

District 91  
Mission Statement

We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

# Seventh Grade

## Grade Level Objectives



# Kelvin Grove Middle School

Education is our connection to the future.

Mrs. Mary Jo Slingerland, Principal  
Mrs. Donna Gray, Superintendent

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The grade level objectives listed in this brochure are aligned with the Illinois Learning Standards and represent the course of study for this grade and provide a general focus for the instructional program in your child's grade. The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.

### Seventh Grade Team

Mrs. Carpenter- Language Arts	Mrs. Cravens-Art
Mrs. Prieboy -Science/ P.E.	Mrs. Randolph-Music
Ms. Anderson- Character Education	Mrs. Forristal-Gifted
Mrs. Soulian-Social Studies	Mrs. Ditter-Special Edu- cation
Mrs. Wilson-Computer Technology	Mrs. Waxweiler-Special Education
Mrs. Van Groningen- Language	Mrs. Mackay-Special Education
	Mrs. Stateman-Math

# Art



Given a select visual image, students will:

- ◆ Identify intermediate and complementary colors.
- ◆ Identify characteristics of color.
- ◆ Understand the quality of line appropriate to an expressive statement.
- ◆ Identify opposite used in discrimination (e.g., dull/bright).
- ◆ Identify unity in the organized placement of line, color, texture and shape.
- ◆ Identify the principles of organization.
- ◆ Use appropriate vocabulary when discussing techniques, materials and methods of the fine arts.
- ◆ Identify works of art in their everyday world.
- ◆ Verbally create a story to tell what the picture is about.
- ◆ Recognize what a work of art tells about life in the time period that it was created.

A copy of the *Illinois State Learning Standards* can be accessed via the Internet on the Illinois State Board of Education Home Page at <http://www.isbe.state.il.us/ils/> or by contacting the building principal.

# Music

- ◆ Dynamics (e.g., crescendo, sforzando).
- ◆ Tempo – ritardando
- ◆ Music symbols – fermata
- ◆ Meter
- ◆ Compare and contrast the elements and principles in two or more art works that share similar themes.
- ◆ Describe the process involved in:
  - ◆ Composing
  - ◆ Conducting
  - ◆ Performing
- ◆ Read and interpret traditional music notation in a variety repertoire.
- ◆ Sing or play with expression and accuracy, a variety of music representing diverse cultures and styles.
- ◆ Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- ◆ Compare and contrast how they arts function in:
  - ◆ Ceremony
  - ◆ Technology
  - ◆ Politics
  - ◆ Communication
  - ◆ Entertainment
- ◆ Know & describe how artist & their works shape culture & increase understanding of societies, past & present.



# Reading/Language Art

- ◆ Apply knowledge of word origins and derivations to comprehend words used in specific content areas.
- ◆ Analyze the meaning of words and phrases in their context.
- ◆ Use information to form, explain and support predictions.
- ◆ Interpret and analyze entire narrative text using story elements, point of view and theme.
- ◆ Summarize and make generalizations from content and relate to purpose of material.
- ◆ Read age-appropriate material with fluency and accuracy.
- ◆ Preview reading materials, make predictions and relate reading to information from other sources.
- ◆ Identify text structure and create a visual representation to use while reading.
- ◆ Continuously check and clarify for understanding.
- ◆ Compare how authors and illustrators use text and art across materials to express their ideas.
- ◆ Interpret tables that display textual information and data in visual formats.
- ◆ Compare, contrast and evaluate ideas and information from different sources and genres.
- ◆ Identify and analyze allusion within classical and contemporary works representing a variety of genres.
- ◆ Identify and analyze dialect within classical and contemporary works representing a variety of genres.
- ◆ Identify and analyze climax within classical and contemporary works representing a variety of genres.
- ◆ Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
- ◆ Identify characteristics and authors of various literary forms.



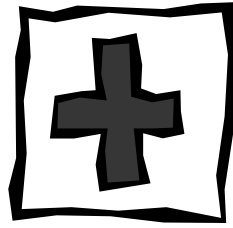
- ◆ Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.
- ◆ Respond to literary material from personal, creative and critical points of view.
- ◆ Compare and contrast literary themes across various societies and eras.
- ◆ Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.
- ◆ Identify and use complex sentences.
- ◆ Identify and use compound-complex sentences.
- ◆ Identify and use adjective and adverb phrases.
- ◆ Identify and use reflexive, intensive and indefinite pronouns.
- ◆ Use commas with a dependent clause.
- ◆ Produce documents that convey a clear understanding and interpretation of ideas and information, displaying focus, organization, elaboration and coherence.
- ◆ Edit and revise using contemporary technology and formats suitable for submission and/or publication.
- ◆ Compose narrative, informative and persuasive writings for a specified audience.
- ◆ Compose poetry in a variety of purposes.
- ◆ Using available technology, produce compositions and multi-media for specified audiences.
- ◆ Demonstrate ways that listening attentively can improve comprehension.
- ◆ Compare a speaker's verbal and nonverbal messages.
- ◆ Restate and carry out multi-step oral instructions.
- ◆ Demonstrate the ability to identify and manage barriers to listening.
- ◆ Deliver planned oral presentations using language and vocabulary appropriate to the purpose, message, and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
- ◆ Design and produce reports and multi-media compositions that represent group projects.

# Physical Education



- ◆ Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
- ◆ Compare and contrast efficient and inefficient movement patterns.
- ◆ Apply rules and safety procedures in physical activities.
- ◆ Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
- ◆ Identify the principles of training frequency, intensity, time and type (FITT).
- ◆ Identify and participate in activities associated with the components of health-related fitness.
- ◆ Monitor intensity of exercise through a variety of methods with and without the use of technology.
- ◆ Evaluate the strengths and weaknesses of a personal fitness profile.
- ◆ Set realistic short-term and long-term goals for a health-related fitness component.
- ◆ Identify opportunities within the community for regular participation in physical activities.
- ◆ Apply the principles of training to the health-related fitness goals.
- ◆ Follow directions and decisions of responsible individuals.
- ◆ Participate in establishing procedures for group physical activities.
- ◆ Remain on task independent of distraction.
- ◆ Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations.

# Health



- ◆ Identify how positive health practices and relevant health care can help reduce health risks.
- ◆ Identify various careers involved in health promotion, health care and injury prevention.
- ◆ Describe how the individual influences the health and well being of the workplace and the community.
- ◆ Identify potential environmental conditions that may affect the health of the local community.
- ◆ Develop potential solutions to address environmental problems that affect the local community's health.
- ◆ Explain how body systems interact with each other.
- ◆ Explain the effects of health-related actions upon body systems.
- ◆ Benefits of proper nutrition.
- ◆ Describe the relationship among physical, mental and social health factors during adolescence.
- ◆ Describe possible causes and consequences of conflict and violence among youth in school and communities.
- ◆ Demonstrate methods for addressing interpersonal differences without harm.
- ◆ Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.
- ◆ Apply a decision-making process to an individual health concern.
- ◆ Apply refusal and negotiation to potentially harmful situations.

- ◆ Develop strategies to manage or overcome communication anxiety and apprehension.
- ◆ Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.
- ◆ Identify appropriate resources to solve problems or answer questions through research.
- ◆ Design a project related to contemporary issues using multiple sources.
- ◆ Choose and analyze information sources for individual, academic and functional purposes.
- ◆ Identify, evaluate and cite primary sources (book/encyclopedia/magazine/interview).
- ◆ Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
- ◆ Prepare and orally present original work supported by research.
- ◆ Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

# Math



- ◆ Represent percentages in equivalent forms.
- ◆ Convert a fraction to a decimal and a decimal to a fraction.
- ◆ Identify and compute numbers in exponential form.
- ◆ Understand and use the basics of number theory (e.g., factors, divisibility, prime factorization, GCF, and LCM).
- ◆ Solve practical computation problems involving whole numbers and integers.
- ◆ Apply divisors and multiples in solving problems.
- ◆ Identify and apply properties of real numbers including squares.
- ◆ Select computational procedures and solve problems with fractions and decimals.
- ◆ Show evidence that computational results using fractions and decimals are correct and/or that estimates are reasonable.

- ◆ Add, subtract, multiply and divide mixed numbers fractions and decimals.
- ◆ Convert a percent to a fraction or a decimal.
- ◆ Find the percent of a number.
- ◆ Apply ratios and proportions to solve simple problems.
- ◆ Use a protractor and compass to draw and measure angles.
- ◆ Compute the perimeter of polygons, the circumference of circles, and the area of circles, rectangles and triangles.
- ◆ Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.
- ◆ Construct a simple scale drawing for a given situation.
- ◆ Use concrete and graphic models along with appropriate formulas to find perimeters, areas, surface areas and volumes of two-dimensional regions.
- ◆ Apply the basic properties of commutative, associative, distributive, transit, inverse, identity, zero, equality and order of operations to solve problems.
- ◆ Solve problems using linear expressions and equations.
- ◆ Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns.
- ◆ Apply properties of perfect squares
- ◆ Propose and solve problems using proportions.
- ◆ Draw or construct two-dimensional geometric figures including prisms, pyramids cylinders and cones.
- ◆ Understand the basic concepts of similarity and scale to describe and analyze two- and three-dimensional shapes found in practical settings (e.g., geodesic domes, A-frame house, basketball courts, inclined planes, art forms and blueprints).
- ◆ Identify and describe two- and three-dimensional geometric figures and models according to their properties.
- ◆ Construct, read and interpret tables, graphs and charts to organize and represent data.
- ◆ Compare the mean, median, mode and range with and without the use of technology.

- ◆ over time as result of amendments and Supreme Court decisions made within respective time period.
- ◆ Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs and satellite images.
- ◆ Explain how human activity is affected by geographic markers. (Within respective time period)
- ◆ Explain how patterns of resources are used throughout the world (concentrating on the US). (Within respective time period)
- ◆ Analyze how human processes influence settlement patterns including migration and population growth. (Within respective time period)
- ◆ Explain how and why spatial patterns of settlement change over time. (Within respective time period)
- ◆ Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. **Will be covered in K-8 Cultural Units in April.**
- ◆ Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g. local response to state and national reform). (Lockport Unit)
- ◆ Describe the ways in which institutions meet the needs of society. (Within respective time period)
- ◆ Explain how social institutions contribute to the development and transmission of culture. (Within respective time period)
- ◆ Describe how changes in production (e.g. hunting and gathering, agricultural, industrial) and population caused changes in social systems. (Within respective time period)
- ◆ Describe ways in which a diverse US population has developed and maintained common beliefs (e.g. life, liberty and their pursuit of happiness; the Constitution and the Bill of Rights).
- ◆ Explain how diverse groups have contributed to US social systems over time. (Within respective time period)

- ◆ (US) Describe how slavery and indentured servitude influenced the early economy of the United States.
- ◆ (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present (within respective time period).
- ◆ (US) Explain relationships among the American economy and slavery, immigration, industrializations, labor and urbanization, within respective time period.
- ◆ (World) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution (within respective time period).
- ◆ (World) Describe the impact of technology (e.g. weaponry, transportation, printing press, microchips) in different parts of the world (predominately US) (within respective time period).
- ◆ (US) Describe characteristics of different kinds of communities in various sections of America during the 19<sup>th</sup> century.
- ◆ (US) Describe the ways in which participation in the westward movement affected families and communities. (Within respective time period)
- ◆ (US) Describe characteristics of different kinds of families in America during the 19<sup>th</sup> century.
- ◆ (World) Describe the various roles of men, women and children in the family, at work, and in the community within respective time period.
- ◆ (World) Identify the origins and analyze consequences of (US) events that have shaped world social history including famines, migrations, plagues and slave trading. (Within respective time period)
- ◆ (US) Describe how the largely rural population of the United States adapted to, used and changed the environment after 1818. (Within respective time period)
- ◆ Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g. hemispheres, meridians, continents, bodies of water).

- ◆ Formulate questions (e.g., relationship between car age and mileage, average income and years of schooling) and design and conduct experiments or simulations to show results.
- ◆ Determine the probability and odds of events using fundamental counting principles.



# Science

- ◆ Formulate hypotheses that can be tested by collecting data.
- ◆ Conduct scientific experiments that control all but one variable.
- ◆ Collect and record data accurately using consistent measuring and recording techniques and media.
- ◆ Explain the existence of unexpected results in a data set.
- ◆ Use data manipulation tools and quantitative and representational methods to analyze measurements.
- ◆ Interpret and represent results of analysis to produce findings.
- ◆ Report and display the process and results of a scientific investigation.
- ◆ Identify an actual design problem and establish criteria for determining the success of a solution.
- ◆ Sketch, propose, and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.
- ◆ Select the most appropriate design and build a prototype or simulation.
- ◆ Test the prototype using available materials, instruments, and technology and record the data.
- ◆ Evaluate the test results based on established criteria, note sources of error and recommend improvements.
- ◆ Using available technology, report the relative success of the design based on the test results and criteria.

- ◆ Explain how cells function as “building blocks” or organisms and describe the requirements for cells to live.
- ◆ Compare characteristics of organisms produced from a single parent with those of organisms produced by two parents.
- ◆ Compare and contrast how different forms and structures reflect different functions.
- ◆ Identify and classify biotic and abiotic factors in an environment that affect population density, habitat and placement of organisms in an energy pyramid.
- ◆ Compare and assess features of organisms for their adaptive, competitive and survival potential.
- ◆ Identify and reduce potential hazards in science activities.
- ◆ Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
- ◆ Explain what is similar and different about observational and experimental investigations.
- ◆ Identify and explain ways that scientific knowledge and economics drive technological development.
- ◆ Identify important contributions to science and technology that have been made by individuals and groups from various cultures.
- ◆ Describe how occupations use scientific technological knowledge and skills.
- ◆ Apply classroom-developed criteria to determine the effects of policies on local science and technology issues.

# Social Studies



## **US History 1770-1865, II. & US Constitutions, and Lockport Unit**

- ◆ Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions (within respective time

period).

- ◆ Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.
- ◆ Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states, and nations (within respective time period).
- ◆ Analyze historical influences on the development of political ideas and practices as enumerated in the United States Constitution, the Bill of Rights and the Illinois Constitution.
- ◆ Describe how United States political ideas and traditions were instituted in the Constitution and Bill of Rights.
- ◆ Identify the types of taxes levied by differing levels of governments (e.g. income tax, sales tax, property tax).
- ◆ Read historical stories and determine events, which influenced their writing. (Integrate with Language Arts Goals)
- ◆ Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present. (Integrate with Language Arts Goals)
- ◆ Ask questions and seek answers by collecting and analyzing data from historical documents, images and other literary and nonliterary sources. (Integrated with Language Arts Goals)
- ◆ Describe how historians use models for organizing historical interception.
- ◆ Make inferences about historical events and eras using historical maps and other historical sources.
- ◆ (US) Explain how and why the colonies fought and how the colonists’ ideas are reflected in the United States Constitution.
- ◆ (US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including westward expansion, Louisiana purchase, and Civil War.
- ◆ (US) Describe the way the Constitution has changed