

Social Systems: Structures

Computer Science	
Computational Thinking	
L1:CT.10	Evaluate what kinds of problems can be solved using modeling and simulation.
L1:CT.11	Analyze the degree to which a computer model accurately represents the real world.
L1:CT.15	Provide examples of interdisciplinary applications of computational thinking.
Collaboration	
L1:CL.3	Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities.
Computing Practice & Programming	
L1:CPP.5	Implement problem solutions using a programming language, including: looping behavior, conditional statements, logic, expressions, variables, and functions.
Computers and Communications Devices	
L1:CD.6	Describe the major components and functions of computer systems and networks.
Community Global, and Ethical Impacts	
L1:CI.1	Exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse.
English Language Arts	
Reading: Literature	
CCSS.ELA-LITERACY.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-LITERACY.RL.7	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).
Reading: Informational Text	
CCSS.ELA-LITERACY.RI.3	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).
CCSS.ELA-LITERACY.RI.7	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).
Writing	
CCSS.ELA-LITERACY.W.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-LITERACY.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Speaking & Listening	
CCSS.ELA-LITERACY.SL.1	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.
Language	
CCSS.ELA-LITERACY.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Writing in Science & Technical Subjects	
CCSS.ELA-LITERACY.WHS T.5	With some guidance and support from peers and adults, 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.
CCSS.ELA-LITERACY.WHS T.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Fine Arts	
Creating	
MU:Cr3.1	a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style , form , and use of sound sources. b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
Performing/Presenting/Producing	
DA:Pr4.1	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast. b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually. c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.
MA:Pr5.1	a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing. b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions. c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.
MU:Pr5.1	a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
VA:Pr4.1	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
VA:Pr6.1	Compare and contrast viewing and experiencing collections and exhibitions in different venues.
Responding	
DA:Re7.1	a. Compare, contrast, and discuss patterns of movement and their relationships in dance. b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.
MU:Re9.1	a Select from teacher-provided criteria to evaluate musical works or performances.
Connecting	
TH:Cn10.1	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Mathematics	
Statistics & Probability	
CCSS.MATH.CO NTENT. 7.SP.C.5	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.
CCSS.MATH.CO NTENT. 7.SP.C.6	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.
CCSS.MATH.CO NTENT. 7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
CCSS.MATH.CO NTENT. 7..C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
Physical Education and Health	
Motor Skills and Movement	
S1.M9	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.
S1.M10	Shoots on goal with power and accuracy in small-sided game play.
S1.M11	Slides in all directions while on defense without crossing feet.
Movement and Performance	
S2.M10	Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.
S2.M11	Selects the correct defensive play based on the situation (e.g., number of outs).
Health Enhancement & Fitness	
S3.M3	Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training.
S3.M4	Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training.
Personal and Social Behavior	
S4.M5	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play.
Value of Physical Activity	
S5.M6	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.
Science	
Life Sciences	
LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
Engineering Design	
ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

English/Science Connections	
CCSS.ELA-LITERACY.RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
Social/Emotional Learning	
Social Awareness	
1B.b	Analyze how making use of school and community supports and opportunities can contribute to school and life success.
Social Studies	
Geography	
NSS-G.11	The patterns and networks of economic interdependence on Earth's surface
NSS-G.12	The processes, patterns, and functions of human settlement
NSS-G.13	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
NSS-G.14	How human actions modify the physical environment
Civics and Government	
NSS-C.4A	How is the world organized politically?
NSS-C.4B	How has the United States influenced other nations and how have other nations influenced American politics and society?
English/Social Studies Connections	
CCSS.ELA-LITERACY.RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).