

# GRADE SEVEN

| <b>DANCE</b>  | <b>ENGLISH/LANGUAGE ARTS</b>   |
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| <p>1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)</p> | <p><b>Reading Lit #1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Reading Lit #2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>Informational #1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing #9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening #1</b> 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.</p> |
| <p>2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p>   | <p><b>Reading Lit #4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>Informational #4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Writing #3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>   |

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|   | <p><b>Language #3a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>Language #5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>   |
| <p>2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).</p> | <p><b>Writing #4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Writing #5</b> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 <a href="#">here</a>.)</p>   |
| <p>2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.</p>           | <p><b>Reading Lit #4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>Informational #4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Writing #3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>Writing #4</b> Produce clear and coherent writing in which the development,</p> |

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|  | <p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Writing #5</b> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 <a href="#">here</a>.)</p> <p><b>Language #3a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>Language #5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>   |
| <p>4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).</p> | <p><b>Reading Lit #1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Reading Lit #2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>Informational #1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing #9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening #1</b> 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.</p> |

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| <p>4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).</p> | <p><b>Reading Lit #1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Reading Lit #2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>Informational #1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing #9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening #1</b> 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.</p> |
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| <b>DANCE</b>  | <b>HISTORY-SOCIAL SCIENCE</b>   |
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| <p>3.1 Identify and perform dances from countries studied in the history social science curriculum.</p> | <p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>7.2 Students analyze the geographical, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>7.5 Students analyze the geographic, political, economic, religious, and social</p> |

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|   | <p>structures of the civilizations of Medieval Japan.</p> <p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p>  |
| <p>3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).</p> | <p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>7.2 Students analyze the geographical, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.8 Students analyze the origins, accomplishments, and geographic</p> |

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|  | diffusion of the Renaissance. |
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| <b>DANCE</b>   | <b>MATHEMATICS</b>   |
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| 1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements. | <p><b>Number Sys #1a</b> Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p><b>Geometry</b> Draw, construct, and describe geometrical figures and describe the relationships between them.</p>   |
| 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.      | <p><b>Stat &amp; Prob #5</b> 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.</p> <p><b>Stat &amp; Prob #6</b> 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. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p><b>Stat &amp; Prob #7</b> 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.</p> <p><b>Stat &amp; Prob #8</b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> |
| 2.4 Demonstrate skill in using ideas   | <b>Stat &amp; Prob #5</b> Understand that the  |

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| <p>and themes to develop simple dance forms (e.g., rondo, ABA form).</p>   | <p>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.</p> <p><b>Stat &amp; Prob #6</b> 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. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p><b>Stat &amp; Prob #7</b> 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.</p> <p><b>Stat &amp; Prob #8</b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> |
| <p>2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p> | <p><b>Geometry</b> Draw, construct, and describe geometrical figures and describe the relationships between them.</p>  |
| <p>5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p>                   | <p><b>Geometry</b> Draw, construct, and describe geometrical figures and describe the relationships between them.</p>  |

| <b>DANCE</b>  | <b>SCIENCE</b>   |
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| <p>1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a</p> | <p>6h Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).</p> |

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| drawing or video/computer documentation.)   | 6i Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.  |
| 2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.                    | 1d Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.<br>1e Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes<br>1f Students know that as multicellular organisms develop, their cells differentiate.<br>6f Students know light can be reflected, refracted, transmitted, and absorbed by matter. |
| 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.   | 3a Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.<br>1 All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.  |
| 2.6 Collaborate with others in preparing a dance presentation for an audience ( short informal dance, lecture/demo, evening concert).                   | 5b Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.  |
| 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits. | 1d Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.<br>1e Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes<br>1f Students know that as multicellular organisms develop, their cells differentiate.   |
| 5.1 Identify and use different sources to   | 1d Students know that mitochondria  |

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| <p>generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p>   | <p>liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.</p> <p>1e Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes</p> <p>1f Students know that as multicellular organisms develop, their cells differentiate.</p> <p>3a Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.</p> <p>6f Students know light can be reflected, refracted, transmitted, and absorbed by matter.</p> <p>5b Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.</p> |
| <p>5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p> | <p>6h Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).</p> <p>6i Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.</p>   |
| <p>5.4 Research and compare careers in dance and dance-related fields.</p>   | <p>6h Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).</p> <p>6i Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.</p>   |