

## A MESSAGE TO OUR FAMILIES

Welcome to the Phoenix Elementary School District! Our schools are committed to providing a high-quality educational program for your children by setting high expectations for their performance in the classroom. We believe that strong ties to our families and community help your child become a responsible, life-long learner.

This brochure is a **summary** of grade level learning expectations for Language Arts, English Language Learners, Mathematics, Science and Social Studies. By the end of this school year, mastery of these skills will prepare your child for success next school year.

The learning expectations listed here **summarize** the Phoenix Elementary District curriculum. These expectations reflect the goals of the school district to ensure a quality curriculum for students and accountability to the community.

The Phoenix Elementary School District curriculum is guided by the Arizona's Academic Standards. Follow this link to the Arizona Department of Education website for additional information about the academic standards:  
[www.azed.gov/standards-practices/](http://www.azed.gov/standards-practices/).

The District's 2025 Strategic Plan provides clear expectations for our student's academic success. Goals include:

- We will ensure every student we serve is achieving academic success.
- We will engage every student in a rigorous, relevant, research-based learning environment led by well-trained staff.
- We will ensure student enrollment is at capacity in effective and attractive Signature and Neighborhood schools accessible to all.
- Follow this link for additional information about the 2025 Strategic Plan: [phxschools.org/district/about/strategic-plan/](http://phxschools.org/district/about/strategic-plan/).

Please contact your child's teacher at any time, and be sure to attend conferences with your child's teacher in October, January and March.

# 7<sup>th</sup> GRADE

## Learning Expectations



## WHAT WILL YOUR CHILD LEARN IN SCHOOL THIS YEAR?



English Language Arts



English Language Learners



Mathematics



Science



Social Studies

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Elementary School District



Curriculum and Instruction

2019-2020



## English Language Arts

### Reading, Writing, Language, Listening and Speaking - Includes Fiction and Non-Fiction

*By the end of the school year, students should:*

- Cite several pieces of textual evidence to support what the text says explicitly as well as inferences drawn from the text
- Determine two or more central ideas in a text and analyze their development over the course in both fiction and non-fiction text
- 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
- Determine an author's point of view or purpose and analyze how the author takes a position different from other authors
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- Analyze the impact of word choice on meaning and tone
- Write arguments to support claims with clear reasons and relevant evidence
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Avoid plagiarism and following a standard format for citations (e.g., footnotes, bibliography)
- Evaluate a speaker's key points and reasoning, asking questions, and stating his or her own well supported ideas in discussion



## English Language Learners

### Oral Language

*By the end of the school year, students should:*

- Express orally his or her own thinking and ideas
- Identify and apply conventions of Standard English in his or her communications
- Listen actively to the ideas of others in order to acquire new knowledge

### Reading

*By the end of the school year, students should:*

- Demonstrate understanding of print concepts of the English language
- Identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts

- Acquire English language vocabulary and use it in relevant contexts
- Analyze text for expression, enjoyment, and response to other related content areas
- Read with fluency and accuracy
- Analyze text for expression, information, enjoyment and understanding

### English Grammar, Structure and Usage

*By the end of the school year, students should:*

- Use the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions and interjections
- Use the following grammar skills: phrase construction, sentence construction, questions, and phonology link
- Express themselves in oral and written form using subordinate sentence structures that incorporate a range of idiomatic English speech patterns like interjections, verbals and advanced verb tenses
- Begin, develop and conclude both oral conversations and written investigations that reveal their understanding of interpersonal discourse and English idioms as well as display their ability to draw inferences and problem solve when delivering information

### Writing

*By the end of the school year, students should:*

- Express his or her thinking and ideas in a variety of writing genres
- Identify and apply conventions of Standard English in his or her communications
- Use the steps of the writing process as a writing piece moves toward completion
- Integrate elements of effective writing to develop engaging and focused text
- Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks

NOTE: Instruction will vary based on student's language level: Pre-Emergent, Emergent, Basic or Intermediate.



## Mathematics

### Ratios and Proportional Relationships (RP)

*By the end of the school year, students should:*

- Identify and analyze proportional relationships and use them to solve real-world and mathematical problems
- Graph proportional relationships and relate unit rate to slope of a line
- Solve percent problems including those involving tax, tips, discounts, and percent increase/decrease
- Solve problems about scale drawings

### The Number System (NS)

*By the end of the school year, students should:*

- Apply and extend previous understandings of operations with fractions
- Apply properties of numbers to add, subtract, multiply, and divide all rational numbers, including integers

### Expressions and Equations (EE)

*By the end of the school year, students should:*

- Formulate expressions and equations with one variable
- Use properties of operations to generate equivalent expressions
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations

### Geometry (G)

*By the end of the school year, students should:*

- Draw, construct, and describe two and three dimensional geometrical figures and explain the relationships between them
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

### Statistics and Probability (SP)

*By the end of the school year, students should:*

- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations
- Investigate change processes and develop, use, and evaluate probability models



## Science

### Seventh Grade Science Learning Modules

- Earth History
- Earth and Space
- Populations and Ecosystems

### Science as Inquiry

*By the end of the school year, students should:*

- Conduct scientific experiments using the scientific method, including data collection

### History and Nature of Science

*By the end of the school year, students should:*

- Identify discoveries in science that have influenced society, technology, and quality of life

### Personal and Social Perspectives in Science and Technology

*By the end of the school year, students should:*

- Analyze environmental risks caused by human interaction with biological or geological systems and propose possible solutions
- Analyze environmental benefits of human interactions with systems (e.g., reforestation, habitat restoration or construction of dams)

### Life Science

*By the end of the school year, students should:*

- Compare food chains in an ecosystem
- Explain how organisms obtain and use resources
- Analyze the interactions of living organisms with their ecosystems

### Earth and Space Science

*By the end of the school year, students should:*

- Classify rocks and minerals
- Describe the properties and composition of the major layers of the Earth
- Explain erosion, deposition, plate tectonics, and volcanism
- Explain the phases of the Moon, including effect on tides
- Explain the seasons in the Northern and Southern hemispheres
- Identify major constellations visible from the Northern hemisphere



## Social Studies

Seventh Grade Social Studies emphasizes American history from the Civil War through the Great Depression. Students also study the impact of the Industrial Revolution and imperialism on world events.

### American History

*By the end of the school year, students should:*

- Interpret historical data displayed in graphs, tables, and charts
- Construct timelines of historical eras
- Describe the relationship between a primary source document and a secondary source document
- Determine the credibility and bias of primary and secondary sources
- Analyze cause and effect relationships between and among individuals and/or historical events
- Describe two points of view on the same historical event

### Civics/Government

*By the end of the school year, students should:*

- Analyze the principles and ideals of the Bill of Rights and Emancipation Proclamation
- Analyze Arizona's transition from territory to statehood
- Describe how the power of checks and balances are used in impeachment, declaring war, treaties, veto and judicial review
- Describe the benefits of community services
- Describe the important of citizens being actively involved in the democratic process
- Describe the impact of the Constitutional Amendments

### Geography

*By the end of the school year, students should:*

- Construct maps, charts, and graphs to display geographic information
- Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images
- Locate physical and cultural features throughout the world
- Interpret thematic maps, graphs, charts, and

databases depicting various aspects of the United States and world regions

- Compare the historical and contemporary interactions among people in different places and regions
- Describe how a place changes over time
- Describe the consequences of natural hazards, e.g. Dust Bowl, hurricanes, droughts, or earthquakes
- Describe how environments, e.g., Sun Belt, urban area, influence living conditions

## PLANNING FOR HIGH SCHOOL

The transitional period between middle school and high school can be an exciting yet stressful time for students and parents alike. It is important that students and parents begin thinking about the many high school choices available to them. We encourage you to begin this conversation early with your child, teacher, and principal.

Our District has already started to prepare students for promotion to high school:

1. Our Governing Board has adopted a high-school readiness goal to ensure your student is successful in completing eighth grade and registered for high school.
2. All 7th and 8th grade students and families are invited to attend our annual High School Night. You will meet representatives from many high schools and learn about high school graduation requirements. Watch for more details about this annual event!

Please contact your child's Principal or teacher for additional information about preparing for high school.

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