

Grade 7 – Integrated Curriculum
Language Arts, Math, Science, Social Studies, The Arts, and World Languages

LANGUAGE ARTS
OAC 210:15-3-18

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

2. Word Origins

a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.

Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagna (Italian), sauerkraut (German), and déjà vu (French).

b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.

Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.

3. Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*.

- b. Analogies: comparisons of the similar aspects of two different things
- c. Metaphors: implies comparisons, such as, *The street light was my security guard.*
- d. Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet.*

***Standard 2: Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.**

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.
2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).
3. Increase silent reading speed and comprehension through daily, independent reading.
4. Read silently for increased periods of time.
5. Use punctuation as a cue for pausing and characterization while reading.

Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding

- a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

Determine the purpose for reading such as to be informed, entertained, or persuaded.

Preview the material and use prior knowledge to make connections between text and personal experience.

b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).

c. Show understanding by asking questions and supporting answers with literal information from text.

2. Inference and Interpretation

a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.

b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

3. Summary and Generalization

a. Summarize the main idea and how it is supported with specific details.

b. Recall major points in the text and make and revise predictions.

c. Recognize the importance and relevance of details on the development of the plot.

d. Support reasonable statements by reference to relevant aspects of text and examples.

4. Analysis and Evaluation

a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.

b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.

c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.

- d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
- e. Distinguish between stated fact, reasoned judgment, and opinion in text.

*5. Monitoring and Correction Strategies

- a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
- b. Make, confirm, and revise predictions when reading.
- c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

- 1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
- 2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.

- b. Identify and explain techniques of direct and indirect characterization in fiction.
 - c. Describe how the author's perspective, argument, or point of view affects the text.
 - d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).
3. Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
- a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
 - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
 - c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- *4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
- a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare similar characters, settings, and themes from varied literary traditions.

Standard 5: Research and Information - The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.
- a. Use library catalogs and computer databases to locate sources for research topics.
 - b. Access a variety of primary and secondary sources to locate information relevant to research questions.
 - c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).

- d. Use organizational strategies as an aid to comprehend increasingly difficult content material.
 - e. Note instances of persuasion, propaganda, and faulty reasoning in text.
 - f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.
- a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).
 - b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.
 - c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.
 - d. Determine the appropriateness of an information source for a research topic.
 - e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: writing process. The student will use the writing process to write coherently.

- 1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
- 2. Use details, examples, reasons, and evidence to develop an idea.
- 3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.
- 4. Use effective transitions between sentences and paragraphs.

5. Use precise word choices, including figurative language, that convey specific meaning and tone.
6. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
7. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
8. Publish and present writing to peers and adults.

***Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process as well as an awareness of the audience (intended reader) and purpose for writing.**

1. Compose fictional, biographical or autobiographical narratives that:
 - a. establish a plot using an action segment to create an effective sequence of events.
 - b. establish and develop character(s) and setting.
 - c. maintain a consistent point of view.
 - d. use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing.
 - e. adjust tone and style as necessary to make writing interesting and engaging to the audience.

Example: After reading a biography or an autobiography of someone who has had special influence on others, use the structure to compose an autobiography of your own.

2. Compose expository text to include research reports that:
 - a. state the thesis and include relevant and focused questions about the topic.
 - b. communicate clear and accurate perspectives on the subject.
 - c. include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, , magazines, newspapers, dictionaries, online sources, and other reference materials.
 - d. document sources with reference notes and a bibliography. Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.

3. Compose persuasive/argumentative compositions that:
- a. state a clear position or perspective in support of a proposition or proposal.
 - b. describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.
 - c. predict, identify, and address reader concerns and counterarguments.

Example: In preparation for an upcoming student election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).

4. Compose reflective papers that accomplish one of the purposes:
- a. express the individual's insight into conditions or situations.
 - b. compare a scene from a work of fiction with a lesson learned from experience.
 - c. complete a self-evaluation on a class performance. Example: Compose a reflective essay describing how the student relates to a character in a narrative by comparing personal circumstances and background .

5. Write responses to literature, including poetry, that:
- a. develop interpretations that show careful reading, understanding, and insight.
 - b. organize the interpretation around several clear ideas, premises, or images for the literary work.
 - c. justify interpretation through sustained use of examples and evidence from the text.

Example: After reading folk tales from the United States and other countries, write a response to the narratives. Identify the beliefs and values that are highlighted in each folk tale, and develop a theory to explain why similar tales appear in many different cultures.

6. Compose summaries of reading material that:
- a. include the main ideas and most significant details.
 - b. use the student's own words, except for quotations.

- c. reflect underlying meaning, not just the superficial details. Example: Demonstrate comprehension of the main idea and details of a subject-specific text and write a summary of a text read from another content area. Make the summary clear enough that it would provide another student with the important information from the chapter.
- 7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories and reports showing a variety of word choices, or review a favorite book or film.
- 8. Write friendly, formal letters, and emails; continue to produce other writing forms introduced in earlier grades.
- 9. Use appropriate essay test-taking and time-writing strategies that:
 - a. address and analyze the question (prompt).
 - b. use organizational methods required by the prompt.
 - c. utilize an editing checklist or assessment rubric, if provided.
- 10. Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.

***Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.**

- 1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.
 - a. Recognize nominative, possessive, and objective nouns.
 - b. Recognize abstract, concrete, and collective nouns.
 - c. Recognize the principal parts of regular and irregular verbs.
 - d. Use the principal parts of verbs to form verb tenses.
 - e. Identify transitive, intransitive, and linking verbs.
 - f. Make subject and verbs agree.
 - g. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements.

- h. Use nominative, objective, and possessive pronouns correctly.
 - i. Make pronouns agree with their antecedents.
 - j. Use correct pronoun reference.
 - k. Correctly form and use the positive, comparative, and superlative forms of adjectives.
 - l. Correctly identify and use interjections.
 - m. Correctly identify and use restrictive (essential) and nonrestrictive (nonessential) clauses, appositives, appositive, participial, and prepositional phrases.
 - n. Correctly use all conjunctions.
 - o. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
2. Sentence Structure - Demonstrate appropriate sentence structure in writing.
- a. Correct sentence run-ons and fragments.
 - b. Correct dangling and misplaced modifiers.
 - c. Differentiate between dependent and independent clauses.
 - d. Write simple, compound, complete, and complex sentences of varying lengths.
 - e. Write sentences with simple, complete, and compound predicates.
 - f. Indent paragraphs as necessary to conform to specified format.

3. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.

a. Apply the capitalization rules appropriately in writing.

b. Punctuate correctly in writing, including:

end punctuation.

commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.

quotation marks.

colon and semicolon.

apostrophes in contractions and possessives.

hyphens and dashes

conventions of letter writing.

c. Distinguish correct spelling of commonly misspelled words and homonyms.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing.

Participate independently and in groups to create oral presentations.

***Standard 1: Listening - The student will listen for information and for pleasure.**

1. Identify the major ideas and supporting evidence in informative and persuasive messages.
2. Listen in order to identify and discuss topic, purpose, and perspective.
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
4. Evaluate the spoken message in terms of content, credibility, and delivery.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions..
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).
4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Interpret a variety of messages conveyed by visual images.
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).

***Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).
3. Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.

***Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”

MATHEMATICS
OAC 210:15-3-46.1

MATHEMATICS PROCESS STANDARDS Grades 6 - 8

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Active involvement by students using these processes is likely to broaden mathematical understandings and lead to increasingly sophisticated abilities required to meet mathematical challenges in meaningful ways.

Process Standard 1: Problem Solving

1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
2. Use technology to generate and analyze data to solve problems.
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
4. Evaluate results to determine their reasonableness.
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.

Process Standard 2: Communication

1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).

3. Select and use appropriate terminology when discussing mathematical concepts and ideas.

Process Standard 3: Reasoning

1. Identify and extend patterns and use experiences and observations to make suppositions.
2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).

Process Standard 4: Connections

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2. Connect one area or idea of mathematics to another (e.g., relates equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).

Process Standard 5: Representation

1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).

MATHEMATICS CONTENT STANDARDS
OAC 210:15-3-48

The following concepts and skills should be mastered by all students upon completion of seventh grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

MAJOR CONCEPTS

- **Develop an understanding of proportionality and apply that understanding to solve problems.**
- **Develop an understanding of and fluency with operations on all rational numbers.**
- **Develop and apply strategies for solving linear equations.**

Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use number properties and algebraic reasoning to identify, simplify, and solve simple linear equations and inequalities.

1. Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables (e.g., as the value of x increases on a table, do the values of y increase or decrease, identify a positive rate of change on a graph and compare it to a negative rate of change).
2. Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $-2x + 4 = -2$).
3. Inequalities: Model, write, solve, and graph one-step linear inequalities with one variable.

Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.

1. Number Sense
 - a. Compare and order positive and negative rational numbers.
 - b. Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers (e.g., the square root of 12 is between 3 and 4).

*c. Demonstrate the concept of ratio and proportion with models (e.g., similar geometric shapes, scale models).

2. Number Operations

- a. Solve problems using ratios and proportions.
- b. Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).
- c. Simplify numerical expressions with integers, exponents, and parentheses using order of operations.

Standard 3: Geometry - The student will apply the properties and relationships of plane geometry in a variety of contexts.

1. Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles.
2. Identify and analyze the angle relationships formed by parallel lines cut by a transversal (e.g., alternate interior angles, alternate exterior angles, adjacent, and vertical angles).
3. Construct geometric figures and identify geometric transformations on the rectangular coordinate plane (e.g., rotations, translations, reflections, magnifications).

Standard 4: Measurement - The student will use measurement to solve problems in a variety of contexts.

1. Develop and apply the formulas for perimeter and area of triangles and quadrilaterals to solve problems.
2. Apply the formula for the circumference and area of a circle to solve problems.
3. Find the area and perimeter of composite figures to solve application problems.

Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.

1. Data Analysis: Compare, translate, and interpret between displays of data (e.g., multiple sets of data on the same graph, data from subsets of the same population, combinations of diagrams, tables, charts, and graphs).
2. Probability: Determine the probability of an event involving “or”, “and”, or “not” (e.g., on a spinner with one blue, two red and two yellow sections, what is the probability of getting a red or a yellow?).
3. Central Tendency: Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. The item specifications give more specific information about content limits for each objective as well as sample items. To access the most current blueprints and item specifications available, go to the State Department of Education Web site at <<http://sde.state.ok.us>> then click on teacher icon/picture to get to the teacher resources page. From the teacher resources page, click on “Accountability and Assessment” to go to the assessment page and then click on “Oklahoma Core Curriculum Tests (OCCT)” on the menu on the left side of the screen.

Note: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

SCIENCE
OAC 210:15-3-77

**Standards for Inquiry, Physical, Life, and
Earth/Space Science**

SCIENCE

Grade 7

**Standards for Inquiry, Physical, Life, and
Earth/Space Science**

The Priority Academic Student Skills (PASS) should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

SCIENCE PROCESSES AND INQUIRY

Grade 7

Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches, computers and hand held data collection devices) to measure objects, organisms, and/or events.
3. Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., milli-, centi-, and kilo-) when measuring objects, organisms and/or events.

Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

1. Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys, periodic table, biological hierarchy).

2. Identify properties by which a set of objects, organisms, or events could be ordered.


Process Standard 3: Experimental design - Understanding experimental designs requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

1. Evaluate the design of a scientific investigation. 📖
2. Identify variables and/or controls in an experimental setup: independent variable and Dependent variable.
- *3. Identify a testable hypothesis for an experiment.
- *4. Follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
5. Recognize potential hazards and practice safety procedures in all science activities.

Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

- *1. Report and record both quantitative/qualitative data in an appropriate method when given an experimental procedure or data. 📖
2. Interpret data tables, line, bar, trend, and/or circle graphs. 📖
3. Evaluate data to develop reasonable explanation, and/or predictions. 📖
- *4. Determine if results of investigations support or do not support hypotheses. 📖
- *5. Communicate scientific processes, procedures, and conclusions (e.g., model, poster, diagram, journal entry, lab report, scientific paper, oral presentation, and digital presentation). 📖

Process Standard 5: Inquiry - Inquiry can be defined as the skills necessary to carry out the process of scientific thinking. In order for inquiry to occur students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard.

- *1. Ask questions that can be answered through scientific investigation.
- *2. Design and conduct experiments utilizing scientific processes.
- *3. Use the engineering design process to address a problem or need (e.g., identify a need, conduct background research, prepare preliminary designs, build and test a prototype, test and revise design, communicate results). 
- *4. Understand the value of, and use technology to gather data and analyze results of investigations (e.g., probes, hand-held digital devices, digital cameras, software, computers, calculators, digital balances, GPS).
- *5. Develop a logical relationship between evidence and explanation to form and communicate a valid conclusion, and suggest alternative explanation.

PHYSICAL SCIENCE

Grade 7

Standard 1: Properties and Physical Changes in Matter - Physical characteristics of objects can be described using shape, size, and mass whereas the materials from which objects are made can be described using color and texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, texture, and density). Physical changes of a substance do not alter the chemical nature of a substance (e.g., phase changes of water and/or sanding wood).
2. Mixtures can be classified as homogeneous or heterogeneous and can be separated by physical means.

LIFE SCIENCE

Grade 7

Standard 2: Structure and Function in Living Systems - Living systems at all levels of organization demonstrate the complementary nature of structure and function. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Living systems are organized by levels of complexity (i.e., cells, tissues, organs, and/or systems).
2. Specialized structures perform specific functions at all levels of complexity (e.g., leaves on trees, wings on birds, organelles in cells).

Standard 3: Reproduction and Heredity - Reproduction is the process by which organisms give rise to offspring. Heredity is the passing of traits to offspring. All organisms must be able to grow and reproduce. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Characteristics of an organism result from inheritance and from interactions with the environment (e.g., genes, chromosomes, DNA, inherited traits, cell division).
2. Similarities among organisms are found in anatomical features, which can be used to infer the degree of relatedness among organisms.

Standard 4: Behavior and Regulations - All organisms must be able to maintain stable internal conditions while living in a constantly changing external environment. Behavioral response is a set of actions determined in part by heredity and in part by experience. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Living organisms strive to maintain a constant internal environment (i.e., homeostasis).
2. Living organisms have physical and/or behavioral responses to external stimuli (e.g., hibernation, migration, geotropism).

EARTH/SPACE SCIENCE

Grade 7

Standard 5: Structures of the Earth System - The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Global patterns of atmospheric movement influence local weather such as oceans' effect on climate (e.g., sea breezes, land breezes, and ocean currents). Clouds, formed by the condensation of water vapor, affect local weather and climate.
2. The solid crust of the earth consists of separate plates that move very slowly pressing against one another in some places and pulling apart in other places (i.e., volcanoes, earthquakes and mountain creation).

Standard 6: Earth and the Solar System - The earth is the third planet from the sun in a system that includes the moon, the sun, seven other planets and their moons, and smaller objects (e.g., asteroids, comets, and dwarf planets. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Most objects in the solar system are in regular and predictable motion. Those motions explain such phenomena as the day, the year, phases of the moon, and eclipses.
- *2. Seasons result from variations in the amount of the sun's energy hitting the surface, due to the tilt of the earth's rotation on its axis and the length of the day. The relationship of motion of the Sun, Earth, and Earth's Moon is a result of the force of gravity.

SOCIAL STUDIES
OAC 210:15-3-97

Geography is the study of spatial patterns of the human and physical dimensions of the world. Students will explore how these spatial patterns form, change over time, and relate to one another throughout various regions. Students will examine the cultural, political, and economic developments, physical geography, and population distribution for each region.

Standard 1. The student will use maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.

- *1. Locate, gather, analyze, and apply information from primary and secondary sources.
- 2. Apply the concepts of scale, distance, direction, relative location, latitude and longitude.
- *3. Construct and use maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns.
- *4. Recognize the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite images, and models.

Standard 2: The student will examine the major cultural and physical regions of the world to interpret the earth's complexity.

- 1. Define the concept of a region and explain how common characteristics can link and divide regions.
- 2. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
- *3. Explain how and why regions change over time.
- 4. Define, recognize, and locate on appropriate maps and globes basic landforms and bodies of water, and major cities, rivers, mountain ranges, regions, biomes, and countries of the world.

Standard 3: The student will examine the interactions of physical systems that shape the patterns of the earth's resources.

- *1. Identify forces beneath and above the earth's crust, explaining the processes and agents that influence the distribution of resources.
2. Recognize regional climatic patterns and weather phenomena, and identify factors that contribute to them (e.g., latitude, elevation, earth-sun relationships, prevailing wind, and proximity to bodies of water).
3. Analyze the impact of natural disasters (e.g., tornadoes, earthquakes, hurricanes, tsunamis, floods, and volcanoes) on human populations.

Standard 4. The student will evaluate the human systems of the world.

1. Compare and contrast common characteristics of world cultures (e.g., language, ethnic heritage, religion, political philosophy, shared history, social systems, and economic systems),
- *2. Explain patterns and processes of global economic interdependence (e.g., developed and developing countries, economic activities, and world trade).
- *3. Describe how changes in technology, transportation, and communication affect the location of economic activities.
- *4. Recognize and explain the impact of ethnic diversity within countries and major cultural regions.
5. Evaluate issues of population location, growth, and change, including density, settlement patterns, migration, and availability of resources.

Standard 5. The student will examine the interactions of humans and their environment.

1. Identify and describe the relationship between the distribution of major natural resources (e.g., arable land, water, fossil fuels, and iron ore) and developed and developing countries.


2. Evaluate the effects of human modification of and adaptation to the natural environment (e.g., use of the steel plow, crop rotation, types of housing, flood prevention, discovery of valuable mineral deposits, the greenhouse effect, desertification, clear-cutting forests, air and water pollution, urban sprawl, and use of pesticides and herbicides in agriculture).

Standard 6: The student will analyze problems and issues from a geographic perspective using the skills and tools of geography.

1. Evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations (e.g., aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), atlases, almanacs, and computer-based technologies).
- *2. Explain the influence of geographic features on the development of historic events and movements.
- *3. Analyze local, regional, national, and world policies and problems having spatial dimensions (e.g., acid rain and international boundaries; and water quality affected by run-off from poultry and hog farms).

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index in the upper right-hand corner, then click “S” to go to “Student Assessment,” then click on “State Accountability,” and scroll down to “Blueprints.”



NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.



THE ARTS
OAC 210:15-3-121

VISUAL ART

Standard 1: Language of Visual Art - The student will identify Visual Art terms (i.e., architecture, collage, medium, perspective, symbol).

1. Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work, and the art works of others.
2. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in his/her own artwork, and the artworks of others.
3. Compare works which are similar or different in expressive quality, composition, and style.

4. Discuss works of art of different media and styles beyond statements of mere preference. 

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

1. Recognize and describe the cultural and ethnic traditions which have influenced visual art including European, American, Native American, African American, Hispanic, and Asian traditions. 
2. Identify and be familiar with a range of art works, identifying artist, culture and style from an historical context. 


3. Identify how visual art is used by artists in today's world, including the popular media of advertising, television, and film (illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer). (📖)
4. Identify the relationship that exists between visual art and other art forms such as music, dance, and drama. (📖)

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Use observation, memory and imagination in making original works of art.
2. Assess and modify art work in progress based on an understanding of art materials and techniques.
3. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
4. Depict three-dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.
5. Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art: Ceramics media: clay, modeling clay, clay substitutes, glazes, paint, stains. processes: pinch and pulled forms, slab, coil, incising, etc. Drawing media: pencils, colored pencils, markers, chalks, crayons, oil-pastels. processes: sketching, contour line, hatching, crosshatching, stippling, rendering, shading. Fiber Arts media: cloth, yarn, ribbon, found objects, paper, and rope. processes: weaving, stitchery, braiding, and basketry. Mixed Media media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines. processes: collage, bas-relief. Painting media: tempera, watercolor, oil, and acrylic. processes: wet-on-wet, wet-on-dry, wash, resist, sponge. Printmaking media: printing ink, styrofoam, stencil, found objects. processes: relief, silkscreen. Sculpture or media: paper, papier-mâché, clay, plaster, cardboard, wood, Architecture found objects, beads, sand, wire. processes: carving, constructing, and assembling.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

NOTE: Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

GENERAL MUSIC

Standard 1: Language of Music - The student will read, notate and interpret music.

1. Define and use correct terminology to identify and discuss the elements of music including:
 - a. Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale], intervals, major and minor scales).
 - b. Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).
 - c. Harmony (partner songs, rounds, descants, countermelody, major and minor chords).
 - d. Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).
 - e. Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella).
 - f. Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).
 - g. Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).
 - h. Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft), crescendo and decrescendo).
2. Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
3. Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.
4. Identify visually and aurally:
 - a. instrumental ensembles (marching band, symphony orchestra, jazz band);
 - b. families of orchestral instruments (strings, woodwinds, brass, and percussion);

- c. Classification of voice ranges (soprano, alto, tenor, bass).
5. Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.

1. Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
2. Recognize, describe and listen to music from a variety of:
 - a. Styles (jazz, mariachi band, opera, musical, call-response);
 - b. Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);
 - c. Cultures including European, Native American, African American, Hispanic, and Asian.
3. Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk). (📖)
4. Identify and describe the roles of musicians in various music settings and cultures.


Standard 3: Music Expression - The student will perform, compose, improvise and arrange a variety of music within specified guidelines.

1. Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).
2. Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs, patriotic songs).
3. Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
4. Compose music using a variety of electronic and computer sound sources.
5. Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).

6. Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four-chord songs on autoharp).
7. Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements (including syncopated patterns, beats and offbeats).
8. Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
9. Identify uses of music in everyday life (film, television, background music, and commercials).
10. Recognize and identify the appropriate ways to use the following elements of musical style:
 - a. Dynamics - (piano, forte).
 - b. Tempo - (allegro, lento, andante, moderato).
 - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8).
 - d. Articulation (staccato, legato, accent).

Standard 4: Music Appreciation - The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

1. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student and by other student and professional performers.
3. Use appropriate terms to explain preferences for musical works and styles.
4. Identify criteria for evaluating a musical composition or a musical performance.

NOTE: Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

WORLD LANGUAGES
OAC 210:15-3-135

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Grade 7 is the fourth year of a required sequential language program in Oklahoma schools through which all students begin to develop skill in a language other than English.

At the end of the Grade 4-8 program sequence, students should demonstrate skill at the novice level. They will be able to understand and produce memorized phrases, but they will be limited to familiar topics practiced in the classroom. Much more study will be needed to gain fluency. Students who began study at an earlier level or who have been in an immersion setting will demonstrate higher levels of skill if that study is uninterrupted.

As stated in the profession's national goals, *communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other (National Standards in Foreign Language Education Project, 2006, p. 31). Please note that *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**

Novice Level Range

Grades 4-12

Goal 1: Communication

Communicate in Languages Other Than English

Communication occurring in the Novice Level Range often includes some combination of the following topics:

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work*

Novice Level learners are typically in Levels I-II (see descriptions in the Overview).

Standard 1.1: Interpretive Communication - Listening/Reading/Viewing Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When listening, reading, and viewing, learners in the Novice Level Range will:

1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
2. Understand key words in written material such as advertisements, schedules, and menus.
3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.
4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
5. Respond to simple commands, familiar vocabulary, and language structures.

Performance Guidelines: *What characterizes Novice Level learners' performance in listening, reading and viewing?*

Learners in the Novice Level Range:

- A. Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.
- B. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- C. Rely on personal background experience to assist in comprehension.
- D. Rely on repetition for understanding.
- E. Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpretive Tasks

- Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).
- Read and understand simple official forms (e.g., hotel registration, passport and visa applications).
- Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.
- Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.
- Read advertisements from authentic magazines and list all of the cognates found in the ads.

- Listen to authentic songs and write the main ideas expressed.
- Listen to a conversation of two native speakers. Answer simple comprehension questions in English.
- Listen to a simple story several times. Then draw what happened in the story.

Standard 1.2: Interpersonal Communication - Speaking/Writing Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:

1. Initiate greetings, introductions, and leave-taking.
2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
3. Express personal needs, preferences, and feelings.
4. Initiate simple commands.

Performance Guidelines: *What characterizes Novice Level learners' performance in person-to-person speaking and writing?*

Learners in the Novice Level Range:

- A. Use memorized phrases and short sentences when communicating.
- B. Use words and phrases primarily as lexical items without awareness of grammatical structure.

- C. Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.
- D. Rely on visual aids, gestures and repetitions to enhance communication.
- E. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
- F. Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.
- G. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpersonal Tasks

- Make five statements about yourself to a partner who must then agree or disagree with your self-perception.
- Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.
- Ask/Answer questions with a partner about the age and names of family members.
- Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.
- Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.
- Introduce friends and family members to others.

Standard 1.3: Presentational Communication - Speaking/Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When presenting information by speaking or writing, learners in the Novice Level Range will:

1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.
2. Give simple commands and make requests of another person or group.
3. Retell a simple story using familiar vocabulary and language structures.
4. Write personal journals and send brief messages to friends.
5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.

Performance Guidelines: *What characterizes Novice Level learners' performance in spoken and written presentations?*

Novice Level learners will:

- A. Use memorized, short phrases and sentences in oral and written presentations based on familiar material.
- B. Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.
- C. Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.
- D. Reproduce familiar material in written presentations.
- E. Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.
- F. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Presentational Tasks

- Give short, simple directions to a person about how to get to the grocery store from your school parking lot.
- Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.
- Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.
- Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.
- Use a highly practiced vocabulary and visuals; retell a children’s story to the class or group.

Goal 2: Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

Progress Indicators: *What are Novice Level learners able to do in the target language?*

Learners in the Novice Level Range will:

1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture. 📖
3. Participate in cultural activities such as games, songs, and dances of the target culture.

4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members. 📖
5. Recognize and explore the process of stereotyping other cultures. 📖

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural practices in the target language?*

Learners at the Novice Level:

- A. Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.
- B. Use memorized phrases and short sentences when communicating in spoken or written formats.
- C. Rely on visual aids, gestures, and repetition to enhance comprehensibility.
- D. Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.
- E. Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.
- F. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.
- Write your key-pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key-pal to respond with lists of personal interests.
- Identify and illustrate or perform a traditional custom or celebration.
- Initiate and respond to formal and informal telephone calls.

Standard 2.2: Products of Culture Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Progress Indicators: *What are Novice Level learners able to do in the target language?*

1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture. 📖
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts. 📖
3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports. 📖
4. Identify countries, regions, and geographic features where the target language is spoken. 📖
5. Extract samples of the culture's perspectives from popular media in the target culture. 📖

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural products in the target language?*

Learners at the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.
- B. Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.
- C. Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.
- D. Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.
- E. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Recite a poem/sing a song of the target language.
- Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
- Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.

Goal 3: Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.
2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

Performance Guidelines: *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating about selected content areas.
- B. Rely on visual aids, gestures and repetitions to enhance communication about other content areas.
- C. Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.

- D. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- E. Rely on personal background experience to assist in comprehension.
- F. Rely on repetition for understanding.
- G. Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use currency of the target culture to make change using bills and coins.
- Prepare a healthy menu using typical foods of the target culture.
- Use authentic instruments of the target culture to explore music and rhythms.
- Learn the solar system, parts of a plant, life cycle of a butterfly.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines). 📖
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture. 📖

Performance Guidelines: *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Understand general oral and written information when enhanced by illustrations within highly predictable contexts.

- B. Increase their comprehension by looking for and recognizing key words or phrases.
- C. Rely on personal background information to help in understanding something they read or hear.
- D. Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.
- E. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.
- Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- Use authentic sources to identify the current popular products of the target culture.

Goal 4: Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.

3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.
4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Create a graphic organizer to compare language structures in English and the target language.
- Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.
- Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.

Standard 4.2: Culture Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Identify similarities and differences in verbal and nonverbal behavior between cultures.
2. Recognize cross-cultural similarities and differences in the practices of the culture studied. 📖
3. Identify cross-cultural similarities and differences in the products of the culture studied. 📖

4. Recognize cross-cultural similarities and differences in the perspectives within the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range:

- A. Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own. 📖

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
- Identify the significance of signs and symbols in the target culture.
- Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.
- Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
- Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.

Goal 5: Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community Students will use the language both within and beyond the school setting. Progress Indicators:

What will Novice Level learners be able to do in the target language?

Learners in the Novice Level Range will:

1. Identify professions/occupations which are enhanced by proficiency in another language. 📖
2. Practice oral or written use of the foreign language with people outside the classrooms.
3. Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.
4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community. 📖

Performance Guidelines: What characterizes Novice Level learners' performance?

Learners in the Novice Level Range will:

- A. Use memorized phrases or short sentences with very familiar topics.
- B. Write simple tasks, such as short messages or notes.
- C. Be accurate in pronunciation when presenting well-rehearsed materials.
- D. Understand general information when enhanced by visuals or gestures.

Classroom Examples: What types of tasks are appropriate for the Novice Level Range classroom?

- Keep an in-class log or chart of personal encounters with the target language outside of the school.
- Establish a pen-pal/key-pal correspondence with someone from the target culture.
- Locate/visit stores within the community that cater to the target culture.
- Listen to radio broadcasts and list recognizable words from the target culture.
- Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Demonstrate a willingness to interact with native speakers.
2. Discover and explore a variety of entertainment sources representative of the target culture.
3. Identify current issues of interest within the target culture. 📖
4. Discover and explore samples of art, literature, music, representative of the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Be understood primarily by those very accustomed to interacting with language learners.
- B. Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.
- C. Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.
- D. Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use Web sites in the target language to make plans for a vacation in the target culture.
- Select an audio clip of favorite music in the target language and share it with other members of the class.
- Attend cultural events of the target culture within the community.
- Visit art exhibits of artists from the target culture.
- Learn a dance of the target culture and host a dance with music only from the target culture.

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.