1: Analyze data obtained in a scientific investigation to identify trends.

PO2: Form a logical argument about a correlation between variables or sequence of events.

PO3: Analyze results of data collection in order to accept or reject the hypothesis.

PO5: Formulate a conclusion based on data analysis.

PO6: Refine hypotheses based on results of from investigations.

PO7: Formulate new questions based on the results of a previous investigation.

Concept 4: Communication

PO1: Choose an appropriate graphic representation for collected data

PO2: Display data collected from a controlled investigation.

PO3: Communicate the results of an investigation with appropriate use of qualitative and quantitative information.

PO5: Communicate the results and conclusion of the investigation.

TEACHER'S GUIDE - SEVENTH GRADE RELEVANT ARIZONA STATE STANDARDS

Strand 3: Science in Personal and Social Perspectives

Concept 2: Science and Technology in Society

PO1: Propose viable methods of responding to an identified need or problem.

Strand 4: Life Science

Concept 3: Populations or Organisms in an Ecosystem

PO1: Compare food chains in a specified ecosystem and their corresponding food web.

PO2: Explain how organisms obtain and use resources to develop and thrive in niches and predator/prey relationships.

PO3: Analyze the interactions of living organisms with their ecosystems: limiting factors.

PO6: Create a model of the interactions of living organisms within an ecosystem.

Educational Technology

Strand 1: Creativity and Innovation

Concept 4: Original Works

PO 1: Create innovative products or projects using digital tools to express original ideas.

PO 2: Use digital collaborative tools to synthesize information, produce original works, and express ideas.

Strand 2: Communication and Collaboration

Concept 1: Effective communications and Digital Interactions

PO1: Collaborate and communicate with peers, experts, or others employing a variety of digital tools to share findings and/or publish.

Concept 2: Digital Solutions

PO1: Communicate and collaborate for the purpose of producing original works or solving problems.

Concept 3: Global Connections

PO1: Independently locate and interact with teacher approved global communities.

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Strand 3: Research and Information Literacy

Concept 2: Processing

PO1: Locate and synthesize information utilizing advanced search strategies.

PO2: Use authoritative primary and secondary sources.

PO3: Evaluate between fact and opinion, bias, inaccurate and misleading information by consulting multiple sources.

PO4: Synthesize research information to create new understanding or develop new ideas.

Strand 6: Technology Operations and Concepts

PO7: Identify and use network protocols for moving files and secure web access.

Workplace Skills

Standard 1: Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

1WP-E7: Identify the relevant details and facts of written materials.

PO 2: Identify relevant facts contained in selected written material

1WP-E8: Write formal communications that have a definite audience and clear purpose; contain no gaps, omissions or assumptions which impede comprehension; and follow the proper form whether it be a personal or business letter, message, memo, manual directions or applications.

PO 1: Write a formal communication in an appropriate format for a specific audience and purpose

PO 2: Organize ideas in a meaningful sequence using transitional words or phrases

PO 3: Write ideas that are clear and directly related to the topic