

## Seventh Grade Tips

### Math Tips

- Whenever you run into a fraction or percent in daily life, ask your child to convert it to the other. For example,  $\frac{1}{2}=.5=50\%$  or  $\frac{3}{8}=.375=37.54\%$ .
- Have your child estimate the number of votes a candidate will get, inches of rain in the month, highest average temperature of the month, the highest point for the Dow-Jones average this week, the number of wins of her favorite team this year, etc. Discuss how she came to her ideas. Later see how well she did. Discuss any foreseeable or unforeseen factors which affected the result.
- Build things together with your child. A birdhouse, for example, takes wood, nails, glue, saw, sand paper, hammer, etc. Get a book from the library about plans for a birdhouse. Pick one, measure the wood, consider the areas, angles, shapes, etc. of all the parts. Display the finished project with pride.

### Language Arts Tips

- Pick a country in the news. Have your child read the current newspaper articles about it. Discuss the articles with him. What seems to be the central social issue involved? How are they trying to solve it? What are other options?
- Analyze commercials, advertisements, etc. with your child. Talk about how language is used to convince, persuade, or change your mind.
- Read a short story together or separately to know the whole story. Then discuss with your child the story's opening. How did it get your attention? How did it make you want to read on? Could the author have written another opening? What could that have been like?
- Introduce your child to all the kinds of information in the newspaper: news about government leaders, editor's opinions, weather reports, car sales, entertainment listings, wants ads, etc. Discuss how to use this information.
- As a family, choose an important news event to follow one week. Ask each person to find as much information on the topics as possible – newspaper, radio, magazines, TV news. Then each person report at a special dinner later in the week.
- Ask your child to read the newspaper for articles about young people. How are they portrayed? How many stories involved violence? How many show young people doing good? Discuss this with him. Ask his opinion, concerns, beliefs, and values.
- Make a family game of discussing a special issue. For example, "Teenagers should be allowed to vote" or "There should never be any homework." Ask your child to think of all the reasons he can to support his views. Then ask him to think of reasons against his views. Which views are most convincing? For variety, assign family members to teams and have them prepare their arguments pro and con.
- Introduce your child to classic literature. Check with a teacher or children's librarian for appropriate choices. Read them together or separately. Then discuss each with your child: setting, plot, characters, lifestyles, values, etc.
- Ask your child to write a children's book for a preschool child on a topic your child thinks is appropriate for that age. Using a computer, have him "publish" his work. (If you don't have a home computer, use one at a school or a library.) Then ask him if he'd like to make several copies for the local hospital's children's ward.

## West Contra Costa Unified School District



## Student Standards for Seventh Grade

The West Contra Costa Unified School District, in partnership with families, staff, students, and the community, develops educational programs to meet the needs of all students.

This brochure is designed to introduce families and caregivers to the WCCUSD Standards in Language Arts and Mathematics. These grade-level standards were adopted by the school board during the 1998-99 school year. Students are assessed every year to monitor their progress in meeting these standards.

Our school district is committed to working with families to assure student mastery of these mandated standards.

### Board of Education

Karen Leong Fenton  
George Harris III  
Patricia Player  
Glen Price  
Charles Ramsey

## Seventh Grade Language Arts

### **Standard 1 - Reading: Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- Vocabulary and Concept Development

### **Standard 2 - Reading: Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate to text structure, organization, and purpose.

- Structural Features of Informational Materials
- Comprehension and Analysis of Grade-Level-Appropriate Text
- Evaluation of Style

### **Standard 3 -Literary Response and Analysis**

Students read and respond to historically or culturally significant works of world literature. They clarify the ideas and connect them to other literary works.

- Structural Features of Literature
- Narrative Analysis of Grade-Level-Appropriate Text
- Literary Criticism

### **Standard 4 - Writing: Writing Strategies**

Students write clear, coherent, and focused essays. Writing exhibits awareness of both the reader and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.

- Organization and Focus
- Research and Technology
- Revising and Evaluating Writing

### **Standard 5 - Writing Applications**

#### ***(Different Types and Their Characteristics)***

Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words. Student writing uses standard English and research, organizational, and drafting strategies .

### **Standard 6 – Written and Oral English Language Conventions**

Students write and speak using standard English that is appropriate for each grade level.

- Sentence Structure
- Grammar
- Punctuation
- Capitalization
- Spelling

### **Standard 7 - Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

- Comprehension
- Organization and Delivery of Oral Communication
- Analysis and Evaluation of Oral /Media Communications (t.v. news/ads)

### **Standard 8 – Speaking Applications**

#### ***(Different Types and Their Characteristics)***

Students deliver well-organized formal presentations employing traditional rhetorical strategies. Student uses standard English, organization and delivery strategies.

## Seventh Grade Mathematics

### **Number Sense**

- Students know the properties of and compute with rational numbers (fractions) expressed in a variety of forms (convert fractions to decimals to percents).
- Students use exponents, powers, and roots and use exponents in working with fractions.

### **Algebra and Functions**

- Students express quantitative relationships using algebraic terminology, expressions, equations, inequalities and their graphs (variable, equation, term, coefficient, constant).
- Students interpret and evaluate expressions involving integer powers and simple roots.
- Students graph and interpret linear and some non-linear functions.
- Students solve simple linear equations and inequalities over the rational numbers (solve two-step equations with one variable).

### **Measurement and Geometry**

- Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
- Students compute the perimeter, area and volume of common geometric objects and use these to find measures of less common objects; know how perimeter, area, and volume are affected under changes of scale.
- Students know the Pythagorean Theorem and deepen their understanding of plane (2-dimensional) and solid (3-dimensional) geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.

### **Statistics, Data Analysis and Probability**

- Students collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set both manually and by using an electronic spreadsheet program.

### **Mathematical Reasoning**

- Students make decisions about how to approach problems.
- Students use strategies, skills and concepts in finding solutions.
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.