POWER STANDARDS

FOR ACADEMIC SUCCESS

YONKERS PUBLIC SCHOOLS

English Language Arts • Mathematics • Social Studies • Science
Conceptual Understandings | Key Ideas | Required Skills

GRADE 7

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The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. This blueprint will evolve with ongoing data-driven review and input from District practitioners.

To Yonkers Public Schools Educators,

The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. Our collective experience with Distance Learning and social isolation from March through June 2020 helps guide our work moving forward. Technology driven flexible instruction is the "new" normal for education moving forward.
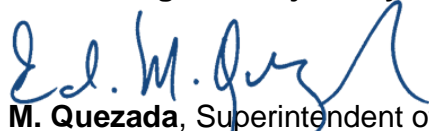
As the school district reopens following this extended school closure, it is evident that school leaders and teachers will need to devote time during the school day to address Social Emotional Learning (SEL) as well as learning gaps. In the upcoming school year teachers and students must focus on the most critical skills, in tandem with the full curriculum, when engaging in teaching and learning to mitigate the potential long-term learning gap impact. Therefore, in collaboration with school leaders, teachers and content directors, the District developed the **Power Standards for Academic Success** that is a plan to access grade level standards emphasizing depth over breadth in English language arts, math, science and social studies.

The Next Generation Learning Standards, the New York State P-12 Science Learning Standards, the New York State K-12 Social Studies Framework, and other New York State Education Department Office of Curriculum and Instruction guidelines *are still in place*. The **Power Standards** are not to be used as the full curriculum; school leaders and teachers must continue to consult State learning standards in their instruction. The Power Standards are to be used in conjunction with data-informed teaching and learning to adjust pacing of instruction and scaffold using a Multi-Tiered System of Supports to bridge learning from the previous school year.

The **Power Standards for Academic Success** are structured by grade level and content area as follows:

- ❖ **Conceptual Understanding**, or broad concepts for the grade level, communicate the big picture,
    - ➢ **Key Ideas** support that Conceptual Understanding,
        - ▪ **Required Skills** communicate what students should know and be able to do to succeed in the next grade level.

With a collective, focused and relentless commitment we can, we must, reverse the impact COVID-19 has wielded on our students achievement and wellbeing. The 2020-2021 school year offers magnificent opportunities for creative innovative teaching and learning. I look forward to working with you as we navigate this journey for our students.

Dr. Edwin M. Quezada, Superintendent of Schools

Grade 7	English Language Arts

Conceptual Understanding: Conventional Academic English in Oral and Written Language

Key Idea: Demonstrate vocabulary acquisition and usage

Required Skills: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) 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 (e.g., belligerent, bellicose, rebel)
c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

Key Idea: Demonstrate vocabulary acquisition and usage

Required Skills: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
a. Interpret figurative language, including allusions, in context
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words
c. Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending)

Key Idea: Demonstrate command of the conventions of academic English grammar and usage when writing and speaking

Required Skills: Core Convention Skills
a. Recognize and correct pronouns that have unclear or ambiguous antecedents
b. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
c. Explain the function of verbals (gerunds, participles, infinitives)

Conceptual Understanding: Theme/Central Idea, Citing Explicit/Implicit Textual Evidence and Comparing and Contrasting Print and Digital Media Contribute to Deeper Analysis and Comprehension of the Text

Key Idea: Key ideas and details

Required Skills:
a. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences
b. Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text
c. In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution
d. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.

Grade 7	English Language Arts

Conceptual Understanding: Theme/Central Idea, Citing Explicit/Implicit Textual Evidence and Comparing and Contrasting Print and Digital Media Contribute to Deeper Analysis and Comprehension of the Text – Continued:

Key Idea: Craft and structure

Required Skills:

a. In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot
b. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas
c. In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators
d. In informational texts, analyze how the author distinguishes his or her position from that of others

Key Idea: Integration of knowledge and ideas

Required Skills:

a. Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject

Conceptual Understanding: How to Write an Argumentative Piece to Support a Stated Claim and an Informative Piece to Examine a Topic

Key Idea: Write arguments to support claims with clear reasons and relevant evidence

Required Skills:

a. Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text
b. Maintain a style and tone appropriate to the writing task

Key Idea: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Required Skills:

a. Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect
b. Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension

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Blueprint for Leveraging Grade Level Standards
English Language Arts, Math, Science, and Social Studies

Grade 7	English Language Arts

Conceptual Understanding: How to Write an Argumentative Piece to Support a Stated Claim and an Informative Piece to Examine a Topic - Continued

Key Idea: Research

Required Skills:
a. Draw evidence from literary or informational texts to support analysis, reflection, and research
b. Gather relevant information from multiple sources
c. Assess the credibility of each source
d. Quote or paraphrase the data and conclusions of others
e. Avoid plagiarism and provide basic bibliographic information for sources

Conceptual Understanding: How to Engage in Accountable Conversations to Present Claims, Findings, and Salient Points on a Focused Topic

Key Idea: Speaking and listening

Required Skills: Engage effectively in a range of collaborative discussions with diverse partners by expressing ideas clearly and persuasively while building on those of others
a. Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
b. Follow norms 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 comments 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 personal views

Key Idea: Presentation

Required Skills:
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation
b. Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

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Grade 7	Math

Conceptual Understanding: Ratios and Proportional Relationships

Key Idea: Analyze proportional relationships and use them to solve real-world and mathematical problems

Required Skills:

a. Compute unit rates of quantities associated with ratios of fractions (length, area, & other quantities)
b. Use proportional relationships to solve real-world problems
c. Simplify a rate, unit rate, and ratio by dividing
d. Compute unit rate as a complex fraction
e. Compare two ratios in a proportion
f. Determine whether two quantities are in a proportional relationship by testing for equivalent ratios by graphing on a coordinate plane
g. Determine whether two quantities are in a proportional relationship by testing for equivalent ratios in a table
h. Identify a constant relationship of unit rates in tables, graphs, equations, and diagrams
i. Identify a constant relationship of unit rates in verbal descriptions
j. Create proportional relationships from equations
k. Analyze a proportional equation and explain what each value means
l. Interpret a point (x,y) on the graph of a proportional relationship in terms of the situation using the points (0,0) and (1, r) where r is the unit rate
m. Explain a proportional situation using points on a graph
n. Calculate simple interest, tax, markups, markdowns, gratuities, commissions, and fees
o. Calculate percent increase, decrease, and percent error
p. Solve multi-step ratio and percent problems using proportional relationships
q. Justify multi-step ratio and percent in real life situations
r. Identify or describe errors to given multi-step problems and present corrected solutions

Conceptual Understanding: The Number System

Key Idea: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

Required Skills:

a. Add and subtract rational numbers (integers, fractions, and decimals)
b. Explain that each rational number has an opposite that adds to zero and describe real-world situations in which opposite quantities add together to equal zero
c. Compute rational numbers
d. Use a number line to show that the 1st addend (p) and the sum (p+q) represent location and the absolute value of the 2nd addend (q) represents distance traveled

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Grade 7	Math

Conceptual Understanding: The Number System

Key Idea: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

Required Skills Continued:

e. Use a number line to demonstrate that the sum of a number and its opposite is zero
f. Use real-world context to describe the sums of rational numbers (the result should indicate location and not the total distance)
g. Create real-world context to explain that the distance between two numbers is the absolute value of the difference between those numbers
h. Explain that subtraction of rational numbers as the additive inverse, $p - q = p + (-q)$
i. Use a number line to demonstrate that the distance between two numbers is the absolute value of the difference between those numbers
j. Create real-world context to explain that the distance between two numbers is the absolute value of the difference between those numbers
k. Identify properties of addition and subtraction
l. Apply addition/subtraction properties to strategies to solve mathematical problems
m. Multiply and divide rational numbers (integers, fractions, and decimals)
n. Use the multiplication rules for integers and apply them to multiplying decimals and fractions
o. Use real-world contexts to describe the product of rational numbers
p. Interpret products of rational numbers in real world contexts
q. Create or recognize an equivalent mathematical expression when given an expression by using the distributive property or other properties of operations
r. Identify equivalent expressions when given two or more expressions
s. Use the division rules for integers and apply them to dividing decimals and fractions
t. Explain that integers can be divided provided that the divisor is not zero
u. Explain and recognize that a negative fraction can be written as a negative numerator and positive denominator or as a positive numerator and negative denominator
v. Interpret quotients of rational numbers in real world contexts
w. Create an equivalent mathematical expression when given an expression by using the properties of operations
x. Identify equivalent expressions when given two or more expressions
y. Recognize and identify properties of multiplication and division
z. Apply multiplication/division properties to a given situation
aa. Convert rational numbers to decimal numbers
bb. Recognize a terminating or repeating decimal
cc. Solve mathematical and real-world problems involving four operations with rational numbers and justify the steps taken

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Grade 7	Math

Conceptual Understanding: Expressions and Equations

Key Idea: Use properties of operations to generate equivalent expressions

Required Skills:
a. Simplify algebraic expressions by using distributive property
b. Apply properties of real numbers (add, subtract, expand linear expressions, and factor)
c. Simplify algebraic expressions by combining like terms
d. Create a new equivalent expression when given a factored expression and a fully expanded expression
e. Rewrite an expression in different forms
f. Explain that an expression written in different forms can shed light on a problem
g. Describe the relationship between different quantities

Key Idea: Solve real-life and mathematical problems using numerical and algebraic expressions and equations

Required Skills:
a. Solve mathematical problems (two-step linear equations) posed with positive and negative rational numbers in any form
b. Apply properties of operations to calculate two-step problems with numbers in any form
c. Fluently solve multi-step, real-world problems posed with positive and negative rational numbers
d. Apply properties of operations to calculate multistep problems with numbers in any form
e. Assess and justify the reasonableness of answers using mental computation and estimation strategies
f. Solve simple equations
g. Fluently solve two-step linear equations and word problems of the form $px + q = r$ and $p(x+q) = r$, where p, q, and r are specific rational numbers
h. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach
i. Solve simple inequalities
j. Solve two step linear inequalities and word problems of the form $px + q > r$ and $px+q < r$, where p, q, and r are specific rational numbers
k. Graph the solution sets of inequalities and interpret the solution set of inequalities

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Grade 7	Science

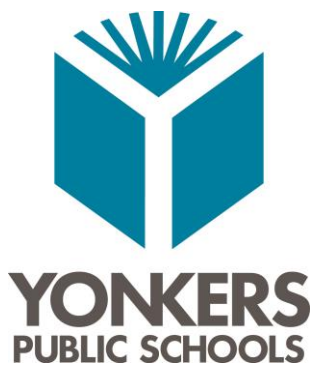| **Conceptual Understanding:** Scientific and Engineering Practices |
|---|
| **Key Idea:** Scientists and engineers construct explanations and design solutions |
| **Required Skills:**
a. Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future
b. Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena
c. Apply scientific ideas to construct an explanation for real-world-phenomena, examples, or events |
| **Key Idea:** Scientists and engineers develop evidence to support an argument |
| **Required Skills:**
a. Develop oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem
b. Use mathematical representations to support scientific conclusions and design solutions |
| **Key Idea:** Scientists and engineers analyze and interpret data |
| **Required Skills:**
a. Analyze and interpret data to provide evidence for phenomena
b. Analyze and interpret data to find similarities and differences |

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Blueprint for Leveraging Grade Level Standards
English Language Arts, Math, Science, and Social Studies

Grade 7	Social Studies
Conceptual Understanding: The Human Experience in the United States from pre-Columbian Times Through the Civil War, with a Focus on the People, Events, and Places in NYS	

Key Idea: Geography and climate influenced the migration and cultural development of Native Americans
Required Skills:
a. Examine theories of human settlement of the Americas
b. Examine various groups of Native Americans located within what became NYS and the influence geographic factors had on their development
Key Idea: European exploration of the New World resulted in various interactions with Native Americans and in colonization. Colonial America had a variety of social structures under which not all people were treated equally.
Required Skills:
a. Explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection
b. Examine the major reasons why Native American societies declined in population and lost land to the Europeans
c. Examine the economic, social, and political characteristics of each colonial region
d. Explain why and where slavery grew over time in the US and will examine the living conditions of slaves including those in NYS
e. Distinguish between indentured servitude and slavery within the context of NYS history
Key Idea: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.
Required Skills:
a. Examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect
b. Identify the issues stemming from the Zenger Trial that affected the development of individual rights in the colonies
c. Examine the influence of Enlightenment ideas such as natural rights and social contract and ideas debated around independence
Key Idea: The Constitution serves as the foundation of the US government and rights of the citizens
Required Skills:
a. Identify the powers granted to the Congress, President, and the Supreme Court as well as individual rights granted in the amendments

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