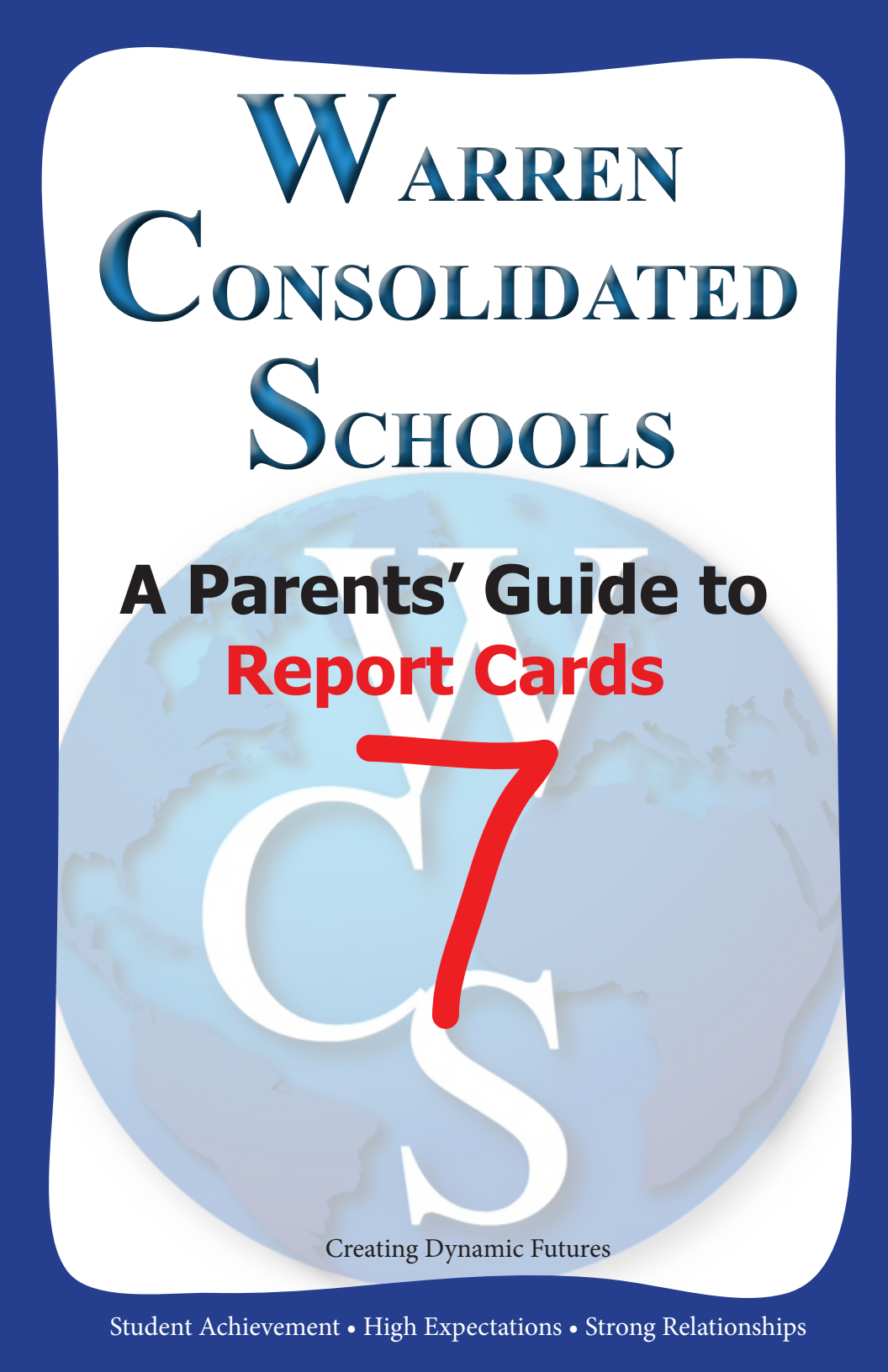
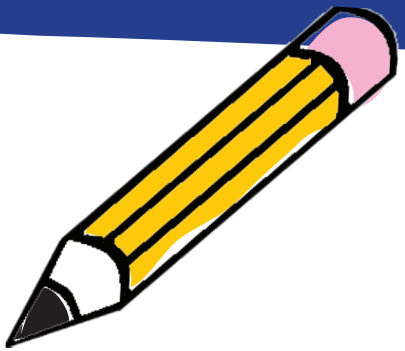
Warren Consolidated Schools

A Parents' Guide to Report Cards



Creating Dynamic Futures

Student Achievement • High Expectations • Strong Relationships



Dear Parents:

The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies and Science at each grade. Each grade level report card has been aligned to reflect the most current standards in each subject. The new curriculum in English and Language Arts and Mathematics is aligned to the Common Core State Standards (CCSS). The CCSS are a list of expectations that help teachers make sure their students have the skills and knowledge they need at each grade level from kindergarten through 12th. This guide will also identify the Science and Social Studies concepts that your child will experience throughout the year as well.

Subject: English Language Arts

Domain: Reading Literature

Standard: Key Ideas and Details

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Standard: Craft and Structure

- 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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Standard: Integration of Knowledge and Ideas

- 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).
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Standard: Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Domain: Reading Informational Text

Standard: Key Ideas and Details

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Standard: Craft and Structure

- 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.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
- 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.

Standard: Integration of Knowledge and Ideas

- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Standard: Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Domain: Writing

Standard: Text Type and Purposes

- Write arguments to support claims with clear reasons and relevant evidence.
  - o Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - o Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - o Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - o Establish and maintain a formal style.
  - o Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - o 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 (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - o Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- o Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- o Use precise language and domain-specific vocabulary to inform about or explain the topic.
- o Establish and maintain a formal style.
- o Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

- o Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- o Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- o Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- o Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- o Provide a conclusion that follows from the narrated experiences or events.

Standard: Production and Distribution of Writing

• 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.)

• 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Standard: Research to Build and Present Knowledge

• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

• Draw evidence from literary or informational texts to support analysis, reflection, and research.

- o Apply grade 7 Reading standards to literature.
- o Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Standard: Range of Writing

• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

Domain: Speaking and Listening

Standard: Comprehension and Collaboration

• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

o 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 discussion.

o Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

o 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.

o Acknowledge new information expressed by others and, when warranted, modify their own views.

• Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Standard: Presentation of Knowledge and Ideas

• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Domain: Language

Standard: Conventions of Standard English

• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

o Explain the function of phrases and clauses in general and their function in specific sentences.

o Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

o Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  o Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  o Spell correctly.

Standard: Knowledge of Language
• Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  o Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Standard: Vocabulary Acquisition and Use
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  o 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.
  o Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  o 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).
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  o Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  o Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  o Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Subject: Math

• Ratios and Proportional Relationships
  o Analyze proportional relationships and use them to solve real world and mathematical problems.
  o Compute unit rates associated with ratios of fractions measured in like or different units.
  o Recognize and represent proportional relationships between quantities.
  o Use proportional relationships to solve multistep ratio and percent problems.

- The Number System
  - o Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
  - o Solve real-world and mathematical problems involving the four operations with rational numbers.
- Expressions and Equations
  - o Use properties of operations to generate equivalent expressions.
  - o Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Geometry
  - o Draw, construct, and describe geometrical figures and describe the relationships between them.
  - o Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Statistics and Probability
  - o Use random sampling to draw inferences about a population.
  - o Draw informal comparative inferences about two populations.
  - o Investigate change processes and develop, use, and evaluate probability models.

Subject: Social Studies

History

- Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
- Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.
- Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.
- Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas.

Geography

- Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices that geographers use to organize information and inform their study of the world.

• Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.
• Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth
• Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.
• Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.
• Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

Civics and Government

• Analyze how people identify, organize, and accomplish the purposes of government.
• Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.
• Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.

Economics

• Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.
• Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.
• Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

Standards For Mathematical Practice
PARENTS' GUIDE

As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...

1. Make sense of problems and persevere in solving them.
- What are you solving for in the problem?
- Can you think of a problem that you have solved before that is like this one?
- How will you go about solving it? What's your plan?
- Are you making progress toward solving it? Should you try a different plan?
- How can you check your answer? Can you check using a different method?

2. Reason abstractly and quantitatively.
- Can you write or recall an expression or equation to match the situation?
- What do the numbers or variables in the equation refer to?
- What's the connection among the numbers and the variables in the equation?

3. Construct viable arguments and critique the reasoning of others.
- Tell me what your answer means.
- How do you know that your answer is correct?
- If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.

4. Model with mathematics.
- Do you know a formula or relationship that fits this problem situation?
- What's the connection among the numbers in the problem?
- Is your answer reasonable? How do you know?
- What does the number(s) in your solution refer to?

5. Use appropriate tools strategically.
- What tools could use to solve this problem? How can each one help you?
- Which tool is more useful for this problem? Explain your choice.
- Why is this tool (the one selected) better to use than (another tool mentioned)?
- Before you solve the problem, can you estimate the answer?

6. Attend to precision.
- What do the symbols that you used mean?
- What units of measure are you using? (for measurement problems)
- Explain to me (a term from the lesson)

7. Look for and make use of structure.
- What do you notice about the answers to the exercises you've just completed?
- What do different parts of the expression or equation you are using tell you about possible correct answers?

8. Look for and express regularity in repeated reasoning.
- What shortcut can you think of that will always work for these kinds of problems?
- What pattern(s) do you see? Can you make a rule or generalization?

Subject: Science

Science Processes

- Generate a variety of questions through observation, sets of data, manipulation of variables, investigations, and research.
- Develop and sharpen skills in measurement and the use of tools and scientific equipment.
- Collect and organize their own sets of data into charts and graphs, make sense of their findings, evaluate and analyze their own data as well as the data of others, and evaluate the strengths and weaknesses of their finding and the claims of others.
- Recognize the importance of collaborative science discourse.
- Understand that science investigations and advances may result in new ideas and areas of study generating new methods and possibly resulting in new investigations.
- Apply new knowledge to decision making and perception of the effect humans, scientific discovery, and technology have on society and the natural world.

Earth Science

- Explore the water cycle and the composition of the atmosphere.
- Investigate the sun's warming of the atmosphere, land, and water, and how it affects the movement of water through the atmosphere, weather, and climate.
- Explore weather as it pertains to frontal boundaries, major air masses, and the jet stream.
- Reflect on how human activities have changed the land, oceans, and atmosphere, and the implications of pollution, climate change, and threatening or endangering species.

Life Science

- Demonstrate that all organisms are composed of cells and that multi-cellular organisms and single cellular organisms exist in ecosystems.
- Investigate how cells make up different body tissues, organs, and organ systems and are specialized in their functions.
- Explore cell division to describe growth and development.
- Use a light microscope and accurately interpret what is seen.
- Investigate how characteristics of living things are passed on through generations, both asexually and sexually.
- Understand that genetic material carries information.
- Compare and contrast the advantages of sexual vs. asexual reproduction, and recognize that reproduction is a characteristic of all living things and necessary for the continuation of every species.

Physical Science

- Explore the study of physical properties (boiling point, density, and color) and chemical properties of matter (flammability, pH, acid-base indicators, and reactivity).
- Develop an understanding of the organization of the Periodic Table of Elements and recognize the atom as the smallest component that makes up an element.
- Use evidence to describe physical and chemical changes.
- Recognize that when a chemical change occurs, a new substance is produced and that the new substance has different physical and chemical properties than the original substance.
- Describe evidence of chemical change as a change in color, gas formation, solid formation, and temperature change.
- Understand the role of the sun's warming and lighting of the Earth, and how light energy is transferred to chemical energy through photosynthesis.
- Study the transfer of energy through examples of waves, (sound, seismic, and water) and how waves transfer energy when they interact with matter.

WARREN CONSOLIDATED SCHOOLS

31300 Anita | Warren, Michigan 48093 | 1-888-4WCS-KIDS | www.wcskids.net

Student Achievement

A focus on measurable student achievement in our Professional Learning Communities.

High Expectations

Clear expectations for every stakeholder, including students, staff and parents.

Strong Relationships

Strong relationships among all stakeholders, including: teacher-student, parent-teacher, principal-teacher, and superintendent-board member.