



North Hampton School

North Hampton School Report Card

7th Grade

Supporting Document

1st Trimester

This supporting document provides additional information about the skills taught in each course this trimester, including each competency and the associated power standard(s) assessed.

In the PowerSchool portal, you can see the score for each of these Power Standards. If your child earned a "3" in a particular powerstandard, that means that they can consistently and independently meet the skill expectations for the trimester. These powerstandards' scores inform the competency score found on the report card.

Please see the curriculum page on the school website, www.northhamptonschool.org, to view the supporting documents for your child's unified arts classes.

ELA

Reading Literature: Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print literary texts, citing textual evidence to support their analysis.

Power Standard #1: Comprehension Strategies Craft and Structure

Analyze the central idea and meaning of text and understand how literary devices are used

Power Standard #2: Text Evidence Key Ideas and Details

Use text evidence to support inferences, summarize for the main idea, analyze theme and/or how elements of a story interact

Reading Information: Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print informational texts, citing textual evidence to support their analysis.

Power Standard #1: Comprehension Strategies Craft and Structure

Analyze the key concepts and meaning of text(s) and understand and interpret how technical and domain specific vocabulary are used

Argument Writing: Students will produce clear, coherent, and effective opinion/argument writing for a range of text types, purposes, and audiences with others. reasons and relevant evidence.

Write arguments to support claims with clear reasons and relevant evidence.

Power Standard #1: Introducing Claims

Introduce claims about a topic or issue, acknowledge and distinguish the claim from alternate or opposing claim(s), and organize the reasons and evidence logically

Power Standard #2: Supporting Evidence

Support claim with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic using credible sources

Power Standard #3: Style and Tone

Establish and maintain a formal style and objective tone

Power Standard #4: Conclusion

Provide a concluding statement or section that follows from and supports the information presented

Information Writing: Student will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Power Standard #2: Evidence
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or examples
Power Standard #3: Style and Tone
Establish and maintain a formal style and objective tone
Language: Students will use grade-appropriate grammar, mechanics, and vocabulary to clarify a message appropriate to the purpose and audience.
Power Standard #1: Conventions
Demonstrate command of standard English grammar, usage, punctuation, and spelling
Math
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.
Power Standard #1: Proportional Relationships: Estimate and compare ratios and proportions
skill expectation 1: Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin
skill expectation 2: Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
skill expectation 3: Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$
skill expectation 4: Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate
Power Standard #2: Proportionality: Use proportional relationships to solve problems
skill expectation 1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour
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.
Power Standard #1: Geometric Figures: Construct and Scale 2-dimensional figures
skill expectation 1: Identify corresponding points, corresponding segments, and corresponding angles
skill expectation 2: Describe what the scale factor has to do with a figure and its scaled copy
skill expectation 3: Know what operation to use on the side lengths of a figure to produce a scaled copy
skill expectation 4: Explain how the scale factor that takes Figure A to its copy Figure B is related to the scale factor that takes Figure B to Figure A
skill expectation 5: Describe how the area of a scaled copy is related to the area of the original figure and the scale factor that was used
skill expectation 6: Explain what a scale drawing is, and I can explain what its scale means
skill expectation 7: Use a scale drawing and its scale to find actual distances
skill expectation 8: Use actual distances and a scale to find scaled distances
Science
Physical Science: Students will explain and predict a wide variety of phenomena using their understanding of the structure of matter and of the interactions between matter and energy.
Power Standard #1: Matter and Its Interactions
Demonstrates an understanding of how particles combine to produce a substance with different properties
Science and Engineering Practices: Students will develop the practices necessary to engage in scientific inquiry, acquire knowledge, and develop solutions.

Asking Questions and Define Problems
Ask and refine questions that lead to descriptions and explanations of how the natural and designed world works and which can be tested
Developing and Using Models
Develop, construct and use models to represent ideas, explanations, and relationships in the natural and human-made world
Planning and Carrying Out Investigations
Plan and carry out investigations working collaboratively as well as individually to collect data to answer questions
Engaging in Argument from Evidence
Construct and present a convincing argument that uses a relevant amount of evidence to support or refute claims for either explanations or solutions about the natural and designed world(s)
Social Studies
Information Writing: Student will write arguments to support claims with clear reasons and relevant evidence.
Power Standard #2: Evidence
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
Power Standard #3: Style and Tone
Establish and maintain a formal style and objective tone
Speaking and Listening: Students will initiate and participate effectively in speaking and listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), responding effectively to diverse perspectives and expressing ideas clearly and purposefully.
Power Standard #2: Presentation
Present claims and findings, use appropriate eye contact, adequate volume, and clear pronunciation, use multi-media presentation methods, and vary speech to the task
Inquiry: Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible and relevant sources.
Power Standard #2: Collection
Is able to find, use, and cite a variety of reliable sources to understand how individuals, groups, and societies interact
Content: Students will examine how humans have interacted with each other and with the environment over time through the study of history, civics, economics, and geography.
Power Standard #2: Civics
Demonstrate civic engagement, understands types of government, and has knowledge of American democracy
Power Standard #3: Geography
Demonstrate geographic knowledge in order to understand the world around them
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.
Student engagement in and completion of formative assignments are used to inform this competency. This score indicates whether the student has completed formative assignments (class and homework) to the best of their ability and completed assignments on time. As with most formative assignments, there is a maximum score of 3 for this competency.
skill expectation 1: work to the best of their ability and complete assignments on time
skill expectation 2: responsible for their own learning and able to persevere through challenges and access support when needed