

April 27, 2018

Mrs. Meghan Hennesy
1809 E. West Lake Drive
Mahomet, IL 61853

Dear Mrs. Hennesy:

This letter is in response to the Freedom of Information Act (hereinafter “FOIA” or “the Act”) request you submitted to the District on April 20, 2018. You have requested copies of the following documents:

Please see attached FOIA request for complete list of requested documents.

The following documents are responsive to your request and are submitted herewith:

1. Syllabi, course goals and outlines for 7th grade Math, ELA, Social Studies and Science.
2. The text book for math is College Preparatory Math -- Core Connections 2 and Core Connections 3. Found online or go to cpm.org. 2nd edition, Version 5.0. The copyright is 2013 by CPM Educational Program.
3. Social Studies Text: Discovering our Past: A History of the United States Student Workbook-McGraw-Hill
4. Science Text: Glencoe Life Science, Sciencosaur, Science World Magazine
5. The updated Responsible Use Policy for Technology.

Sincerely,

Dr. Lindsey Hall, Superintendent and FOIA Officer



Request to Inspect or Copy Records

Use this form to request records that are not already available within the public domain. You are not required to use this form, but your request must be written. This form is offered as a courtesy and a guide to assist you.

**Submit to: Mahomet-Seymour CUSD #3 FOIA Officer
Dr. Lindsey Hall, Superintendent
1301 S. Bulldog Drive, PO Box 229
Mahomet, IL 61853**

I, hereby request the opportunity to (a) **inspect** or (b) **copy** the following record(s). (Please circle.)

Please describe the record(s) precisely:

See Attached.

This request is for a (a) **non-commercial** or (b) **commercial** purpose. (Please circle.)

I understand that the first 50 pages of black-and-white letter or legal-sized copies are free. The copying charge for additional pages is \$.15 per page.

Meghan Hennesy
Signature of Requesting Individual

Meghan Hennesy
Name

4/20/2018
Date Request Submitted

1809 E. West Lake Drive
Address

217-586-1442
Phone Number

Mahomet, IL 61853
City, State, Zip

E-Mail: meghan.hennesy.co@gmail.com

DO NOT WRITE IN THIS SPACE

Date request received by District FOIA Officer

Signature

I request the following information regarding the 2018-2019 MSJHS 7th Grade curriculum for English, Social Studies, Science, Math and any other course that will involve use of the Chromebook as part of the learning environment. Please specifically include the following:

1. All course materials, including syllable, lesson plans, course goals and outlines for all tools (how the resources are used in teaching ie: goals for teaching with the Chromebook, goal for paper resources, goal for apps used)
2. Criteria for homework – what % of homework will be done in traditional written or worksheet form? What % will be done using Chromebooks and an app or Google Docs?
3. Criteria for notetaking – what % will be done traditionally and what will be done on the Chromebook?
4. A List of all course apps that will be used on the Chromebook
5. A list of all tools and resources used in addition to the Chromebook and technology on the Chromebook
6. The policy for how Chromebooks will be monitored for appropriate use, including the penalty process and procedures for abuse or unauthorized use of the technology.
7. The % of teaching time that will use Chromebook or Screen time of any kind (including movies, overhead projection, smartboards etc.) vs traditional tools like worksheets, group work, group discussion time etc.
8. The number of daily and weekly minutes of screen time (as defined by Chromebook use or movie/film watching) students will experience per class.



Mahomet-Seymour Schools

1301 S. Bulldog Dr., Box 229
Mahomet, IL 61853
Ofc.217-586-2161 Fax 217-586-7591

Estimated cost to the District for this request: \$100.00

Acceptable/Responsible Use Agreement

Mahomet-Seymour is deeply committed to technology as a vital tool for its students, teachers, and parents. As a user of technology, I understand that it is my responsibility to honor the Responsible Use Policy and uphold the Mahomet-Seymour Technology Values both online, offline, at school and at home. I understand that my actions can affect others and that I will be accountable for my behavior.

Mahomet-Seymour Technology Values:

We value communication, therefore, I will use language that is pertinent and appropriate when submitting academic work, participate in online forums and work collaboratively, use thoughtful and appropriate language for social postings, and be mindful of how my words are/could be interpreted by others.

We value privacy, therefore, I will be aware of the privacy settings on any website to which I subscribe, understand that anything I do online or electronically is not private and can be monitored by district personnel, and not share personal information about myself, family, friends or faculty.

We value honesty and safety, therefore, I will not engage in behavior that puts myself or others at risk, represent myself honestly, seek help if I feel unsafe, bullied or witness unkind behavior, communicate only with people I know and follow safety guidelines posted by sites to which I subscribe.

We value learning, therefore, I will apply existing knowledge to generate new ideas, products or processes, evaluate the validity of information presented online, ask questions and seek help when using school technology, have a positive attitude and be willing to explore different or new technologies.

We value respect for self and others, therefore, I will not upload or post personal information, private communications or photos of other people without their permission, respond thoughtfully to the opinions, ideas and values of others and not send or share mean or inappropriate emails or texts.

We value respect for school and personal property, therefore I will take proper care of all equipment and report misuse and/or inappropriate content to my teachers or adults.

Mahomet-Seymour CUSD #3 Responsible Use Policy

We are very pleased to bring a wide range of technologies to students, staff and faculty in Mahomet-Seymour. The internet and computers on our network are used to support the educational objectives of Mahomet-Seymour. Use of these technologies is a privilege and is subject to a variety of terms and conditions. Mahomet-Seymour retains the right to change such terms and conditions at any time.

1. Communication

I will use language that is pertinent and appropriate when submitting academic work, participating in online forums and working collaboratively. I will be thoughtful and mindful about the language I use when posting online or sending messages to someone else. I will be mindful of how my words are interpreted by others. I will not use profanity or any language that is offensive to anyone.

2. Privacy

I will be aware of privacy settings on websites to which I subscribe. I understand that anything I do online or electronically is not private and can be monitored. I will not share any personal information about myself, family or faculty. This includes passwords, home addresses, phone numbers, ages, and birth date.

3. Honesty and Safety

I will not engage in behavior that puts myself or others at risk. I will represent myself honestly. This includes accessing the network using an account other than my own. I will seek help if I feel unsafe, bullied or witness unkind behavior. I will only communicate with people I know. I will follow safety guidelines posted by sites to which I subscribe.

4. Learning

I will have a positive attitude and be willing to explore different technologies. I will evaluate the validity of information presented online and understand that not everything online is true. I agree to document and properly cite all information acquired through online sources including but not limited to images, videos and music.

5. Respect for self and others

I will not upload or publish personal information, private communications or photos of other people without permission. I will respond thoughtfully to the opinions, ideas and values of others. I will not send or share mean or inappropriate emails or texts.

6. Respect for school and personal property

I will take care of all equipment on campus. I will report misuse and/or inappropriate content to my teachers and adults. I will use the computers on campus for school related purposes only.

I understand that it is my responsibility to honor the Responsible Use Policy and uphold the Mahomet-Seymour Technology Values both online, offline, at school and at home. I understand that my actions can affect others and that I will be accountable for my behavior. I will not engage in activities that are in violation of the Technology Responsible Use Policy. I have read the Responsible Use Policy and agree to follow these rules and guidelines when using technology. This applies while I am at school, as well as when I am off campus.

Student Name _____ Grade _____ Date _____

Parent Section: I hereby release Mahomet-Seymour CUSD #3, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the Mahomet-Seymour network. I will instruct my child regarding the rules of use contained in this document and understand and agree that the agreements contained herein are incorporated into the contract under which my child is enrolled in Mahomet-Seymour. I understand that it is impossible for Mahomet-Seymour to restrict access to all controversial materials and I will not hold the school responsible for materials accessed on the network. I accept full responsibility if and when my child's use of technology is not in a school setting and understand that my child is subject to the same rules and agreements while not at school. I understand that Mahomet-Seymour encourages parents and guardians to supervise and monitor any online activity.

Parent Signature _____

Date _____



Overview of the Curriculum

The Master Plan for CPM Core Connections 2 *

Chapter 1: Problem Solving and Probability

- Problem Solving and Critical Thinking
- Recognizing and Extending Patterns
- Introduction to Basic Probability
- Sample Spaces
- Fractions and Percents
- Compound Probability

Chapter 2: Fraction and Integer Addition

- Fraction-Decimal Conversions
- Orders of Operations with Integers
- Multiplying Fractions
- Multiplying Portions

Chapter 3: Arithmetic Properties

- Re-writing Expressions
- Identifying Terms in Expressions
- Subtracting Integers
- Multiplication of Decimals and Integers
- Division of Decimals and Integers

Chapter 4: Proportions

- Similar Figures
- Scale Drawings
- Proportional Relationships in Graphs and Tables
- Unit Rates

Chapter 5: Probability and Word Problems

- Finding and Using Percentages
- Probability Games
- Simulations of Probability
- Solving Real-World Problems

Chapter 6: Inequalities and Equations

- Comparing Expression
- Introducing Variables
- Solving Basic Equations in one variable
- Distributive Property

Chapter 7: Proportions and Percents

- Distance, Rate and Time
- Solving Problems Involving Percents
- Percent Increase and Decrease
- Integer and Fractional Coefficients

Chapter 8: Statistics / Angle Relationships

- Comparing Distributions
- Representative and Random Samples
- Angle Relationships
- Constructing Shapes
- Classifying Triangles

Chapter 9: Circles and Volume

- Circumference, Diameter and Pi
- Area
- Surface Area
- Volume
- Pythagorean Theorem

*The curriculum overview is our guide but is subject to change as the year progresses and students are assessed as to their mastery of certain concepts. The main concepts, goals and objectives will not change, but the pace and schedule may be amended throughout the year.



Overview of the Curriculum

The Master Plan for CPM Core Connections 3*

Chapter 1: Problem Solving

- Problem Solving and Critical Thinking
- Recognizing and Extending Patterns
- Graphing and Interpreting Graphs
- Proportional and Linear Relationships
- Absolute value
- Exponents

Chapter 2: Simplifying with Variables

- What is a variable?
- Combining Like Terms
- Re-writing Expressions – simplifying
- Writing simple equations
- Solving Equations

Chapter 3: Graphs and Equations

- Functions and Rules
- Making Predictions from Rules
- Using Graphs to Solve Problems
- Solving Equations

Chapter 4: Multiple Representations

- Graphs – Tables – Equations
- Connections Between Graphs and Equations
- Using the Slope-Intercept Form of an Equation
- Finding Growth and Patterns

Chapter 5: Systems of Equations

- Multi-Variable Equations
- Introduction to Systems of Equations
- Real-World Problems
- Solving Systems of Equations

Chapter 6: Transformations and Similarity

- Transformations on Graphs
- Multiplication and Dilation
- Similar Figures
- Similar Figures and Transformations

Chapter 7: Slope and Association

- Representing Data
- Data and Connections
- Slope

Chapter 8: Exponents and Functions

- Growth – Linear and Exponential
- Scientific Notation
- Rules for Exponents
- Functions in Graphs and Tables

Chapter 9: Angles and Pythagoras

- Angle Relationships
- Classifying Triangles
- Similarity in Triangles
- Radicals (Square Roots)
- Pythagorean Theorem

Chapter 10: Geometry

- 3 Dimensional Shapes
- Area
- Surface Area
- Volume

*The curriculum overview is our guide but is subject to change as the year progresses and students are assessed as to their mastery of certain concepts. The main concepts, goals and objectives will not change, but the pace and schedule may be amended throughout the year.

**Mahomet-Seymour Jr. High School
District Benchmark and Pacing Guide
Power Standards and Learning Targets**

Quarter 1

PS 1. Evaluate and analyze the effects of the Columbian exchange on societies around the world and the beginnings of globalization.

- LT 1a.* Identify items from the new world and old world that were traded.
- LT 1b.* Describe the civilizations present in the new world prior to European contact.
- LT 1c.* Examine reasons Europeans traveled to the new world.
- LT 1d.* Describe factors that encouraged Europeans to establish colonies in the new world.

PS 2. Understand the reasons for and effects of colonization by European powers on the North American continent.

- LT 2a.* Describe the factors contributing to different European cultures settling in different geographic areas of North America.
- LT 2b.* Identify the varied push and pull factors which contributed to European immigration to the original 13 colonies.
- LT 2c.* Explain the economic benefits of colonization for European powers.

PS 9. Interpret important social studies skills: interpreting maps, graphs, charts, political cartoons, and primary source documents.

- LT 9a.* Interpret maps.
- LT 9b.* Interpret graphs.
- LT 9c.* Interpret charts.
- LT 9d.* Interpret political cartoons.
- LT 9e.* Interpret primary sources.

Quarter 2

PS 3. Identify ideologies that influenced the development of the American political system.

- LT 3a.* Distinguish the economic, religious, and political differences between the New England, Mid-Atlantic, and Southern colonies.
- LT 3b.* Identify the origins of both individual and national self-determination.

PS 4. Understand the reasons for and outcomes of the American Revolution.

- LT 4a.* Identify examples of self-government within colonies prior to the American Revolution.
- LT 4b.* Identify the impact of taxation on the colonists through their responses to specific taxes.
- LT 4c.* Describe the cause and effect relationship between the actions of the British Parliament and the actions of the American colonists.

PS 9. Interpret important social studies skills: interpreting maps, graphs, charts, political cartoons, and primary source documents.

- LT 9a.* Interpret maps.
- LT 9b.* Interpret graphs.
- LT 9c.* Interpret charts.
- LT 9d.* Interpret political cartoons.
- LT 9e.* Interpret primary sources.

Quarter 3

PS 5. Understand and explain the motivations for and consequences of territorial expansion of the United States.

LT 5a. Identify push and pull factors which caused migrants and immigrants to settle in western territories.

LT 5b. Determine the technologies that influenced territorial expansion and the impact each had on national development.

LT 5c. Describe the motivations and outcomes of the Louisiana Purchase, Indian Removal, Annexation of Texas, and Mexican-American War.

PS 6. Understand the cultural, social, economic, and political conditions that distinguished the different regions of the United States leading up to the U.S. Civil War.

LT 6a. Explain the role of slavery in southern economics, politics, and social customs.

LT 6b. Identify how the U.S. government dealt with slavery in territories acquired during the antebellum period.

LT 6c. Compare and contrast the economies of the North and the South.

LT 6d. Construct the sequence of events which led to the U.S. Civil War.

PS 9. Interpret important social studies skills: interpreting maps, graphs, charts, political cartoons, and primary source documents.

LT 9a. Interpret maps.

LT 9b. Interpret graphs.

LT 9c. Interpret charts.

LT 9d. Interpret political cartoons.

LT 9e. Interpret primary sources.

Quarter 4

PS 7. Evaluate the effects of the U.S. Civil War on the cultural, social, economic, and political conditions of the U.S.

LT 7a. Interpret the effects of new constitutional amendments (i.e. 13th, 14th, and 15th amendments) on American democracy.

LT 7b. Describe the major features of congressional reconstruction and its political impact.

LT 7c. Characterize how reconstruction ended and contrast the new south and the old south.

PS 8. Evaluate the role of the expanding population, new technologies, and expansion of industry on the development of the United States politically, socially, and economically.

LT 8a. Describe the great wave of immigration after the U.S. Civil War and the effects on industry and urbanization.

LT 8b. Identify how linking of railroads spurred industrial growth and connected regions.

LT 8c. Describe the impact of new technologies on urban and rural life in 19th century America.

PS 9. Interpret important social studies skills: interpreting maps, graphs, charts, political cartoons, and primary source documents.

LT 9a. Interpret maps.

LT 9b. Interpret graphs.

LT 9c. Interpret charts.

LT 9d. Interpret political cartoons.

LT 9e. Interpret primary sources.



7th Grade American History Curriculum Syllabus

Chapter 1: The First Americans

- *Migration to the Americas*
- *Cities and Empires*
- *North American Peoples*

Chapter 2: Exploring the Americas

- *A Changing World*
- *Early Exploration*
- *Spain in America*
- *Competing for Colonies*

Chapter 3: Colonial America

- *Roanoke and Jamestown*
- *The New England Colonies*
- *The Middle Colonies*
- *The Southern Colonies*

Chapter 4: Life in the American Colonies

- *Colonial Economy*
- *Colonial Government*
- *Culture and Society*
- *Rivalry in North America*

Chapter 5: The Spirit of Independence

- *No Taxation without Representation*
- *Uniting the Colonists*
- *A Call to Arms*

Chapter 6: The American Revolution

- *The War for Independence*
- *The War Continues*
- *Battlegrounds Shift*
- *The Final Years*

Chapter 7: A More Perfect Union

- *The Articles of Confederation*
- *Forging a New Constitution*
- *A New Plan of Government*

Chapter 8: The Constitution

- *Principles of the Constitution*
- *Government and the People*

The Constitution of the United States

- *Executive Branch*
- *Legislative Branch*
- *Judicial Branch*

Chapter 9: The Federalist Era

- *The First President*
- *Early Challenges*
- *The First Political Party*

Chapter 10: The Jefferson Era

- *A New Party in Power*
- *The Louisiana Purchase*
- *A Time of Conflict*
- *The War of 1812*

Chapter 11: Growth and Expansion

- *A Growing Economy*
- *Moving West*
- *Unity and Sectionalism*

Chapter 12: The Jackson Era

- *Jacksonian Democracy*
- *Conflicts Over Land*
- *Jackson and the Bank*

Chapter 13: Manifest Destiny

- *The Oregon Country*
- *Statehood for Florida and Texas*
- *War with Mexico*
- *California and Utah*

Chapter 14: North and South

- *The Industrial North*
- *People of the North*
- *Southern Cotton Kingdom*
- *People of the South*

Chapter 16: Toward Civil War

- *The Search for Compromise*
- *Challenges to Slavery*
- *Secession and War*

Chapter 17: The Civil War

- *The Two Sides*
- *Early Years of the War*
- *Life During the Civil War*
- *The Strain of the War*
- *The War's Final Stages*

**Mahomet-Seymour Jr. High School
District Benchmark and Pacing Guide
Power Standards and Learning Targets**

Quarter 1

PS 1. Identify steps of scientific method and communicate results while following safety procedures.

LT 1a. Identify steps of scientific method in correct order.

LT 1b. Identify variables, control and constants in provided experiment.

LT 1c. Communicate results/data from provided experiment in a complete conclusion.

LT 1d. Identify basic safety equipment and rules followed in science lab.

PS 2. Identify and state use of SI system and tools of measurement.

LT 2a. Identify appropriate tools and units for measuring specific quantities.

PS 3. Identify and apply features/characteristics of living things.

LT 3a. Identify features and characteristics of living things.

LT 3b. Apply features and characteristics to given examples of living things.

PS 4. Identify characteristics and organisms of the 5 kingdoms of life and levels of classification within each kingdom.

LT 4a. Identify characteristics of the each of the five kingdoms.

LT 4b. Identify organisms of each of the five kingdoms.

LT 4c. Identify the levels of classification within each kingdom.

Quarter 2

PS 5. Identify characteristics of viruses that make the non-living and explain how viruses reproduce to cause disease.

LT 5a.

PS 6. Identify cell structures, recognize the functions of each structure, and describe cell processes.

LT 6a.

PS 7. Identify the levels of organization for living things.

LT 7a.

PS 8. Recognize the parts of the Cell Theory.

LT 8a.

PS 9. Recognize the role of DNA, label the structure of DNA and describe how it replicates.

LT 9a.

PS 10. Describe the inheritance of traits and predict the outcomes using a Punnett square.

LT 10a.

Quarter 3

PS 11. Describe characteristics, groupings, and importance of Monera kingdom, Protist kingdom, and Fungi kingdom.

LT 11a. select the characteristics of the Monera kingdom

LT 11b. identify the importance of the Monera kingdom

LT 11c. select the characteristics of the Protist kingdom

LT 11d. recognize the phyla groupings within the Protist kingdom

LT 11e. identify the importance of members of the Protist kingdom

LT 11f. select the characteristics of the Fungi kingdom

LT 11g. recognize the phyla groupings of the Fungi kingdom

LT 11h. identify the importance of members of the Fungi kingdom

PS 12. Describe characteristics, groupings, and importance of Invertebrates in the Animal kingdom and recognize examples of the phyla.

- LT 12a. select the characteristics of phyla of invertebrate in the Animal kingdom
- LT 12b. recognize the groupings of the phyla of the invertebrate in the Animal kingdom
- LT 12c. identify the importance of invertebrates in the Animal kingdom
- LT 12d. recognize specimen examples of phyla of invertebrates from the Animal kingdom

Quarter 4

PS 13. Describe characteristics, groupings, and importance of Chordates in the Animal kingdom and recognize specimen.

- LT 13a. describe the characteristics of Chordates of the Animal kingdom.
- LT 13b. describe the groupings of Chordates of the Animal kingdom
- LT 13d. recognize specimen examples of Chordates from the Animal kingdom

PS 14. Identify characteristics and processes/functions of each system and recognize the organs associated with each system of Human Anatomy.

- LT 14a. identify characteristics of each system of Human Anatomy
- LT 14b. identify processes of each system of Human Anatomy
- LT 14c. recognize the organs associated with each system of Human Anatomy
- LT 14d. recognize the function of each organ of each of the systems of Human Anatomy

PS 15. Describe the characteristics, groupings, and importance of the Plant kingdom.

- LT 15a. describe the characteristics of the Plant kingdom
- LT 15b. describe the phyla groupings within the Plant kingdom
- LT 15c. describe the importance of members of the Plant kingdom

*We are in transition to NGSS
We are implementing Ecosystems in place
of Anatomy.

**Mahomet-Seymour High School
District Benchmark and Pacing Guide
Power Standards and Learning Targets**

Quarter 1

LITERATURE

RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.3 Analyze how particular elements of a story or drama interact.

RL.6 Analyze how an author develops and contrasts the points of view of different character or narrators in a text

WRITING

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

INFORMATIONAL TEXT

RI.2 Determine two or more central ideas in a text and analyze their develop over the course of the text; provide an objective summary of the text.

LANGUAGE

L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives
- b. Spell correctly

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase

SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussions
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comment with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Quarter 2

LITERATURE

RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story.

RL.7 Compare and contrast a written story, drama or poem, to its audio, filmed, staged, or multimedia version analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

WRITING

W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

INFORMATIONAL TEXT

RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings' analyze the impact of a specific word choice on meaning and tone.

RI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.

LANGUAGE

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives
- b. Spell correctly

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase

Quarter 3

LITERATURE

RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says.

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion.

I can distinguish between what the text explicitly states versus what the text implies, or hints at.

RL.5 Analyze how a drama's or poem's form for structure (e.g. soliloquy, sonnet) contributes to its meaning.

RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

WRITING

INFORMATIONAL TEXT

RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I can define textual evidence and locate and summarize evidence in the text to support my analysis of what the text says.

I can distinguish between what the text explicitly states versus what the text implies, or hints at.

RI.3 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.9 Analyze how two or more authors writing about the same topic share their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

LANGUAGE

L.5 Demonstrate understanding of figurative language, word relationships, and nuances.

- a. Use context as a clue to the meaning of a word
- b. Use relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations of words with similar denotations (definitions)



Quarter 4

LITERATURE

Research Paper / Informational Text

WRITING

INFORMATIONAL TEXT

LANGUAGE



** For writing, we are waiting to hear what the direction we will take with writing as a whole.

ELA Syllabus – 7th Grade

Course Description:

The 7th Grade English Language Arts course enhances students' ability to work both independently and collaboratively while strengthening reading, vocabulary, critical thinking, spelling, grammar, writing, listening, and presentation skills. The curriculum has been designed to emphasize the connection between reading and writing. The Common Core Learning Standards strongly drive all lessons and activities.

Reading- As a class we will read two novels this year, *Legend* and *Chains*, along with non-fiction texts, poems, and articles. This year, students will be thinking deeply and critically about what they read. A strategy called *close reading* will be utilized throughout the school year. This strategy requires students to closely read and analyze text. *Close reading* enhances a student's ability to comprehend and retain what they have read. What's more, it strengthens their ability to read and understand challenging texts and to build meaningful connections between two or more texts.

Grammar- Students' understanding and application of correct grammar through grammar practice and writing will be taught and reinforced. Daily bell work and separate units are used to support students learning.

Writing- Writing is an essential life skill. Therefore, students will write a lot this year, having the opportunity to strengthen this essential life skill. We will discuss and practice the four main types of writing: narrative, descriptive, persuasive, and expository.

Listening/Speaking- Students will practice listening and speaking skills through their participation in class discussions. Students will also be asked to deliver at least 4 presentations this year.

Independent Reading/Reading Projects: Students will have silent, sustained reading time each week. Students will be expected to read books that are within their Lexile reading range and that are of interest to them. Students reading below their Lexile level is acceptable, but they are encouraged them to stay at or above their level. Quarterly reading goals will be established and/or projects will be completed.

Supplemental Texts:

1. *Legend* by Marie Lu
2. *Chains* by Laurie Halse Anderson
3. *McDougal Littell Literature: Illinois* – Textbook and classroom worksheets

Other Supplements:

No Red Ink (website)

Strategies from *Notice and Note*

Google Classroom/Docs/Slides (for writing/book talks)

Sentence Stalking

6 + 1 Traits – Writing Process/Rubrics

Go Formative (website)

Other online/print supplements

**7th Grade: U.S. History: Native Americans to Progressivism
Mr. Lietz – Room 109**

Course Materials:

- 1.) Textbook: Discovering Our Past: A History of the United States (Will be issued and sent home to have a copy there)
- 2.) 7th Grade Binder
- 3.) Pencil

School Expectations:

1. Be Respectful (Act and speak appropriately in the classroom at all times)
2. Be Responsible (Have all appropriate materials and supplies and be seated when the bell rings)
3. Be Safe (Keep hands and feet to yourself)

Grades:

U.S. History: Native Americans to Progressivism is a year-long course for seventh grade students. We will study the history of Native Americans on our continent, early colonists, through the beginning of the formation of the United States, up to the late 1800's. All grades will be based on the following areas: tests, quizzes, projects, homework, and daily class work. Grades are calculated by cumulative points throughout the quarter. The total points earned by the student will be divided by the total possible points offered in the class to get the grade percent.

The grading scale is as follows:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59-Below = F

Assignments:

Assignments are due the following day unless otherwise noted. An assignment may be turned in late for partial credit. If you are absent you will have as many days as you were absent to make up the work you missed.

Classroom Guidelines:

4. Be Respectful (Act and speak appropriately in the classroom at all times)
5. Be Responsible (Have all appropriate materials and supplies and be seated when the bell rings)
6. Be Safe (Keep hands and feet to yourself)

Procedures:

Come to class READY TO LEARN!

Entering the Classroom

- Make sure you have all necessary materials for the class (Be Ready-To-Learn).
- Enter the classroom quietly.
- Look at the board for directions on what materials you need to pick up
- Go to your assigned seat.
- Begin on the daily bellwork activity that will be on the board

End-of-period class dismissal

- The teacher dismisses you, not the bell.
- Do not start packing up prior to the bell.
- Wait until the teacher finishes and officially dismisses you with "Have a Great Day!"

During Instruction

- Follow SLANT (Sit up, Listen carefully, Ask and answer questions, Nod, Track the speaker)
- Ask permission to speak by raising your hand.
- Ask questions related to the subject. Other questions which are not related to the subject can be asked after instruction.

- Make sure you understand the concept. If not, ask questions by mentioning which part you didn't understand.

While you are working in Class

- Make sure you read or listen to the directions about your work and understand them.
- If you did not understand the directions, ask help from other students sitting around you. If they also do not understand, ask to the teacher to explain it.
- If you are asked to help, be polite and kind and offer your best.
- Talking to each other should be no louder than a whisper. The person sitting on the other side of the room should not be interrupted by your noise.
- Respect each other and be friendly.
- Use your time wisely. Put forth your best effort to finish your work on time.

Answering Assignment Questions:

- Write slowly and in your best handwriting. I should be able to easily read your answers. If you have poor handwriting, please slow down and do your best to make your handwriting legible (readable).
- Always write in complete sentences unless I say otherwise.
- Example Question: What states were included in the Oregon Country?
- Example Answer: The states that were included in the Oregon Country were Oregon, Washington, Idaho, and parts of North Dakota.

When you Finish Class Work Early

- 1.) Review your work.
- 2.) Work on missing history assignments
- 3.) Silently read from a book of your choice. (Bring a book everyday!)
- 4.) Read any of the materials on my book shelves.

When you are Absent

- You may either ask a classmate, come in before or after school, or talk to me before or after class to receive the missed assignments or to schedule a makeup time for a quiz/test
- It is your responsibly to get missed assignments
- Please do not ask for make-up work during instruction

When you are Tardy

- Enter class quietly
- Excused: Place pass on teacher's desk and sit down
- Unexcused: Sit down and begin work
- First unexcused = Warning
- Second unexcused = 1 misconduct points
- Third unexcused = Meeting with student, call home to parent, 2 misconduct points

Sharpening Pencils, Throwing Trash Away, and Tissues

- Please sharpen pencils and throw trash away before and after class only.
- If during instruction you need a tissue, raise your hand for permission (Throwing away trash can wait until after instruction)
- If during instruction you need to sharpen your pencil, use your own pencil sharpener. If you do not have a pencil sharpener, ask permission by raising your hand during an appropriate time.
- You may use the pencil sharpener or get a tissue during "classwork" time as long as no other students are out of their seats (no lines at the pencil sharper or at the box of tissues)

Passes

- Please use the bathroom, get a drink, or go to your locker before/after class or during lunch.
- If there is an emergency... ask permission, fill out your assignment book, I will sign it, and leave with your assignment book to the bathroom/locker/office/drinking fountain

Please detach this bottom part of the sheet and have your student return ONLY this section to me. Please keep the rest of this handout as a reference throughout the rest of the year. Please sign below to indicate that you have read the attached material:

(Parent/Guardian sign below)

(Student sign below)

Parent/Guardian, if you would like to communicate by email, please list the address you would like me to use below:

Mr. Lietz – 7th Grade Blue

7th Grade Science

Email: jlietz@ms.k12.il.us

Phone: (217) 586-4415

Course Outline for 7th Grade Science:

- I. Introduction to Life
 - a. Features of Life
 - b. Cell Structure & Function
 - c. Viruses
 - d. Scientific Method
- II. Heredity/Genetics
 - a. DNA
 - b. Mitosis & Meiosis
 - c. Punnett Squares
- III. Diversity of Life
 - a. Classification
 - b. Bacteria
 - c. Fungi
 - d. Plants
 - e. Animals
- IV. Human Anatomy
 - a. Bones/Muscles
 - b. The Body Systems
- V. Ecology

Grading, Assignments and Turning in Work:

A student's grade is based on total points earned from in-class activities, lab reports, homework, quizzes and tests. All tests will be announced at least a week in advance and will almost always be accompanied by a study guide. If you miss a quiz or test, you will be given one extra day to make sure your review sheet is finished. Then you will make up the quiz or test.

Assignments are due at the beginning of class unless I say otherwise. Late work will not receive full credit, and NO late work will be accepted after that chapter of study has been completed (For example, you can't turn in work we did on Bacteria months later when we are discussing Plants).

Throughout the year, we will do lots of group work, sharing, labs, online projects, in-class projects, and we will read from lots of different resources (textbook, newspaper articles, primary sources, etc.). Students will be assigned a textbook to have at home or at school to complete work that they didn't finish in class. Also, students will have a textbook underneath their desk every day, so students will not need to bring their textbook every day.

When we do labs/experiments, students will work in groups to evaluate a specific question or problem. Oftentimes, these labs are time-sensitive which means we have a limited amount of time to make up labs. AVOID BEING ABSENT ON DAYS WHERE WE WILL HAVE A LAB. It will make your life and my life much easier. Any missed labs will most likely have to be made up before or after school.

Grading Scale:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59-Below

How You Should Behave:

Be Safe:

Be safe with all lab equipment whenever we go across the hallway for a lab/experiment. You should never eat or drink during a lab. Spilling or mixing your food or drink with any of the materials may be harmful to you or the experiment we are conducting

Be Responsible:

You need to bring your binder to class every day. That goes for EVERY class. You DO NOT need to bring your book to class because there will be one under your desk for you to use in my classroom. Most days, we will begin class with a warm-up question so you should be prepared to answer those questions as soon as the bell rings. Also, you should always have something to write with, and have any assignments ready to turn in. Again, late assignments won't get full credit.

You should be in the room, in your seat, with your binder out when the bell rings. This time in between classes is perfect for you to ask me for any make-up work you may have missed the day before (if you were absent), sharpening your pencil, getting your homework out, etc.

Be Respectful:

Do not talk while others are talking. Especially me. I know I like to talk, and I like to make everyone feel welcome to share their thoughts, but one very important lesson to learn *now* is to respect others when they talk. So please raise your hand for your turn to speak.

Always be courteous. Never be rude. The "Golden Rule" always applies. Please do not touch what doesn't belong to you. When we go to the lab and use lab materials, please handle lab equipment with A LOT of care. The materials are expensive and can sometimes cause harm, so please follow directions and be respectful.

FINALLY:

We are going to have fun in this class, *for sure!* Enjoy yourself! Participate! Be a friend to people you've never been a friend to, or get to know friends you already have even better. More than anything I want you to know that Science can actually be fun, and that I am here to help you as much as I possibly can!!!

Please detach this bottom part of the sheet and have your student return ONLY this section to me. Please keep the rest of this handout as a reference throughout the rest of the year. Please sign below to indicate that you have read the attached material:

(Parent/Guardian sign below)

(Student sign below)
