

# Social Studies

By the end of 1<sup>st</sup> Nine Weeks students are expected to understand:

- that when there is conflict between or within societies, change is the result., that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. that as a society increases in complexity and interacts with other societies, the complexity of the government also increases., that humans, their society, and the environment affect each other., that the movement or migration of people and ideas affects all societies involved.
- that location affects a society’s economy, culture, and development, that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
- that while change occurs over time, there is continuity to the basic structure of that society.
- continuity and change in Southwest Asia (Middle East) leading to the 21st century—the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe, how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East). d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.
- selected features in Southwestern Asia (Middle East)— on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip, on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey. the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East)—how the distribution of oil has affected the development of Southwest Asia (Middle East), how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.
- the diverse cultures of the people who live in Southwest Asia (Middle East)—the differences between an ethnic group and a religious group, the diversity of religions within the Arabs, Persians, and Kurds, the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity the reason for the division between Sunni and Shia Muslims

### 7th Grade Social Studies Teachers

MS. R. Albrecht                      Mr. T. Sims  
Mrs. A Parks                              Mrs. I Wiggins

# Reading

By the end of the 1<sup>st</sup> Nine Weeks students will:

- Explore literary texts through reading
- Interpret a character’s traits, emotions, or motivations and gives supporting evidence from a text.
- Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- Analyze characterization (dynamic and static) in prose and plays as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.
- Identify and analyze how an author’s use of words creates tone and mood giving supporting evidence from the text.
- Acquire new vocabulary in each content area and use it correctly.
- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area text.

### 7th Grade Reading Teachers

Mrs. A. Strickland                      Mrs.. M. A. Williams  
Mrs. A Parks                              Mrs. D. Josey  
Mrs. J. Stanfield                        Mrs. M. Smith  
Mrs. J. Coates, ESOL

## Sumter County Middle Schools

“SCMS...Expecting Success!”

# SEVENTH GRADE EXPECTATIONS

## 1<sup>ST</sup> NINE WEEKS

### 2011 - 2012



Kimothy Hadley, Principal  
Matthew Cullifer, Asst. Principal

439 Bumphead Road  
Americus, Georgia 31719  
229-924-1010

Mrs. A. Brunson, Math/Science Instructional Coach  
Ms. S. Waymon, ELA/Social Studies Instructional Coach

The mission of Sumter County Middle School is to promote a learning environment that will provide all students with the knowledge and skills to be successful in life.

# Language Arts

By the end of the 1<sup>st</sup> Nine Weeks students will be able to:

- Produce writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure; select a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements; write texts of a length appropriate to address the topic or tell the story; use appropriate structures to ensure coherence (e.g., transition elements); support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- Produce a narrative (fictional, personal, experiential) that: engage readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus); create an organizing structure appropriate to purpose, audience, and context; develop characters using standard methods of characterization; include sensory details and concrete language to develop plot, setting, and character (e.g., vivid verb, descriptive adjectives, and varied sentence structures); exclude extraneous details and inconsistencies; use a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, and expressions, tone, and mood); provide a sense of closure to the writing.
- Produce a response to literature that: engage the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest; demonstrate an understanding of the literary work.
- Demonstrate understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
- Identify and write simple, compound, complex, and compound-complex sentences correctly, punctuating properly, avoiding fragments and run-ons, adding and deleting modifiers, or revising sentences.
- Identify and use verb tenses consistently (simple and perfect).
- Produce final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.

## 7th Grade Language Arts Teachers

Mrs. A Strickland      Mrs. M. A. Williams  
Mrs. I. Wiggins        Mrs. A. Parks  
Mrs. D. Josey         Mrs. J. Coates, ESOL

# Math

By the end of the 1<sup>st</sup> Nine Weeks students will be able to

- Find the absolute value of a number and understand it as a distance from zero on a number line
- Compare and order rational numbers, including repeating decimals;
- Describe how a change in one variable affects the other variable;
- Add, subtract, multiply, and divide positive and negative rational numbers
- Simplify and evaluate algebraic expressions, using commutative, associative, and distributive properties as appropriate
- Given a problem, define a variable, write an equation, solve the equation, and interpret the solution.
- Use the addition and multiplication properties of equality to solve one – and two-step equations.
- Solve problems using rational numbers
- Represent, describe, and analyze relations from tables, graphs, and formulas.
- Plot points on a coordinate plane
- Demonstrate understanding of translations, dilations, rotations, reflections, and relate symmetry to appropriate transformations
- Perform basic constructions using both compass and straight edge, and appropriate technology.

## 7th Grade Math Teachers

Ms. R. King      Ms. S. Murray      Ms. Bailey  
Ms. K. Tripp      Mrs. Liggins        Mrs. A. Parks  
                                 Ms. O. Mackey

# Science

By the end of the 1<sup>st</sup> Nine Weeks, students will be able to:

- Use appropriate tools for measuring objects and/or substances.
- Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.
- Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.
- Follow correct procedures for use of scientific apparatus.
- Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.
- Follow correct protocol for identifying and reporting safety problems and violations
- Explain that tissues, organs, and organ systems serve the needs cells have for oxygen, food, and waste removal
- Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria) to basic cell functions.
- Explain that cells take in nutrients in order to grow and divide and to make needed materials.
- Explain that cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.
- Apply the metric system to a scientific investigation that includes metric to metric conversion. (i.e., centimeters to meters)
- Explain the purpose of the major organ systems in the human body (i.e., digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease).

## 7th Grade Science Teachers

Mr. J. Beckett      Ms. A. Solomon  
Ms. K. Tripp        Mrs. A. Parks