

7th Grade Curriculum Night 2022-2023

Curriculum, Habits of Learning and Competency Based
Learning

Tonight's agenda:

- Introductions
- Communication
 - Weekly update
- Guidance Counselor
- Habits of Learning
- Social Studies Curriculum
- ELA Curriculum
- Leadership Unit
- Working with PowerSchool
- Questions

Communication:

epope@sau21.org

jlukach@sau21.org

- ◎ The 7th grade weekly newsletter is emailed most Fridays. Teachers give an overview of the week and preview some upcoming assignments.
- ◎ Please contact Ms. Jones or Ms. HB (your child's homeroom teacher) if you have not received the email and would like to.

Liz Fiore, M.Ed.

School Counselor K-8

Provide Individual and Group Support
Collaborate and Teach Social Emotional Learning
504 Case Manager for grades K-5

Best way to reach me is to email me at efiore@sau21.org

Purpose of Habits of Learning

- Help inform parents and students about performance in other areas, some not addressed in competencies.
- The habits support specific content (Math, ELA, Science, Social Studies) competencies

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Habits of Learning

Communication: obtaining and sharing information.

Innovation: using flexible thinking, resources and learning from mistakes.

Collaboration: ability to work together.

Self-direction: initiate and manage personal learning.

Snapshot of Habits of Learning Rubric for Middle School

This is one category of the rubric.

As you can see, the student is directed to focus on the Proficient category.

	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Advanced</i>
Communication <i>Students will utilize space and materials to both understand and/or convey meaning to an intended audience.</i>	I am sometimes able to do some of the practices in the proficient category with repeated teacher assistance (See comments below)	I am able to do some practices in the proficient category with teacher assistance (See comments below)	<ul style="list-style-type: none">• I communicate in a variety of ways that are appropriate and engaging to the target audience• I listen and ask questions that help to clarify a topic or line of reasoning• I convey respect in speaking and listening• I express knowledge and information to create mutual understanding	<i>I consistently and independently demonstrate all practices in the proficient category at a level exceeding expectations</i>
<u>Comments:</u>				

Implementation

How the habits of learning will be used in Middle School

- ◎ **Communication, Innovation, Collaboration and Self-Direction are the habits that are instrumental for student success.**
- ◎ These habits will be used to monitor student growth over time.
- ◎ Habits will be incorporated into assignments, group projects, and in report card comments at the end of each trimester.

Social Studies 7

COURSE CONTENT-

- 1. Using a compass and direction**
- 2. Evaluating Sources- identifying bias and fake news.**
- 3. Civics- The constitution, federal, state governments and elections**
- 4. Economics- basic economic concepts, personal finance and investment**

SAU21 Social Studies Competencies:



Reading Informational Texts

- 1. Comprehension Strategies (Craft and Structure)**
- 2. Textual Evidence (Key Ideas and Details)**

Argumentative Writing:

- 1. Introducing claims**
- 2. Supporting Evidence**
- 3. Style and Tone**
- 4. Conclusion**

Informational Writing:

- 1. Introduction**
- 2. Evidence**
- 3. Style and Tone**
- 4. Conclusion**

Speaking and Listening

- 1. Collaboration:**
- 2. Presentation:**

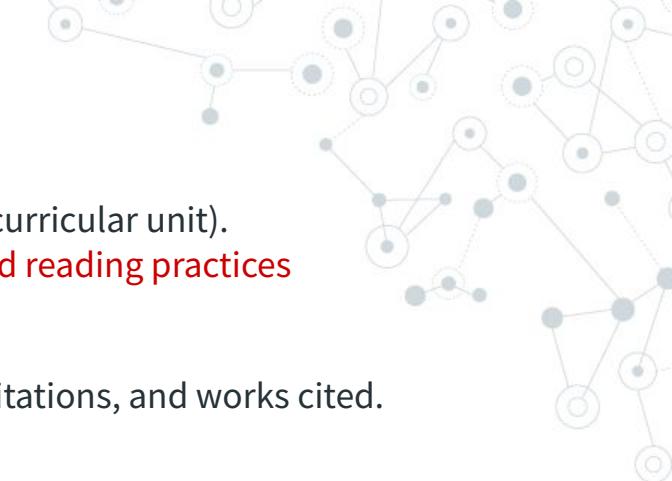
Inquiry

- 1. Question Building**
- 2. Collection**
- 3. Evaluation**

Content

- 1. History**
- 2. Civics**
- 3. Economics**
- 4. Geography**

Language Arts 7



Unit 1: Reading Literature

- *The Outsiders* (Through the lens of leadership and heroism, cross-curricular unit).
- **Standards Met: Comprehension strategies, Using text evidence, and reading practices**

Unit 2: Grammar/Conventions (On going)

- No Red Ink, Sentence of the Day, common errors, learning to use citations, and works cited.
- **Standards Met: Conventions and Vocabulary**

Unit 3: Reading and Writing Informational Texts

- Introduction with AoK Leadership Project
- Students will read a non-fiction book related to forestry, the outdoors, or nature (TBD).
- Students will write informational text relating to the nature trails located behind the school.
- **Standards Met: Comprehension strategies, using text evidence, speaking/listening.**

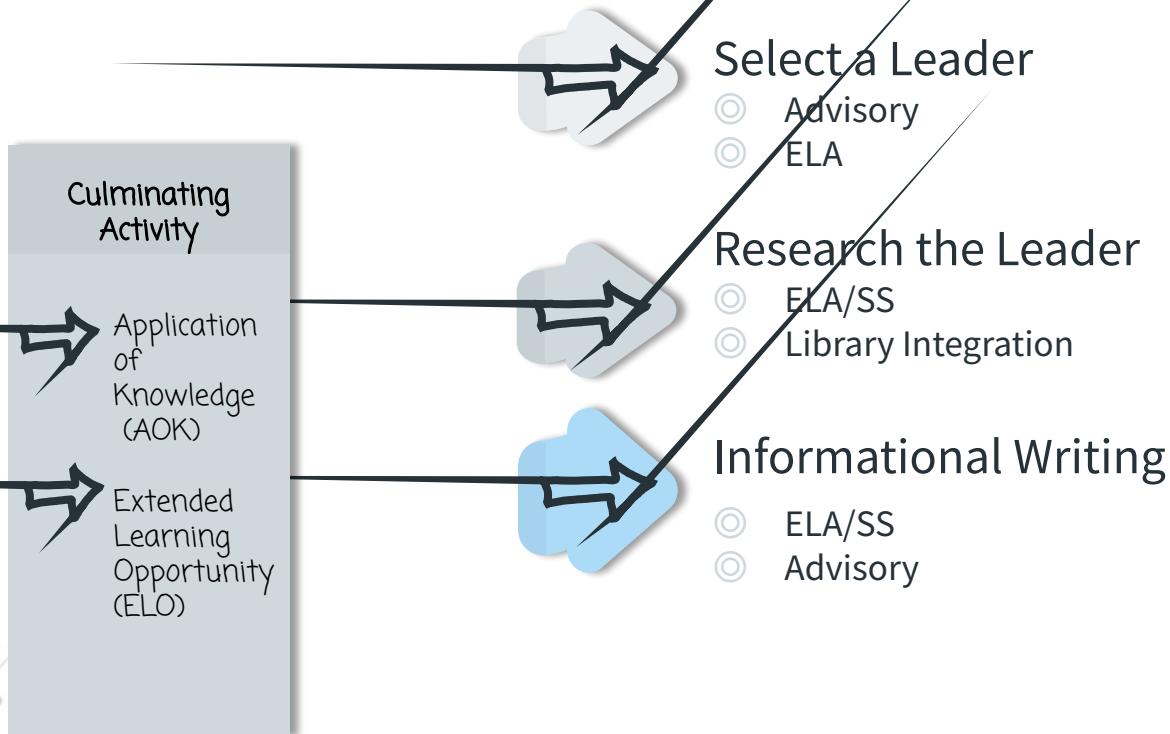
Unit 4: Argumentative Writing

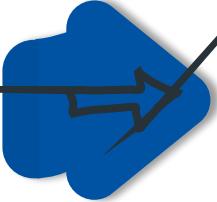
- Persuasive Research paper, developing strong claims, the modes of persuasion etc.
- **Standards Met: Writing claims, evidence, developing style/tone, conclusions and inquiry.**

Unit 5: Reading and Writing Narratives

- Narratives choice reading TBD and narrative writing.
- **Narrative techniques, writing introductions and conclusions, inquiry, speaking/listening**

Cross-Curricular Leadership Unit:





Culminating Activity Options

Application of Knowledge

Students will be supported by the 7/8 Team as they:

- Explore ways to support a cause associated with their leader
- Plan the activity
- Execute the activity

Community Share prior
to December vacation

OR

Extended Learning Opportunity

In this optional enrichment extension, students will:

- Engage in Participatory Action Research
- Work to promote diversity, equity, inclusion, and belonging in their communities
- Have additional support from a NHS teacher mentor



Madeline Stuart

- 25 year old model from Australia
- First famous model with Down's Syndrome
- Walked in more than 100 fashion shows across the globe including New York, Paris, and London

Leadership

Fashion

- Forbes (2018) - "#1 Game Changer in the fashion industry"

Disability Advocacy

- Equal treatment
- Changing perceptions

AOK: Hold a fundraiser for The Arc to support inclusive volunteering and raise awareness in your community

ELO: Use PhotoVoice to research representation on your social media feeds. Based on findings, start a #campaign.

Working With Power School: how-to

Please take one of the handouts and follow along as we watch the short video.



Welcome, Rebecca Carlson | Help | Sign Out

Navigation

Grades and Attendance

Grade History

Attendance History

Email Notification

Teacher Comments

Report Cards

School Bulletin

Class Registration

Balance

My Schedule

School Information

Account



Grades and Attendance:

Grades and Attendance Standards Grades

Exp	Last Week					This Week					Course	T1	T2	T3	Y1	Absences	Tardies
	M	T	W	H	F	M	T	W	H	F							
HR(Mon-Fri)						-	-	-	-	-	Grade 6 Homeroom	[i]				2	1
HR(Mon-Fri)						-	-	-	-	-	Grade 6 Homeroom	[i]				2	0
HR(Mon-Fri)											Grade 6 Homeroom	[i]				3	1
1(Mon,Wed,Fri)						-	-	-	-	-	Grade 6 Spanish	[i]				0	0
1(Mon,Wed,Fri)						-	-	-	-	-	Grade 6 Spanish	[i]				0	0
1(Mon,Wed)							-	-	-	-	Grade 6 Art	[i]				0	0
2(Mon,Wed)						-	-	-	-	-	Grade 6 Physical Education	[i]				0	0
	-	-	-	-	-	-	-	-	-	-	Grade 6 Physical Education	[i]				0	0
	-	-	-	-	-	-	-	-	-	-	Grade 6 Humanities	A-				0	0

QUESTIONS?



Math/Science

7th Grade Curriculum

Night 2022-2023

Curriculum, Habits of Learning and Competency Based
Learning

Tonight's agenda:

- Introductions
- Communication
 - Email
 - Weekly update

Competencies

- Science
 - Grading
- Math
 - Grading

Switch rooms for LA/SS 7:10-7:30

WHAT IS A COMPETENCY?

- SAU has made a shift to Competency Based Education (CBE)
- In order to do well in school and beyond, there are necessary skills that students need to develop for success.

Science 7

Chemical Reactions and Matter: “How can we make something new that was not there before?” Students will apply their knowledge of matter and chemical reactions to the change in the Taj Mahal marble.

Chemical Reactions and Energy: “How can we use chemical reactions to design a solution to a problem?” Engineering of home-made MRE (Meals-ready to eat) flameless heater.

Metabolic Reactions: “How do things inside our bodies work together to make us feel the way we do?” Developing a model to describe how bears bodies prepare for hibernation.

Matter Cycling and Photosynthesis: “Where does food come from and where does it go next?” Developing a model of a whale fall (dead whale) to explain the cycling of matter of a whale in life and after.

Ecosystem Dynamics and Biodiversity: “How does changing an ecosystem affect what lives there?” Design a palm oil farm in a sustainable way to support orangutans and humans.

Earth’s Resources and Human Impact: “How do changes in the Earth’s system impact our communities and what can we do about it? Students develop a model of changes in the Earth’s climate system, and design systems to mitigate human effects on natural systems.

Science and Engineering Practices:

- 1) Asking questions and defining problems
- 2) Developing and using models
- 3) Planning and carrying out investigations
- 4) Analyzing and interpreting data
- 5) Using mathematics and computational thinking
- 6) Constructing explanations and designing solutions
- 7) Engaging in argument from evidence
- 8) Obtaining, evaluating, and communicating information

Science Competency based grading

-A competency is a predetermined “learning objective.” It is something a student should understand, know and/or be able to do.

Competency: Chemical Reactions and Matter

Power Standard: Students will demonstrate an understanding of how particles combine to produce a substance with different properties and how thermal energy affects particles.

What they do to figure it out:

- ◎ Investigations with Bath Bombs: where do they think the gas is coming from? (*Asking Questions & Developing and Using Models*)
- ◎ Investigations of the properties of substances in BB's (*Planning Investigations and Analyzing Results*)
- ◎ Which substances create a reaction (combined ingredient labs) (*Engaging in Argument with Evidence*)
- ◎ Investigations of the properties of some gases produced (density and flammability) (*Using mathematical and computational thinking*)
- ◎ Obtain information about atoms as the building blocks of substances and that matter cannot be created or destroyed (*Obtaining, Evaluating, and Communicating Information*)

Summative assessment:

Part 1 is a lab to test which of two chemical reactions possible.

Part 2: Arguing with evidence that the matter in the reaction is being rearranged in a chemical reaction



Part 1: Explaining Marble Changes in the Taj Mahal

The Taj Mahal was built in Agra, India by the emperor Shah Jahan as a memorial for his wife.

It was completed around 1653. It is an impressive building created out of white marble.

The Taj Mahal has been named a world heritage site by the United Nations Educational, Scientific, and Cultural Organization. Between 7 and 8 million people visit the Taj Mahal each year. However, in the last 50 years, people have started noticing that the building is turning from white to yellow and the marble is cracking and falling apart.



The marble used to build Taj Mahal is made mostly of one substance: calcium carbonate. Scientists suspect that chemical reactions between a substance that is coming into contact with the calcium



Example of a Rubric for the Science Practice of “Constructing Explanations”

3: Proficient	4: Advanced
<i>Independently and consistently, student can:</i>	<i>In addition, student can:</i>
I can independently use scientific concepts and domain specific language to develop my claim. <ul style="list-style-type: none">• Claim restates and answers the question	N/A
Use of specific and detailed evidence <ul style="list-style-type: none">• Use of data (detailed observations and/or numbers)	All of proficient and use evidence as a comparison for a counterclaim.
I can independently use specific vocabulary and principles to explain the evidence <ul style="list-style-type: none">• Reasoning is connected to key ideas we are using in class	I can use all required for Proficient and adequately use reasoning to support the argument with detail. AND I can bring in an example from outside of the classroom to further develop my argument

Math 7

7.1 Scale Drawings- September (**Class Logo and Test**)

7.2 Introducing Proportional Relationships- October (**Performance Task and Test**)

7.4 Proportional Relationships and Percentages- November (**Restaurant and Store Simulations**)

7.5 Rational Number Arithmetic- December (**Budget Task and Test**)

7.6 Expressions, Equations, and Inequalities- January/February
(Cartoon/Book Project and Test)

7.3 Measuring Circles- March (**Quiz**)

7.7 Angles, Triangles, and Prisms- April/May (**House Design Project**)

7.8 Probability and Sampling- June (**Design Own Study**)

Problem of the week handed out on Monday and turned in on Friday.

Competency-based Grading

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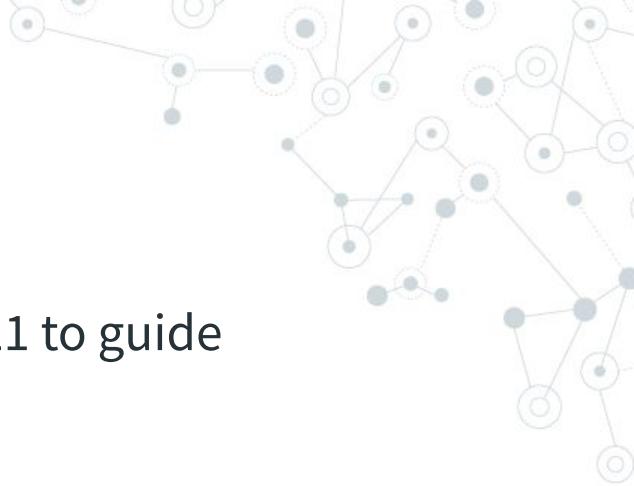
-Example:

Geometry

Students will solve problems involving reasoning using properties of 2- and 3-dimensional shapes to analyze, represent, and model geometric relationships in pure/theoretical and authentic applied contexts.

7th grade:

1. **Geometric Figures:** Construct and Scale 2-dimensional figures
2. **Circles:** Find Area and Circumference of circles
3. **Angles:** Apply angle properties
4. **Area & Volume:** Calculate area, surface area, volume of shapes.



Teachers use competencies adopted by SAU 21 to guide instruction and assessment.



Students are given opportunities through tests, tasks, projects to demonstrate their understanding of a competency and we report out to you if your child can demonstrate particular competencies.

Formatives

Formative Assessments are “checkpoints”.

Typically have 2 or 3 within a unit.

After the first formative we need to practice:

- * How to label line segments
- * Does our reasoning make sense?
- * Adding specific information (numbers) to support your answer.
- * Label units
- * Use of the word/concept of reciprocal

Summative

Task: Class Logo

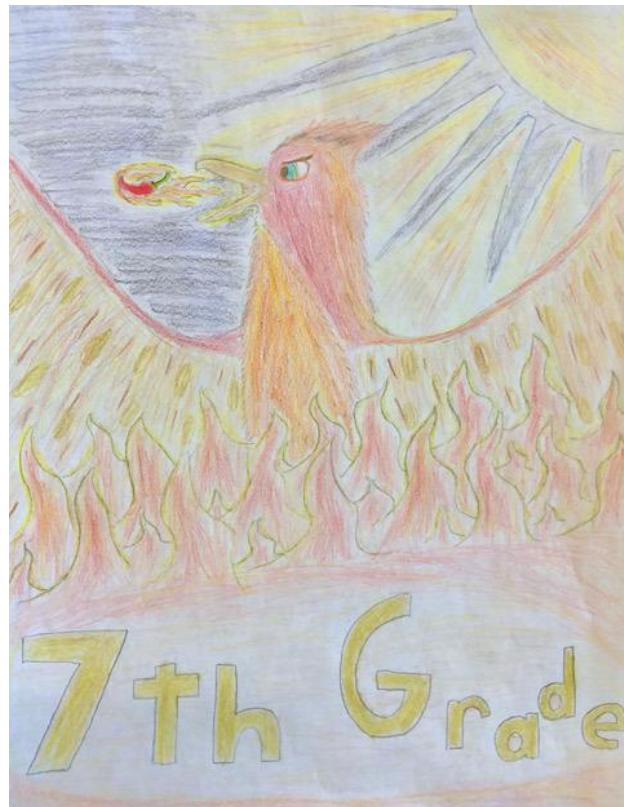
Create two scaled drawings of your section of the class logo. The scale factor of 1 drawing will be 2, and the scale factor of the other drawing will be $\frac{1}{2}$.

*****For a 4:** Complete a third drawing using a scale factor of $\frac{3}{4}$.**

Rubric Example

	(4)	(3)	(2)	(1)
Geometry Students will solve problems involving reasoning using properties of 2- and 3- dimensional shapes to analyze, represent, and model geometric relationships in pure/theoretical and authentic applied contexts.	Students create a scale drawing using $\frac{3}{4}$ as a scale factor, and finds the final dimensions and area of class logo	Students correctly uses 2 as a scale factor	Some parts of 2 as a scale factor are correct	A few parts of 2 as a scale factor are correct

Finalists for Class Logo





Summative

Logo Project is assessing if students understand to scale all the parts of a drawing and keep angle measurements the same in non-polygons.

Test is assessing if students can find the specific scale factor, how scales are used in maps, and drawing and identifying scaled polygons.

** Summatives have an opportunity for students to earn a 4.

Key Takeaways with Competency

- The system is meant to show if your child can consistently perform a certain skill.
- It allows for multiple assessment opportunities.
- On summative assessments, students should always have an opportunity to demonstrate their understanding at a “4” level.
- It is a different system that we are used to but it addresses the ultimate question of: “Can a student perform a skill or not?”
- Once summatives are completed the formatives will not be part of the final grade.

Purpose of Habits of Learning

- Basis for comments and parent-teachers conferences- Oct. 19
- The habits support specific content (Math, ELA, Science, Social Studies) competencies

Habits of Learning

Communication: obtaining and sharing information.

Innovation: using flexible thinking, resources and learning from mistakes.

Collaboration: ability to work together.

Self-direction: initiate and manage personal learning.

Snapshot of Habits of Learning Rubric for Middle School

This is one category of the rubric.

As you can see, the student is directed to focus on the Proficient category.

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- I communicate in a variety of ways that are appropriate and engaging to the target audience
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- I express knowledge and information to create mutual understanding

Innovation

Students will interpret experiences and imagine and play with new possibilities in order to create approaches that are unique and meaningful.

- I demonstrate flexible thinking and remain open to feedback and ideas of others
- I use a variety of ideas, resources and original thinking to show my understanding
- I draw on and learn from mistakes and recognize when taking a new approach is appropriate

Collaboration

Students will demonstrate the ability to work with other people in a process that requires interdependence to solve a problem, achieve a goal, or complete a task.

- In group work, I consistently participate by being prepared, contributing, and asking/answering questions
- I stay on task and rarely require redirection
- I work in diverse groups and exhibit positive interactions to achieve a common goal
- I recognize and include the perspectives of others

Self Direction

Students will initiate and manage personal learning, and demonstrate a “growth” mindset, through self-awareness, goal-setting, ownership, perseverance, managing learning, and self-reflection in order to develop personal goals.

- My work is consistently good quality; I work to the best of my ability and complete assignments on time.
- I am responsible for my own learning and am able to persevere through challenges and access support when needed
- I set goals and follow the steps necessary to achieve them
- I learn from setbacks and connect success to effort
- I self-reflect in order to improve performance (i.e. I can reassess assignments while evaluating my progress on a rubric)

Implementation

How the habits of learning will be used in Middle School

- ◎ **Communication, Innovation, Collaboration and Self-Direction are the habits that are instrumental for student success.**
 - ◎ These habits will be used to monitor student growth over time.
 - ◎ Students will set goals for themselves as part of their advisory groups and will monitor their progress with teacher feedback and support.
- Habits will be incorporated into assignments, group projects, and in report card comments at the end of each trimester.

PowerSchool

Packet of information for how to navigate Power School

In room 334 you will see a tutorial on how to navigate.

Parent/Student PowerSchool Portal

- The PowerSchool Portal for gradebook is open to our families in 6th to 8th grade.
- PowerSchool is the access point for all PreK-8 families for registration, forms, and permissions.
- All families in K-8 will use PowerSchool to access report cards each trimester.
- This is a powerful communication tool for your students' progress towards mastery of each class's standards and competencies.

PRIDE--Perseverance~Responsibility~Integrity~Doing the right thing~Empathy

PowerSchool Parent Portal - Green & Convenient

Step One: Visit our School Website and select PowerSchool from the Quick Links to create your parent portal account.

Step Two: Log into your PowerSchool portal account and select the Returning Student Registration icon on the left.



- * Update contact and medical information
- * Sign required forms such as Acceptable Use Policy
- * Provide permissions such as photo and directory

The Parent Portal is how all K-8 families access report cards.

Please contact Sue MacLaughlin at smaclaughlin@SAU21.org with any questions.

Architecture of Power School (PS)

Powerstandard grades are entered in PS for each summative assessment.

These inform the competency grades on the report card.

Competencies	Power Standards	
Reasoning and Computational Strategies Students will expand the use of computational strategies, algorithms, and proportional reasoning to rational and irrational numbers.	<ol style="list-style-type: none">Operations: Reason with positive and negative numbers and the properties of operations to add, subtract, multiply and divide rational numbers.Unit Rates: Identify, generate, and compute unit rates associated with ratios of fractions	Power Standards: the skills a student masters within a course
Algebraic Functions, Patterns & Relations Students will make use of structure to describe and compare situations that involve proportionality, change, or patterns and use the information to make conjectures and justify conclusions/solutions.	<ol style="list-style-type: none">Proportional Relationships: Estimate and compare ratios and proportions.Proportionality: Use proportional relationships to solve problems.	Competency: the application of these related power standards
Geometry Students will solve problems involving reasoning using properties of 2- and 3- dimensional shapes to analyze, represent, and model geometric relationships in pure/theoretical and authentic applied contexts.	<ol style="list-style-type: none">Geometric Figures: Construct and Scale 2-dimensional figuresCircles: Find Area and Circumference of circlesAngles: Apply angle propertiesArea & Volume: Calculate area, surface area, volume of shapes.	

PowerSchool Parent Portal - Grades 6-8

After logging into the PowerSchool Parent Portal, you will come to a page that looks like:

The screenshot shows the PowerSchool Parent Portal interface. On the left is a vertical navigation bar with icons for various functions: Grades and Attendance, Grade History, Attendance History, Email Notification, Teacher Comments, Report Cards, School Bulletin, Class Registration, Balance, My Schedule, School Information, Account Preferences, and SchoolMessenger. A green arrow points from the 'Forms' icon in the navigation bar to a green callout box containing the text: "To access the gradebook, click on the [i] for the class and trimester you want to see." Another green arrow points from the 'Forms' icon to the 'Forms' button at the bottom of the page. At the top right, there are links for 'Welcome, Rebecca Carlson', 'Help', and 'Sign Out'. The main content area is titled 'Grades and Attendance:' and contains a grid for 'Attendance By Class'. The grid has columns for 'Exp' (Experience), 'Last Week' (M, T, W, H, F), 'This Week' (M, T, W, H, F), 'Course', 'T1', 'T2', 'T3', 'Absences', and 'Tardies'. Below the grid, there are several rows of student information, each with a blue 'Email' icon and a link to the student's profile. At the bottom of the page, there is a 'Attendance Totals' row with values 0 and 0, and a link 'Show dropped classes also'.

Welcome, Rebecca Carlson | Help | Sign O

Brook

Navigation

Grades and Attendance

Grade History

Attendance History

Email Notification

Teacher Comments

Report Cards

School Bulletin

Class Registration

Balance

My Schedule

School Information

Account Preferences

2020-21 Returning Student Registration

Forms

Show dropped classes also

To access the gradebook, click on the [i] for the class and trimester you want to see.

Exp	Last Week					This Week					Course	T1	T2	T3	Absences	Tardies		
	M	T	W	H	F	M	T	W	H	F								
HR(Mon-Fri)											Grade 7 Homeroom Email Babyak, Dana J - Rm: 334	[i]	[i]	[i]				
HR(Mon-Fri)											Grade 7 Mathematics Email Carlson, Rebecca B - Rm:	[i]	[i]	[i]				
2(Mon-Fri)											Grade 7 Social Studies Email Pope, Elliot - Rm: 344	[i]						
3(Mon)	.	.	.	.	.	.	.	.	.	.	Grade 7 Health Email Guidi, Patrick M - Rm: 347	[i]	[i]	[i]		
4(Mon-Fri)											Grade 7 Science Email Jones, Rebecca J - Rm: 346	[i]	[i]	[i]				
5(Mon-Fri)											Grade 7 Language Arts Email Garner, Andre - Rm: 345	[i]	[i]	[i]	0	0		
3(Tue)	.	.	.	.	.	.	.	.	.	.	Grade 7 Spanish Email Johnston, Bradford H - Rm: 327	[i]	[i]	[i]	0	0
3(Wed)	.	.	.	.	.	.	.	.	.	.	Grade 7 Physical Education Email Yeaton, Patricia M - Rm: 138	[i]	[i]	[i]	0	0
Forms	hu)	.	.	.	.	.	.	.	.	.	Grade 7 Art Email Zavez, Marsha A - Rm: 107	[i]	[i]	[i]	0	0
													Attendance Totals	0	0			

Class Score Detail:

Grades and Attendance	Standards Grades
-----------------------	------------------

Course	Teacher	Expression	Final Grade ¹			
Grade 7 Mathematics	Carlson, Rebecca B	HR(Mon-Fri)	A-			
Teacher Comments:						
Section Description:						
 <div style="text-align: center; background-color: #90EE90; padding: 5px;"> Click here! </div>						
Assignments						
Due Date	Category	Assignment	Flags	Score	Grade	 
09/30/2020	Summative	QPA	 	-/10		
09/28/2020	Formative	Independent Work	 	-/10		
09/24/2020	Formative	Lab #1	 	-/10		
09/22/2020	Summative	Project	 	-/10		
09/21/2020	Formative	Small Group work - lesson one	 	-/10		
09/18/2020	Formative	Whole Class Activity	 	-/10		

Grades last updated on: 9/18/2020

Formative - assessment *for* learning; used to inform instruction; not always recorded in Powerschool; usually on a scale of 1-3
Summative - assessment *of* learning; used to inform report card; always on a scale of 1-4

Score column will always be blank...because the interesting stuff is behind the blue box!

Please note that there may be comments or other indicators (flags have a key at the bottom of the page) in the columns.

Unlocking the Blue Box opens the assignment's grades.

Please ignore the --/10. Our indicators are found below.

Assignments

Due Date	Category	Assignment	Flags	Score	Grade	
09/30/2020	Summative	QPA			--/10	
		MAT.07.ALG.1 - Proportional Relationships			3	
		MAT.07.ALG.2 - Proportionality			4	
		MAT.07.EXP.1 - Expressions			3	
		MAT.07.EXP.2 - Solving			4	
		MAT.07.GEO.3 - Angles			3	
09/28/2020	Formative	Independent Work			--/10	
		MAT.07.ALG.1 - Proportional Relationships			3	
		MAT.07.EXP.1 - Expressions			3	
09/24/2020	Formative	Lab #1			--/10	

These are the powerstandards associated with this assignment.

Student achievement on each of the standards.

Numerical indicator	Academic Performance
1	Beginning: Student performance is progressing with support, but student is unable to meet the marking period expectation with consistency or quality.
2	Developing: Student performance is progressing toward the marking period expectation, demonstrating some understanding and application of skills and knowledge with support. Student is not yet independent in demonstrating his/her skill.
3	Proficient: Student performance meets the expected grade level skills and knowledge for marking period expectation with consistency, quality, and independence.
4	Advanced: Student performance exceeds the marking period expectation.

Grades and Attendance:

Grades and Attendance

Standards Grades

Click here for
up-to-date summary of
powerstandards



Attendance By Class

Exp	Last Week					This Week					Course	T1	T2	T3
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Attendance Totals

Show dropped classes also

Standards Grades: Lang, Brook

Grades and Attendance

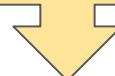
Standards Grades

Current Classes

Select
the
class...

- ▶ HR(Mon-Fri) Grade 7 Homeroom - 20-21
- ▶ Grade 7 Mathematics - 20-21
- ▶ HR(Fri) Grade 7 Social Studies - 20-21
- ▶ 3(Mon) Grade 7 Health - 20-21
- ▶ 3(Tue) Grade 7 Spanish - 20-21
- ▶ 3(Wed) Grade 7 Physical Education - 20-21
- ▶ 3(Thu) Grade 7 Art - 20-21
- ▶ 4(Mon-Fri) Grade 7 Science - 20-21
- ▶ 5(Mon-Fri) Grade 7 Language Arts - 20-21

...and see all the current summary grades for the competencies and the power standards they include.



HR(Mon-Fri) Grade 7 Mathematics - 20-21		Standards	T1
MAT Math			--
MAT.01 Grade 1			--
(Not Directly Graded)			
MAT.07 Grade 7			--
MAT.07.ALG Algebraic Functions, Patterns & Relations			3
MAT.07.ALG.1 Proportional Relationships			3
MAT.07.ALG.2 Proportionality			3
MAT.07.EXP Expressions and Equations			4
MAT.07.EXP.1 Expressions			3
MAT.07.EXP.2 Solving			4
MAT.07.GEO Geometry			3
MAT.07.GEO.3 Angles			3
			8