

# RELIGION

*Go therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit. (Mt 28: 19-20)*

## SEVENTH GRADE

### Overview

#### New Testament and Sacraments

#### New Testament

<b>7RELIGI-1</b>	<b>Hebrew Scriptures</b>
7RELIGI-1A	The student will explain how God is merciful, powerful, and omnipresent.
7RELIGI-1B	Describe God as within, around, and beyond us.
7RELIGI-1C	Explain how God enters a covenant relationship with His people.
7RELIGI-1D	Recognize how the Old Testament foreshadows the New.
7RELIGI-1E	Recognize how the Holy Spirit guided the authors of the written tradition of the New Testament, and continues to guide the Church in her interpretation of Sacred Scripture.
<b>7RELIGI-2</b>	<b>Gospels</b>
7RELIGI-2A	Describe the context and audience for which each Gospel was written.
7RELIGI-2B	Identify the synoptic gospels.
7RELIGI-2C	Understand how Jesus reveals the Trinity of Persons: Father (Creator), Son (Redeemer), Holy Spirit (Sanctifier).
	Retell accounts of:
7RELIGI-2D	The Annunciation
7RELIGI-2E	Jesus' birth and infancy
7RELIGI-2F	Jesus' public life
7RELIGI-2G	Jesus' last week on earth
7RELIGI-2H	Describe how Mary accepted God's Word, pondered its meaning, and rejoiced in it.
7RELIGI-2I	Explain how Mary was kept free from sin from the first moment of her life.
7RELIGI-2J	Explain when Mary interceded with Jesus at Cana.
7RELIGI-2K	Describe Jesus as a human in historical time.
7RELIGI-2L	Locate on a map places important to Jesus.
7RELIGI-2M	Time line significant events of Jesus' life.
7RELIGI-2N	Describe and categorize Jesus' miracles.
7RELIGI-2O	Explain how and why Jesus uses parables to teach the people.
7RELIGI-2P	Distinguish Jesus' Apostles from his disciples.
7RELIGI-2Q	Describe and name Jesus' enemies.
7RELIGI-2R	Describe Jesus as prophet and Word of God.
7RELIGI-2S	Repeat some of the messianic prophecies.
7RELIGI-2T	Recognize that the people of God are the Mystical Body of Christ.
7RELIGI-2U	Explain how the events of the Easter and the <i>Triduum</i> are the fulfillment of God's promise of Redemption.

<b>7RELIGI-3</b>	<b>Acts of the Apostles</b>
7RELIGI-3A	Identify the author of <i>Acts</i> .
7RELIGI-3B	Analyze the account of Jesus' Ascension and the promise to send the <i>Paraclete</i> .
	Use the event of Pentecost to:
7RELIGI-3C	Explain how the Holy Spirit is a gift sent by Christ to His Church.
7RELIGI-3D	Recognize that the Holy Spirit is present in the Church to guide and strengthen us.
7RELIGI-3E	Recognize that the Holy Spirit continues Christ's work in the world, the Church, and in the lives of believers.
7RELIGI-3F	List the symbols for the Spirit (e.g. breath, fire).
7RELIGI-3G	Explain why the Spirit is called the Spirit of love.
7RELIGI-3H	Memorize the gifts of the Spirit. Explain each.
7RELIGI-3I	Memorize the fruits of the Spirit. Explain each.
7RELIGI-3J	Understand that Jesus' dying, rising, and sending of the Spirit to live forever with God's people is called the Paschal Mystery.
7RELIGI-3K	Discuss the conversion of St. Paul.
7RELIGI-3L	Locate on a map Ss. Peter and Paul's missionary journeys.
7RELIGI-3M	Identify the Council of Jerusalem as the first Church council.
<b>7RELIGI-4</b>	<b>Pauline Epistles</b>
7RELIGI-4A	Define an epistle as a letter.
	Explain critical messages and truths of St. Paul's Letters to the churches in:
7RELIGI-4B	Rome
7RELIGI-4C	Corinth
7RELIGI-4D	Galatia
7RELIGI-4E	Ephesus
7RELIGI-4F	Philippi
7RELIGI-4G	Colossae
7RELIGI-4H	Thessaly/Thessalonica
	Explain critical messages and truths of St. Paul's epistles to the following individuals:
7RELIGI-4I	Timothy
7RELIGI-4J	Titus
7RELIGI-4K	Philemon
7RELIGI-4L	Describe the setting and context in which each of these epistles was written.
<b>7RELIGI-5</b>	<b>Other Letters</b>
	Explain critical messages and truths in the following letters to all Christians:
7RELIGI-5A	<i>Hebrews</i>
7RELIGI-5B	<i>James</i>
7RELIGI-5C	<i>1 &amp; 2 Peter</i>
7RELIGI-5D	<i>1, 2, &amp; 3 John</i>
7RELIGI-5E	<i>Jude</i>
<b>7RELIGI-6</b>	<b>Revelation</b>
7RELIGI-6A	Identify the author of <i>Revelation</i> .
7RELIGI-6B	Use <i>Revelation</i> to explain the different "senses" of interpreting Scripture (e.g. the literal and spiritual, as well as the allegorical, moral, and anagogical senses).

7RELIGI-6C	Explain certain symbols and numerological significances in <i>Revelation</i> .
7RELIGI-6D	Explain the genre of “apocalyptic literature” and the context in which <i>Revelation</i> was written.
7RELIGI-6E	Recognize the Wedding Feast of the Lamb as the ultimate destiny of the Church.

## Sacraments

<b>7RELIGI-7</b>	<b>Meaning</b>
7RELIGI-7A	Understand that sacraments signify and make present God’s grace.
7RELIGI-7B	Explain what is meant by the Church as sacrament.
7RELIGI-7C	Develop the concept of Jesus as the sacrament of God.
7RELIGI-7D	Describe sacraments as encounters with Christ.
7RELIGI-7E	Explain why we celebrate the sacraments in community.
7RELIGI-7F	Understand that Catholics are called to liturgical ministries.
7RELIGI-7G	Understand that we come to know God through the faith community.
7RELIGI-7H	Recognize the outward signs, rites, and effects of the sacraments.
7RELIGI-7I	Identify the scriptural foundation for each sacrament.
7RELIGI-7J	Identify the three categories of sacraments (initiation, healing, and vocation).
7RELIGI-7K	Celebrate the sacraments according to the precepts of the Church.
<b>7RELIGI-8</b>	<b>Baptism</b>
7RELIGI-8A	Explain how we receive sanctifying grace, God’s own life within us, through Baptism.
7RELIGI-8B	Describe how Baptism makes us members of the community of believers, the Church.
<b>7RELIGI-9</b>	<b>Confirmation</b>
7RELIGI-9A	Trace the historical development of Confirmation.
7RELIGI-9B	Explain how Confirmation deepens the life of the Spirit within us.
<b>7RELIGI-10</b>	<b>Eucharist</b>
7RELIGI-10A	Explain transubstantiation.
7RELIGI-10B	Understand that the Eucharist is the sacrifice of the Body and Blood of the Lord.
7RELIGI-10C	Describe the doctrine of the True Presence.
7RELIGI-10D	Identify the relationship between the celebration of the Eucharist and rituals and events in the Old Testament (e.g. Paschal Lamb, <i>berakah</i> , the scape goat, the Feast of Unleavened Bread, etc).
<b>7RELIGI-11</b>	<b>Reconciliation</b>
7RELIGI-11A	Understand that Reconciliation celebrates God’s mercy and forgiveness and reconciles us to God and to one another.
7RELIGI-11B	Understand that in Reconciliation we celebrate our on-going conversion.
<b>7RELIGI-12</b>	<b>Anointing of the Sick</b>
7RELIGI-12A	Explain Anointing of the Sick as a sacrament of healing through which the healing ministry of Jesus is continued.

7RELIGI-12B	Explain how the Sacrament offers the healing and strengthening power of the Spirit to those who are sick and suffering.
7RELIGI-12C	Describe the significance and form of the Last Rites.
<b>7RELIGI-13</b>	<b>Matrimony</b>
7RELIGI-13A	Explain how Matrimony is a sacrament of service.
7RELIGI-13B	Distinguish between covenant and contract.
7RELIGI-13C	Describe a family as a reflection of the Blessed Trinity.
<b>7RELIGI-14</b>	<b>Holy Orders</b>
7RELIGI-14A	Retell the growth of priesthood from the early Church (apostolic succession).
7RELIGI-14B	Distinguish between order and secular priests.
7RELIGI-14C	Explain the role of the Diaconate

### Christian Living

<b>7RELIGI-15</b>	<b>Christian Response</b>
7RELIGI-15A	Compare/contrast vocation, service, career, and ministry.
7RELIGI-15B	Describe how stewardship is sharing time, talent, and treasure with others.
7RELIGI-15C	Name and explain the Works of Mercy. Give examples of mercy in daily life.
<b>7RELIGI-16</b>	<b>Saints</b>
7RELIGI-16A	Describe the process of canonization.
7RELIGI-16B	Explain how Mary is a model of the praying Church.
7RELIGI-16C	Describe the doctrine of Mary's Assumption into Heaven, body and soul.
7RELIGI-16D	Describe Mary as the patroness of the Americas.
7RELIGI-16E	Describe some of the authenticated apparitions of Mary.
7RELIGI-16F	Describe how saints are holy people who model for us.
7RELIGI-16G	Explain how the conversion experiences of the saints help us realize that growing in the spiritual life is a life-long journey.
7RELIGI-16H	Name some modern day saints not yet canonized.
7RELIGI-16I	Name the American canonized saints.
7RELIGI-16J	Explain how the saints are united with all of the followers of Jesus, living and dead, in the communion of saints.
7RELIGI-16K	Identify the patron saint(s) of the school community and his/her significance.
7RELIGI-16L	Describe the significance of relics.
<b>7RELIGI-17</b>	<b>Morality and Ethics</b>
7RELIGI-17A	Explain how the basis of moral decision making within the Catholic context is conscience, sin, and reconciliation.
7RELIGI-17B	Describe the effects of grace and sin on the individual and the community.
7RELIGI-17C	Name and describe the seven capital sins.
7RELIGI-17D	Explain our continual need for growth in our faith.
7RELIGI-17E	Relate and apply the Sermon on the Mount and the Beatitudes to true happiness.

<b>7RELIGI-18</b>	<b>Social Issues</b>
	Be a visible sign of God's love through:
7RELIGI-18A	Service.
7RELIGI-18B	Respect of self and others.
7RELIGI-18C	Anti-bullying.
7RELIGI-18D	Recognize our responsibility for our actions and the importance of avoiding people and situations which may be dangerous.
7RELIGI-18E	Define emotional, physical, and sexual abuse.
7RELIGI-18F	Describe strategies to get out of abusive (or potentially abusive) situations.
7RELIGI-18G	Explain strategies to protect oneself from abuse.
7RELIGI-18H	Recognize the different types of sexual perpetrators.
7RELIGI-18I	Explain safe internet use as a means of protecting oneself from predators.
7RELIGI-18J	Explain the importance of reporting abuse.
7RELIGI-18K	Explain the consequences of false reporting of abuse.
7RELIGI-18L	Recognize the dangers of alcohol and drugs.
<b>7RELIGI-19</b>	<b>Catholic Social Teachings</b>
	Relate the Catholic Social Teachings to the New Testament, Sacraments, and Christian Living:
7RELIGI-19A	Life and Dignity of the Human Person
7RELIGI-19B	Call to Family, Community, and Participation
7RELIGI-19C	Rights and Responsibilities
7RELIGI-19D	Option for the Poor and Vulnerable
7RELIGI-19E	The Dignity of Work and the Rights of Workers
7RELIGI-19F	Solidarity
7RELIGI-19G	Care for God's Creation
<b>7RELIGI-20</b>	<b>Human Life</b>
7RELIGI-20A	Understand that everyone is loved and deserving of respect.
7RELIGI-20B	Respect individual differences as gifts to be appreciated.
7RELIGI-20C	Compare and contrast selfish and selfless love (CCC 1604,1701-1706).
7RELIGI-20D	Understand the Church's teachings regarding human sexuality (CCC 2331-2360)

## Prayer

<b>7RELIGI-21</b>	<b>Prayer</b>
7RELIGI-21A	Make the sign of the cross reverently.
7RELIGI-21B	Pray together as a class, school community, family and church.
7RELIGI-21C	Pray common prayers of the Church (See Appendix)
7RELIGI-21D	Experience different forms of prayer: shared prayer, spontaneous prayer, reflective prayer, and praying with scripture.
7RELIGI-21E	Explain the origin of the rosary.
7RELIGI-21F	Plan a Mass.

# LANGUAGE ARTS

## SEVENTH GRADE

### Overview

Language arts in the seventh grade continues to build and expand proficiency in communication skills. Reading comprehension and vocabulary skills will be developed through the use of a wide variety of literary genre. Listening and speaking strategies require students to gather and process oral information and to effectively express themselves in a variety of situations. By using the process of prewriting, composing, revising, and editing, students will produce content-rich written communication. Students will develop an appreciation for literature through a study of literary elements contained in classic works as well as contemporary selections of both fiction and non-fiction. Language instruction will be addressed through grammar, mechanics and application. Students will practice research skills by gathering, organizing, interpreting, and reporting on information.

### Reading: Literature/Fiction

<b>7LAFICT-1</b>	<b>The student will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences from the text.</b>
7LAFICT-1A	Read text for specific information.
7LAFICT-1B	Locate details in a passage to promote understanding.
7LAFICT-1C	Make inferences, generalizations, and draw conclusions based on textual evidence.
7LAFICT-1D	Make, confirm, or revise predictions as needed.
7LAFICT-1E	Interpret meaning from author's use of language in oral discussion or written response.
<b>7LAFICT-2</b>	<b>The student will determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</b>
7LAFICT-2A	Read a variety of fictional texts.
7LAFICT-2B	Describe the setting, genre, and conflict of a text.
7LAFICT-2C	Determine the theme(s) of a fictional text, providing evidence as support.
7LAFICT-2D	Identify the five elements of plot (Exposition, Rising Action, Climax, Falling Action, Resolution).
7LAFICT-2E	Compare and contrast points of view. Explain how point of view affects the overall theme of the work.
7LAFICT-2F	Describe connections between historical and cultural influences and literary selections.
<b>7LAFICT-3</b>	<b>The student will provide an objective summary of the text.</b>
7LAFICT-3A	Distinguish factual information from personal opinion.
7LAFICT-3B	Identify the sequence of events in a fictional text.
7LAFICT-3C	Determine the main idea of a passage.

<b>7LAFICT-4</b>	<b>The student will describe how characters respond and change as the plot moves forward.</b>
7LAFICT-4A	Describe how a character's description, dialogue, thoughts, and actions reveal characterization.
7LAFICT-4B	Determine how characters' interactions shape the plot.
<b>7LAFICT-5</b>	<b>The student will analyze the impact of figurative language on meaning and tone in a variety of literature.</b>
7LAFICT-5A	Determine the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
7LAFICT-5B	Identify and explain the meaning of figurative language used in a text (metaphor, simile, personification, and idiom).
7LAFICT-5C	Identify the mood and tone of a text.
7LAFICT-5D	Identify sound devices in a text (alliteration, onomatopoeia, and rhyme).
<b>7LAFICT-6</b>	<b>The student will analyze how the structure of each text contributes to its meaning and style.</b>
7LAFICT-6A	Determine how the structure of a text reveals the author's style.
7LAFICT-6B	Describe how word choice and language structure convey an author's tone.
7LAFICT-6C	Recognize how the structure of various poetry forms reveals an author's message and purpose.
7LAFICT-6D	Determine the characteristics of different forms of poetry.
7LAFICT-6E	Compare and contrast the rhythm of various poems.
<b>7LAFICT-7</b>	<b>The student will analyze how an author develops and contrasts the points of view of different characters or narrators of a text.</b>
7LAFICT-7A	Identify different points of view (first-person, third-person limited, third-person omniscient) and narrators (reliable, unreliable) within a text.
7LAFICT-7B	Describe how the point of view affects the reader and contributes to the overall mood and tone in a text.
7LAFICT-7C	Recognize the use of irony within a text.
7LAFICT-7D	Compare and contrast the media version to the print version of a text.
<b>7LAFICT-8</b>	<b>The student will compare and contrast fictional texts in different forms or genres.</b>
7LAFICT-8A	Recognize different forms of fiction and genres.
7LAFICT-8B	Compare and contrast fictional text of the same period.
7LAFICT-8C	Identify similar themes and topics in fictional texts.

### **Reading: Informational Text/Non-Fiction**

<b>7LANONF-1</b>	<b>The student will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
7LANONF-1A	Read text for specific information.
7LANONF-1B	Differentiate between key and insignificant details in the text.
7LANONF-1C	Interpret meaning from author's use of language in oral discussion or written response.

7LANONF-1D	In oral discussion or written response, interpret meaning from the author’s word choice.
<b>7LANONF-2</b>	<b>The student will determine two or more central ideas in a text and analyze their development over the course of the text.</b>
7LANONF-2A	Identify the central idea(s) of a non-fiction text.
7LANONF-2B	Support the central idea with specific examples from the text.
<b>7LANONF-3</b>	<b>The student will provide an objective summary of the text.</b>
7LANONF-3A	Distinguish between fact and personal opinion.
7LANONF-3B	Identify, extract, and cite text to support the conclusion.
<b>7LANONF-4</b>	<b>The student will analyze the interactions between individuals, events, and ideas in a text.</b>
7LANONF-4A	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).
<b>7LANONF-5</b>	<b>The student will determine the meaning of words and phrases as they are used in a text.</b>
7LANONF-5A	Identify figurative, connotative, and technical meaning of key words in a text.
7LANONF-5B	Explain the impact of a specific word choice on meaning and tone.
<b>7LANONF-6</b>	<b>The student will analyze the structure an author uses to organize a text.</b>
7LANONF-6A	Determine how major sections contribute to the whole.
7LANONF-6B	Determine how major sections contribute to the development of ideas.
<b>7LANONF-7</b>	<b>The student will analyze an author’s argument in a text.</b>
7LANONF-7A	Identify the argument and specific claims in a text.
7LANONF-7B	Assess whether the reasoning in an argument or specific claim is sound.
7LANONF-7C	Determine if the evidence is relevant and sufficient to support the claims.
7LANONF-7D	Determine the meaning of bias, stereotyping, and persuasive language in text.

## Reading: Vocabulary

<b>7LAVOCA-1</b>	<b>Determine the meaning of unknown words or phrases choosing from a range of strategies.</b>
7LAVOCA-1A	Infer word meanings through the use of context clues.
7LAVOCA-1B	Use knowledge of foreign/root words and affixes to understand word meanings.
7LAVOCA-1C	Identify the meaning, part of speech, and pronunciation of unknown words by using a glossary, dictionary and thesaurus (print or digital).
7LAVOCA-1D	Use synonyms and antonyms to clarify meaning of unknown words.
7LAVOCA-1E	Determine the definition of multiple meaning words used in context.
7LAVOCA-1F	Use analogies to demonstrate the relationship between words.
7LAVOCA-1G	Use acquired vocabulary appropriately both verbally and in written form.

## Listening and Speaking

<b>7LALIST-1</b>	<b>The student will listen and respond to oral communication.</b>
7LALIST-1A	Use appropriate listening skills in various settings (collaborative groups, one-on-one, and teacher led).
7LALIST-1B	Use questions to clarify a speaker's claims and conclusions.
7LALIST-1C	Evaluate, through discussion or written response, the speaker's message in terms of purpose, content, credibility, and delivery.
<b>7LALIST-2</b>	<b>The student will communicate effectively through oral presentation.</b>
7LALIST-2A	Organize information to achieve a particular purpose and to appeal to the audience.
7LALIST-2B	Arrange supporting details, reasons, descriptions, and examples effectively to support a specific purpose.
7LALIST-2C	Use appropriate delivery (e.g. volume, rate, enunciation, and pacing).
7LALIST-2D	Use appropriate nonverbal skills when speaking (e.g. eye contact, postures, and gestures).
7LALIST-2E	Speak responsibly to present accurate, truthful, and ethical messages.

## Grammar and Usage

<b>7LAGRAM-1</b>	<b>The student will develop a further understanding of the types and functions of nouns.</b>
7LAGRAM-1A	Practice the correct use of nouns as objects and predicate nominatives/subject complements.
7LAGRAM-1B	Practice the correct use of nouns as appositives.
7LAGRAM-1C	Practice the correct use of singular, plural, and possessive nouns.
<b>7LAGRAM-2</b>	<b>The student will develop a further understanding of the types and functions of pronouns.</b>
7LAGRAM-2A	Practice the correct use of subject and object pronouns.
7LAGRAM-2B	Practice the correct use of pronoun antecedent agreement in sentences.
7LAGRAM-2C	Identify indefinite pronouns.
7LAGRAM-2D	Identify interrogative/demonstrative pronouns.
7LAGRAM-2E	Identify relative pronouns.
7LAGRAM-2F	Identify reflexive/intensive pronouns.
<b>7LAGRAM-3</b>	<b>The student will develop a further understanding of the types and functions of verbs.</b>
7LAGRAM-3A	Practice the correct use of action, linking, and helping/auxiliary verbs.
7LAGRAM-3B	Practice the correct use of verb tense in sentences.
7LAGRAM-3C	Practice the correct use of subject-verb agreement in sentences.
<b>7LAGRAM-4</b>	<b>The student will develop a further understanding of the types and functions of modifiers.</b>
7LAGRAM-4A	Practice the correct use of all forms of adjectives and adverbs.
7LAGRAM-4B	Practice the correct use of predicate adjectives/subject complements.

<b>7LAGRAM-5</b>	<b>The student will develop a further understanding of the types and functions of phrases and clauses.</b>
7LAGRAM-5A	Practice the correct use of prepositional phrases.
7LAGRAM-5B	Identify prepositional phrases as adjectival and adverbial phrases.
7LAGRAM-5C	Identify participles and participial phrases.
7LAGRAM-5D	Identify gerunds and gerund phrases.
7LAGRAM-5E	Identify infinitives and infinitive phrases.
7LAGRAM-5F	Identify clauses (independent, dependent/subordinate).
<b>7LAGRAM-6</b>	<b>The student will develop a further understanding of the types and functions of connectors.</b>
7LAGRAM-6A	Practice the correct use of conjunctions (coordinating, correlative, and subordinating).
<b>7LAGRAM-7</b>	<b>The student will develop a further understanding of the types and structures of sentences.</b>
7LAGRAM-7A	Practice the correct use of simple and compound sentences.
7LAGRAM-7B	Identify complex and compound-complex sentences.
7LAGRAM-7C	Identify sentence fragments and run-on sentences.
<b>7LAGRAM-8</b>	<b>The student will demonstrate correct usage of the mechanics of grammar.</b>
7LAGRAM-8A	Use correct capitalization rules.
7LAGRAM-8B	Practice the use of commas correctly in given sentences.
7LAGRAM-8C	Practice the use of colons and semi-colons.
7LAGRAM-8D	Practice the use of hyphens, dashes, and parentheses.
7LAGRAM-8E	Apply spelling strategies and skills.

## Writing

<b>7LAWRIT-1</b>	<b>The student will develop writing skills.</b>
7LAWRIT-1A	Use an established process in preparing written text (e.g. prewriting, drafting, revising, editing, and publishing).
7LAWRIT-1B	Create an organizational structure that includes an introduction, a clear focus, effective transitions, and a conclusion.
7LAWRIT-1C	Write clearly and coherently with a focus and a logical progression of ideas.
7LAWRIT-1D	Choose the appropriate language, style, and format for various forms of writing.
7LAWRIT-1E	Use figurative language to enhance the effectiveness of writing.
7LAWRIT-1F	Use feedback from others to revise for clarity, logic, organization, and word choice.
7LAWRIT-1G	Edit final copies for correct spelling, capitalization, and punctuation.
<b>7LAWRIT-2</b>	<b>The student will write for various audiences and purposes.</b>
7LAWRIT-2A	Write for various audiences and purposes using narrative texts.
7LAWRIT-2B	Write for various audiences and purposes using descriptive texts.
7LAWRIT-2C	Write for various audiences and purposes using expository texts.
7LAWRIT-2D	Write for various audiences and purposes using persuasive texts.
7LAWRIT-2E	Communicate through stories and poems.

7LAWRIT-2F	Communicate through writing journals.
7LAWRIT-2G	Communicate through responses to literature.
7LAWRIT-2H	Write paragraphs that establish and support a central idea with a topic sentence, supporting details, and a concluding sentence.
7LAWRIT-2I	Write a three paragraph essay that includes an introduction, body, and concluding paragraph.
7LAWRIT-2J	Use writing as a means to paraphrase and/or summarize what is read or heard.

## Information and Research

<b>7LAINFO-1</b>	<b>The student will identify and use sources of different types of information.</b>
7LAINFO-1A	Use the title page, copyright page, table of contents, appendix, bibliography, glossary, and index of a book to locate specified information.
7LAINFO-1B	Demonstrate appropriate use of informational sources (digital and print).
<b>7LAINFO-2</b>	<b>The student will explore and analyze information.</b>
7LAINFO-2A	Choose a narrow topic for research.
7LAINFO-2B	Conduct a search on a selected topic.
7LAINFO-2C	Record important ideas and concepts and paraphrase information from two sources into two summaries and include title of sources and/or websites.
7LAINFO-2D	Paraphrase relevant information from two sources into two summaries and include title of sources and/or website.

# MATHEMATICS

## SEVENTH GRADE

### Mathematics

<b>7MATHMA-1</b>	<b>Algebraic Expressions and Integers</b>
7MATHMA-1A	Applying order of operations
7MATHMA-1B	Writing, simplifying and evaluating expressions
7MATHMA-1C	Writing, simplifying and evaluating algebraic expressions
7MATHMA-1D	Adding, subtracting, multiplying, dividing with integers
7MATHMA-1E	Simplifying absolute value
7MATHMA-1F	Using properties of numbers: commutative, associative, distributive, identity and inverse
7MATHMA-1G	Representing numbers exponentially
7MATHMA-1H	Converting standard notation to scientific notation
7MATHMA-1I	Converting scientific notation to standard notation
7MATHMA-1J	Identifying terms, like terms, coefficients
<b>7MATHMA-2</b>	<b>Rational Numbers (mastery of basic operations w/ positive rational numbers already achieved)</b>
7MATHMA-2A	Adding, subtracting, multiplying and dividing with integers
7MATHMA-2B	Adding, subtracting, multiplying and dividing with positive and negative rational numbers
7MATHMA-2C	Rounding, estimating and identifying place value
7MATHMA-2D	Evaluating formulas when values are given and solving formulas
7MATHMA-2E	Testing for divisibility and identifying factors
7MATHMA-2F	Identifying prime factors
7MATHMA-2G	Identifying greatest common factor
7MATHMA-2H	Identifying least common multiple
7MATHMA-2I	Distinguishing between rational and irrational numbers
7MATHMA-2J	Comparing and ordering rational numbers
7MATHMA-2K	Simplifying rational numbers
7MATHMA-2L	Converting fractions to decimals and decimals to fractions
<b>7MATHMA-3</b>	<b>Equations and Inequalities</b>
7MATHMA-3A	Solving single and two-step equations with whole numbers
7MATHMA-3B	Solving single and two-step equations with integers
7MATHMA-3C	Solving single and two-step equations with rational numbers
7MATHMA-3D	Combining like terms
7MATHMA-3E	Using the distributive property
7MATHMA-3F	Reading, writing and graphing simple and compound inequalities
7MATHMA-3G	Solving one step inequalities
<b>7MATHMA-4</b>	<b>Ratios, Proportions and Percents</b>
7MATHMA-4A	Writing, simplifying and comparing ratios
7MATHMA-4B	Finding and comparing rates (unit rates)

7MATHMA-4C	Solving proportions
7MATHMA-4D	Using proportions to convert units of measure
7MATHMA-4E	Using similar figures, corresponding parts and scale drawings
7MATHMA-4F	Writing percent as rational numbers
7MATHMA-4G	Writing rational numbers as percents
7MATHMA-4H	Estimating percents
7MATHMA-4I	Finding a percent of a whole (Find 65% of 245.)
7MATHMA-4J	Finding a percent (What percent of 60 is 52?)
7MATHMA-4K	Finding the whole amount (207 is 46% of what number?)
7MATHMA-4L	Writing and solving percent equations
7MATHMA-4M	Finding percent of increase or decrease
7MATHMA-4N	Finding simple interest
7MATHMA-4O	Solving percent problems
7MATHMA-4P	Constructing circle graphs
<b>7MATHMA-5</b>	<b>Graphs and Functions</b>
7MATHMA-5A	Plotting and identifying ordered pairs
7MATHMA-5B	Interpreting graphs
7MATHMA-5C	Using functions tables to generate ordered pairs
<b>7MATHMA-6</b>	<b>Spatial Thinking and Geometry</b>
7MATHMA-6A	Identifying points, lines and planes
7MATHMA-6B	Identifying intersecting, parallel and skew lines
7MATHMA-6C	Identifying adjacent and vertical angles
7MATHMA-6D	Classifying angles
7MATHMA-6E	Understanding angle relationships and parallel lines
7MATHMA-6F	Finding missing angle measurements
7MATHMA-6G	Identifying and classifying regular and irregular polygons
7MATHMA-6H	Classifying triangles and quadrilaterals
7MATHMA-6I	Using congruent parts to find missing sides and angles
7MATHMA-6J	Finding perimeter and circumference
7MATHMA-6K	Finding areas of rectangles, parallelograms, triangles, trapezoids and circles
7MATHMA-6L	Finding areas of irregular figures
7MATHMA-6M	Identifying three-dimensional figures
<b>7MATHMA-7</b>	<b>Data Analysis and Probability</b>
7MATHMA-7A	Organizing data using box and whisker plots
7MATHMA-7B	Interpreting and analyzing data from various graph formats
7MATHMA-7C	Selecting and applying appropriate formats for presenting data
7MATHMA-7D	Counting outcomes
7MATHMA-7E	Finding probability by counting outcomes
7MATHMA-7F	Finding the probability of independent and dependent events

# MATHEMATICS – PRE-ALGEBRA

## Pre-Algebra

<b>7PREALG-1</b>	<b>Algebraic Expressions and Integers</b>
7PREALG-1A	Applying order of operations
7PREALG-1B	Writing and evaluating expressions
7PREALG-1C	Using properties of numbers: commutative, associative, distributive, identity and inverse
7PREALG-1D	Writing and evaluating algebraic expressions
7PREALG-1E	Adding, subtracting, multiplying, dividing with integers
7PREALG-1F	Simplifying absolute value
7PREALG-1G	Identifying terms, like terms, coefficients
7PREALG-1H	Simplifying variable expressions
<b>7PREALG-2</b>	<b>Rational Numbers (mastery of basic operations with positive rational numbers already achieved)</b>
7PREALG-2A	Adding, subtracting, multiplying and dividing with rational numbers
7PREALG-2B	Rounding, estimating and identifying place value
7PREALG-2C	Evaluating formulas when values are given and solving formulas
7PREALG-2D	Testing for divisibility and identifying factors
7PREALG-2E	identifying prime factors
7PREALG-2F	Identifying greatest common factor
7PREALG-2G	Applying the laws of exponents: multiplying and dividing powers, raising a power to a power, writing Integer exponents as reciprocals
7PREALG-2H	Simplifying square root and cube root
7PREALG-2I	Distinguishing between rational and irrational numbers
7PREALG-2J	Converting standard notation to scientific notation
7PREALG-2K	Converting scientific notation to standard notation
7PREALG-2L	Comparing and ordering rational numbers
7PREALG-2M	Simplifying rational numbers
7PREALG-2N	Converting fractions to decimals and decimals to fractions
<b>7PREALG-3</b>	<b>Ratios, Proportions and Percents</b>
7PREALG-3A	Writing and simplifying ratios
7PREALG-3B	Finding rates (unit rates)
7PREALG-3C	Solving proportions
7PREALG-3D	Using similar figures, corresponding parts and scale drawings
7PREALG-3E	Writing percent as rational numbers
7PREALG-3F	Finding a percent of a whole (Find 65% of 245.)
7PREALG-3G	Finding a percent (What percent of 60 is 52?)
7PREALG-3H	Finding the whole amount (207 is 46% of what number?)
7PREALG-3I	Writing and solving percent equations
7PREALG-3J	Using proportions to solve percent problems
7PREALG-3K	Using equations to solve percent problems
7PREALG-3L	Finding percent of increase and decrease
7PREALG-3M	Finding mark up and discount

7PREALG-3N	Calculating simple interest
7PREALG-3O	Finding compound interest when formula is given
<b>7PREALG-4</b>	<b>Equations and Inequalities</b>
7PREALG-4A	Combining like terms
7PREALG-4B	Using the distributive property
7PREALG-4C	Solving single and multi-step equations
7PREALG-4D	Solving single and multi-step equations with rational numbers
7PREALG-4E	Writing multi-step equations to solve problems
7PREALG-4F	Solving equations with variables on both sides
7PREALG-4G	Solving and graphing multi-step inequalities
7PREALG-4H	Solving formulas for a given variable
<b>7PREALG-5</b>	<b>Linear Functions and Graphing</b>
7PREALG-5A	Identifying relations and functions
7PREALG-5B	Graphing relations and functions
7PREALG-5C	Finding solutions of two variable equations
7PREALG-5D	Graphing an equation with two variables (linear equation)
7PREALG-5E	Graphing vertical and horizontal lines ( $y=a$ ; $x=b$ )
7PREALG-5F	Graphing by solving for $y$
7PREALG-5G	Finding slope and $y$ -intercept
7PREALG-5H	Using rise and run to find slope
7PREALG-5I	Identifying slope as a rate of change (using coordinates to find slope)
7PREALG-5J	Finding slope-intercept form of a line
7PREALG-5K	Using slope-intercept form to graph
<b>7PREALG-6</b>	<b>Spatial Thinking and Geometry</b>
7PREALG-6A	Finding surface areas of prisms, cylinders, regular pyramids and cones
7PREALG-6B	Finding volumes of prisms, cylinders, pyramids and cones
7PREALG-6C	Using the Pythagorean theorem to find sides of triangles
<b>7PREALG-7</b>	<b>Data Analysis and Probability</b>
7PREALG-7A	Using histograms, stem and leaf plots, line graphs and circle graphs
7PREALG-7B	Interpreting and analyzing data from various graph formats

# LIFE SCIENCE

## SEVENTH GRADE

### Overview

The life sciences will emphasize the processes of life. Students will explore the characteristics and diversities of organisms and the interaction of organisms with the environment. Knowledge of basic life science gives students an understanding of the world around them.

### Nature of Science – Middle School<sup>1</sup>

	<b>Science Skills 1: The student will understand the nature of scientific knowledge associated with Practices.</b>
<b>7NATSCI-1</b>	<b>Scientific Investigations Use a Variety of Methods</b>
7NATSCI-1A	Science investigations use a variety of methods and tools to make measurements and observations.
7NATSCI-1B	Science investigations are guided by a set of values to ensure accuracy of measurements, observations, and objectivity of findings.
7NATSCI-1C	Science depends on evaluating proposed explanations.
7NATSCI-1D	Scientific values function as criteria in distinguishing between science and non-science.
<b>7NATSCI-2</b>	<b>Scientific Knowledge is Based on Empirical Evidence</b>
7NATSCI-2A	Science knowledge is based upon logical and conceptual connections between evidence and explanations.
7NATSCI-2B	Science disciplines share common rules of obtaining and evaluating empirical evidence.
<b>7NATSCI-3</b>	<b>Scientific Knowledge is Open to Revision</b>
7NATSCI-3A	Scientific explanations are subject to revision and improvement in light of new evidence.
7NATSCI-3B	The certainty and durability of science findings varies.
7NATSCI-3C	Science findings are frequently revised and/or reinterpreted based on new evidence.
<b>7NATSCI-4</b>	<b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b>
7NATSCI-4A	Theories are explanations for observable phenomena.
7NATSCI-4B	Science theories are based on a body of evidence developed over time.
7NATSCI-4C	Laws are regularities or mathematical descriptions of natural phenomena.
7NATSCI-4D	A hypothesis is used by scientists as an idea that may contribute important new knowledge for the evaluation of a scientific theory.
7NATSCI-4E	The term “theory” as used in science is very different from the common use outside of science.

	<b>Science Skills 2: The student will understand the nature of scientific knowledge associated with Crosscutting Concepts.</b>
<b>7NATSCI-5</b>	<b>Science is a Way of Knowing</b>
7NATSCI-5A	Science is both a body of knowledge and the processes and practices used to add to that body of knowledge.
7NATSCI-5B	Science knowledge is cumulative and many people, from many generations and nations, have contributed to science knowledge.
7NATSCI-5C	Science is a way of knowing used by many people, not just scientists.
<b>7NATSCI-6</b>	<b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b>
7NATSCI-6A	Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.
7NATSCI-6B	Science carefully considers and evaluates anomalies in data and evidence.
<b>7NATSCI-7</b>	<b>Science is a Human Endeavor</b>
7NATSCI-7A	Men and women from different social, cultural, and ethnic backgrounds work as scientists and engineers.
7NATSCI-7B	Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, imagination, and creativity.
7NATSCI-7C	Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism and openness to new ideas.
7NATSCI-7D	Advances in technology influence the progress of science and science has influenced advances in technology.
<b>7NATSCI-8</b>	<b>Science Addresses Questions About the Natural and Material World</b>
7NATSCI-8A	Scientific knowledge is constrained by human capacity, technology, and materials.
7NATSCI-8B	Science limits its explanations to systems that lend themselves to observation and empirical evidence.
7NATSCI-8C	Science knowledge can describe consequences of actions but is not responsible for society's decisions.

### Process and Literacy Skills – Middle School

	<b>Literacy Skills 1: The student will develop and demonstrate Common Core Science literacy skills.</b>
<b>7SCILIT-1</b>	<b>Key Ideas and Details</b>
7SCILIT-1A	Cite specific textual evidence to support analysis of science and technical texts.
7SCILIT-1B	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
7SCILIT-1C	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

<b>7SCILIT-2</b>	<b>Craft and Structure</b>
7SCILIT-2A	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to middle school texts and topics.
7SCILIT-2B	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
7SCILIT-2C	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>7SCILIT-3</b>	<b>Integration of Knowledge and Ideas</b>
7SCILIT-3	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).
7SCILIT-3B	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
7SCILIT-3C	Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic.
<b>7SCILIT-4</b>	<b>Obtain, Evaluate, and Communicate Information<sup>ii</sup></b>
7SCILIT-4A	Critically read scientific texts adapted for classroom use to determine the central ideas and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).
7SCILIT-4B	Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings.
7SCILIT-4C	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
7SCILIT-4D	Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts.
7SCILIT-4E	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
<b>7SCILIT-5</b>	<b>Range of Reading and Level of Text Complexity</b>
7SCILIT-5A	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

### **Life Science – Seventh Grade**

<b>7LIFSCI-1</b>	<b>Science Processes and Inquiry – The student will engage in investigations that lead to the discovery of science concepts.</b>
7LIFSCI-1A	Use appropriate tools and technology to perform tests, collect and display data.
7LIFSCI-1B	Use a variety of resources to collect information for research.
7LIFSCI-1C	Select the most logical conclusion for the given experimental data.
7LIFSCI-1D	Place an object, organism, or event into a classification system.

7LIFSCI-1E	Communicate the steps and results from an investigation in written reports and verbal presentations.
7LIFSCI-1F	Practice safety procedures in all science activities.
<b>7LIFSCI-2</b>	<b>Cells – The student will identify cells as the basic structure and function in living things.</b>
7LIFSCI-2A	Determine that all living organisms are composed of cells.
7LIFSCI-2B	Analyze structures, functions, and processes within plant and animal cells with regards to energy.
7LIFSCI-2C	Analyze structures, functions, and processes within plant and animal cells with regards to waste removal.
7LIFSCI-2D	Analyze structures, functions, and processes within plant and animal cells with regards to waste reproduction.
7LIFSCI-2E	Analyze structures, functions, and processes within plant and animal cells with regards to movement.
7LIFSCI-2F	Analyze structures, functions, and processes within plant and animal cells with regards to specialized cells.
7LIFSCI-2G	Identify the level of complexity of cells within the system of living things.
7LIFSCI-2H	Identify the level of complexity of tissues within the system of living things.
7LIFSCI-2I	Identify the level of complexity of organs within the systems of living things.
7LIFSCI-2J	Identify the level of complexity of systems within the system of living things.
7LIFSCI-2K	Compare/contrast the characteristics that distinguish plant cells from animal cells.
<b>7LIFSCI-3</b>	<b>Cell Division and Genetics – The student will explore how traits are passed from one generation to another.</b>
7LIFSCI-3A	Analyze cell division in asexual reproduction (e.g. mitosis, diploid cells).
7LIFSCI-3B	Analyze cell division in sexual reproduction (e.g. meiosis, haploid cells).
7LIFSCI-3C	Explain the significance of chromosomes, genes, and DNA in the cells of an organism.
7LIFSCI-3D	Construct and use Punnett squares to determine probability of genetic outcomes.
7LIFSCI-3E	Investigate how mutations cause genetic changes over time.
7LIFSCI-3F	Explain the theory of natural selection (e.g. trait variation, adaptation, extinction).
<b>7LIFSCI-4</b>	<b>Classification – The student will classify living things.</b>
7LIFSCI-4A	Explain the significance of the binomial nomenclature.
7LIFSCI-4B	Identify domain as a level of classification.
7LIFSCI-4C	Identify kingdom as a level of classification.
7LIFSCI-4D	Identify phylum as a level of classification.
7LIFSCI-4E	Identify class as a level of classification.
7LIFSCI-4F	Identify order as a level of classification.
7LIFSCI-4G	Identify family as a level of classification.
7LIFSCI-4H	Identify genus as a level of classification.
7LIFSCI-4I	Identify species as a level of classification.

<b>7LIFSCI-5</b>	<b>Kingdoms – The student will investigate the characteristics of organisms in the six kingdoms.</b>
7LIFSCI-5A	Analyze the Archaea prokaryotic kingdom (types, structure, function, reproduction, and life cycles).
7LIFSCI-5B	Analyze the Bacteria prokaryotic kingdom (types, structure, function, reproduction, and life cycles). In addition, compare and contrast bacteria to viruses.
7LIFSCI-5C	Analyze the Protista eukaryotic kingdom (types, structure, function, reproduction and life cycles).
7LIFSCI-5D	Analyze the Fungi eukaryotic kingdom (types, structure, function, reproduction and life cycles).
7LIFSCI-5E	Analyze the Plantae (non-vascular, vascular) eukaryotic kingdom (types, structure, function, reproduction and life cycles).
7LIFSCI-5F	Analyze the Animalia (invertebrates, vertebrates) eukaryotic kingdom (types, structure, function, reproduction and life cycles).
<b>7LIFSCI-6</b>	<b>Ecology – The student will develop an understanding of populations of organisms.</b>
7LIFSCI-6A	Understand the interdependence of living things in a biosphere and their environments.
7LIFSCI-6B	Understand the interdependence of living things in a biome and their environments.
7LIFSCI-6C	Understand the interdependence of living things in an ecosystem and their environments.
7LIFSCI-6D	Understand the interdependence of living things in a habitat and their environments.
7LIFSCI-6E	Understand the interdependence of living things in a niche and their environments.
7LIFSCI-6F	Describe the symbiotic relationships within a community.
7LIFSCI-6G	Describe the competition relationships within a community.
7LIFSCI-6H	Describe the predator/prey relationships within a community.
7LIFSCI-6I	Identify the relationship between the food chain/food web and the producers, consumers and decomposers in a community.
7LIFSCI-6J	Identify the relationship between the energy pyramid and the producers, consumers and decomposers in a community.
7LIFSCI-6K	Describe how ecosystems can be affected by natural and man-made changes to the environment.
<b>7LIFSCI-7</b>	<b>Body Processes – The student will describe the main functions of the animal/human body systems.</b>
7LIFSCI-7A	Identify the major organs and relate structure and function of the muscular system.
7LIFSCI-7B	Identify the major organs and relate structure and function of the skeletal system.
7LIFSCI-7C	Identify the major organs and relate structure and function of the digestive system.
7LIFSCI-7D	Identify the major organs and relate structure and function of the circulatory system.
7LIFSCI-7E	Identify the major organs and relate structure and function of the respiratory system.

7LIFSCI-7F	Identify the major organs and relate structure and function of the reproductive system.
7LIFSCI-7G	Identify the egg as a stage of embryotic development.
7LIFSCI-7H	Identify the zygote as a stage of embryotic development.
7LIFSCI-7I	Identify the embryo as a stage of embryotic development.
7LIFSCI-7J	Identify the fetus as a stage of embryotic development.
7LIFSCI-7K	Identify the newborn as a stage of embryotic development.
7LIFSCI-7L	Explain the growth stage of infancy in organisms.
7LIFSCI-7M	Explain the growth stage of childhood in organisms.
7LIFSCI-7N	Explain the growth stage of adolescence in organisms.
7LIFSCI-7O	Explain the growth stage of adulthood in organisms.

# WORLD GEOGRAPHY – EASTERN HEMISPHERE

*The Why of Where – Places, Patterns of Settlement, and Global Interactions*

## SEVENTH GRADE

### Overview

Geography is composed of the interrelated components of skills and content knowledge, both of which are necessary to being a geographically informed citizen. Students will use geographic knowledge as a tool for understanding the concepts of economics and the impact of recent history on contemporary events. Students will focus on spatial patterns of human and physical characteristics of the world and its peoples, and will explore how these patterns form, change over time, and relate to one another in the Eastern Hemisphere. This is the second half of the middle level geographic studies program. The Western Hemisphere was the focus of the Grade 6 portion. For practical uses the traditional designations of Eastern and Western Hemispheres have been followed. The Eastern Hemisphere is treated as the areas of Africa, Asia, Europe, Australia, and Oceania.

**History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.**

ASSESSMENT NOTE: Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout the content standards and used in teaching and assessing the student's understanding of the course skills and content at the classroom and district level. At the state level, the Social Studies Process and Literacy Standards 1 and 2 will be measured and reported within each of the content standards. Process and Literacy Skills assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using maps, charts, graphs, pictures, and photographs. There will be a balance of graphic and textual stimulus materials within the various World Geography Eastern Hemisphere test forms. At least 50 percent of the assessment will have appropriate pictorial and graphical representations.

### Process and Literacy Skills

	<b>Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.</b>
<b>7SOCLIT-1</b>	Key Ideas and Details
7SOCLIT-1A	Cite specific textual evidence to support analysis of primary and secondary sources.
7SOCLIT-1B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
7SOCLIT-1C	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>7SOCLIT-2</b>	Craft and Structure
7SOCLIT-2A	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
7SOCLIT-2B	Describe how a text presents information (e.g., sequentially, comparatively, causally).
7SOCLIT-2C	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>7SOCLIT-3</b>	Integration of Knowledge and Ideas
7SOCLIT-3A	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

7SOCLIT-3B	Distinguish among fact, opinion, and reasoned judgment in a text.
7SOCLIT-3C	Analyze the relationship between a primary and secondary source on the same topic.
7SOCLIT--4	Range of Reading and Level of Text Complexity
7SOCLIT-4A	By the end of grade 8, read and comprehend history/ social studies texts in the grades 6– 8 text complexity band independently and proficiently.
	<b>Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.</b>
7SOCLIT-5	Text Types and Purposes
7SOCLIT-5A	Write arguments focused on discipline-specific content.
7SOCLIT-5B	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
7SOCLIT-5C	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
7SOCLIT-5D	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
7SOCLIT-5E	Establish and maintain a formal style.
7SOCLIT-5F	Provide a concluding statement or section that follows from and supports the argument
7SOCLIT-5G	Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.
7SOCLIT-5H	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
7SOCLIT-5I	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
7SOCLIT-5J	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
7SOCLIT-5K	Use precise language and domain-specific vocabulary to inform about or explain the topic.
7SOCLIT-5L	Establish and maintain a formal style and objective tone.
7SOCLIT-5M	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	(See note; not applicable as a separate requirement)
7SOCLIT-6	Production and Distribution of Writing
7SOCLIT-6A	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7SOCLIT-6B	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.
7SOCLIT-6C	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7SOCLIT-6D	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
7SOCLIT-6E	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.
7SOCLIT-6F	Draw evidence from informational texts to support analysis reflection, and research.

7SOCLIT-7	Range of Writing
7SOCLIT-7A	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

### Content Skills

<b>7ESTHEM-1</b>	<b>Eastern Hemisphere Geography 1: The student will analyze data from a geographic perspective using the skills and tools of geography.</b>
7ESTHEM-1A	Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
7ESTHEM-1B	Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems, and diagrams.
7ESTHEM-1C	Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
7ESTHEM-1D	Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.
7ESTHEM-1E	Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.
7ESTHEM-1F	Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the <i>Declaration of Independence</i> :

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. (CST 2,6)*

<b>7ESTHEM-2</b>	<b>Eastern Hemisphere Geography 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.</b>
7ESTHEM-2A	Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries including:
7ESTHEM-2B	Europe – London/United Kingdom, Paris/France, Rome/Italy, Berlin/Germany, and Moscow/Russia,
7ESTHEM-2C	Southwest Asia – Mecca/Saudi Arabia, Jerusalem/ Israel, Tehran/Iran, Beirut/Lebanon, and Bagdad/Iraq,
7ESTHEM-2D	South Asia – Mumbai/India, Pakistan, Afghanistan,
7ESTHEM-2E	East and Southeast Asia – Beijing/China, Seoul/South Korea, Tokyo/Japan, Indonesia, Vietnam, and Malaysia,
7ESTHEM-2F	Africa – Cairo/Egypt, Nairobi/Kenya, South Africa, Libya, Sudan, and Nigeria, and
7ESTHEM-2G	Oceania – Australia and New Zealand.
	Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including:

	Physical Regions –
7ESTHEM-2H	Sub-Saharan savannas and rainforests,
7ESTHEM-2I	Pacific Ring of Fire,
7ESTHEM-2J	Rhine-Danube industrial corridor, and
7ESTHEM-2K	The Himalayan Mountain Range.
	Cultural Regions –
7ESTHEM-2L	The Sahel's and Sahara's nomadic peoples,
7ESTHEM-2M	Jerusalem's religious significance to Judaism, Christianity, and Islam, and (CST 6)
7ESTHEM-2N	The cultural hearths of the Nile, Indus, Ganges, Hwang He River Valleys, and Mesopotamia.
	Explain and summarize how common physical or human characteristics can link as well as divide regions including:
7ESTHEM-2O	Extensive inland waterway systems of natural rivers and manmade canals that link European trading centers,
7ESTHEM-2P	Ural Mountains that physically divide Europe from Asia,
7ESTHEM-2Q	Sahara Desert that physically and culturally divides North Africa from Sub-Sahara Africa,
7ESTHEM-2R	Multiple languages, religion, and the legacy of the caste system in India that present barriers to cultural unity, and (CST 1,3,4,5,6)
7ESTHEM-2S	Cultural differences resulting in civil war and genocide in Darfur and Rwanda. (CST 1)
7ESTHEM-2T	Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including:
7ESTHEM-2U	Multinational peace-keeping efforts to stabilize Arab- Israeli relations, (CST 1, 6)
7ESTHEM-2V	Roots of disputes between India and Pakistan resulting in the threat of conventional war and nuclear war, (CST 3,7)
7ESTHEM-2W	Impact of multiple ethnic groups on Nigerian political stability, (CST 1)
7ESTHEM-2X	Coordination of currency and free trade zones created by the European Union,
7ESTHEM-2Y	Humanitarian relief efforts by the United Nations to address hunger in Africa, and (CST 2,3,4,7)
7ESTHEM-2Z	The struggle for and achievement of civil liberties and economic opportunities in South Africa's post-apartheid era. (CST 1,2,3,4,5,6,7)
7ESTHEM-2AA	Explain and summarize how and why regions change over time through physical and human processes which operate to modify Earth's surface including the:
7ESTHEM-2BB	Cultural diffusion brought about by North Africa's location central to trade across multiple continents,
7ESTHEM-2CC	Impact of overgrazing and drought leading to desertification in the Sahel, (CST 7)
7ESTHEM-2DD	Results of the Green Revolution in Central Asia, and (CST 2,7)
7ESTHEM-2EE	Effects of abundant oil supplies in the Persian Gulf region. (CST 7)
<b>7ESTHEM-3</b>	<b>Eastern Hemisphere Geography 3: The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.</b>
	Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including, but not limited to:
7ESTHEM-3A	Landforms – the Iberian, Scandinavian, and Indochina Peninsulas; the Urals, Pyrenees, Alps, and Himalayan Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.

7ESTHEM-3B	Bodies of water – Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.
	Analyze from multiple perspectives the impact of natural disasters on human populations resulting in forced migration, scarcity of consumer goods, and loss of employment including
7ESTHEM-3C	The impact of plate tectonics resulting in earthquakes, tsunamis, and volcanic eruptions on human and physical systems bordering the Pacific Ring of Fire,
7ESTHEM-3D	Frequent drought of northern Africa and Southwest Asia that creates stress on humans and wildlife,
7ESTHEM-3E	The impact of monsoon patterns and typhoon activity on agriculture and loss of life in South Asia, and
7ESTHEM-3F	Regular flooding of China’s rivers resulting in the accumulation of loess.
<b>7ESTHEM-4</b>	<b>Eastern Hemisphere Geography 4: The student will analyze the world’s peoples and cultures in the context of the human systems in the Eastern Hemisphere.</b>
7ESTHEM-4A	Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.
7ESTHEM-4B	Describe the world’s major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the six major world religions and the significance of religion in contemporary societies. (CST 1, 2, 6)
7ESTHEM-4C	Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross National Product (GNP), and per capita income. (CST 1, 3)
	Compare and contrast the market and command economic systems and how governments affect economic activities in such systems including, but not limited to:
7ESTHEM-4D	Economic reforms in China that are moving China from a command system toward a market system, (CST 5)
7ESTHEM-4E	The economic advantages and disadvantages of Sweden’s mixed market system,
7ESTHEM-4F	The economic prosperity generated by Japan’s market system, and (CST 7)
7ESTHEM-4G	The economic development limitations of North Korea’s command economic system. (CST 1, 5)
	Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government: (CST 3)
7ESTHEM-4H	The symbolic role of the British crown in comparison to the absolute authority of the monarchy of Saudi Arabia.
7ESTHEM-4I	The transformation of the former Soviet Union from an authoritarian system to the limited representative democracy of Russia. (CST 2, 5)
	Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and balance of trade including:
7ESTHEM-4J	The European Union’s single currency and open single market that link economies and governments,
7ESTHEM-4K	The relative isolation of Japan and the United Kingdom that require extensive trade patterns for natural resources and markets,
7ESTHEM-4L	Outsourcing of technological and manufacturing jobs to developing regions of Asia, and

7ESTHEM-4M	Control over production and supply of global oil reserves as exercised by the Organization of the Petroleum Exporting Countries (OPEC). (CST 7)
	Evaluate and summarize the impact of geography on population location, growth, change and density and on the availability of resources, settlement patterns, and migration including the:
7ESTHEM-4N	Impact of push and pull factors on the rural migration to overcrowded urban centers in India, (CST 3, 4, 5)
7ESTHEM-4O	Challenges of under-population on the labor market in developed nations of Europe,
7ESTHEM-4P	Changing face of European cultures as a result of recent patterns of immigration, and
7ESTHEM-4Q	Impact of China's one-child policy on population growth and culture. (CST 1, 2, 3, 4)
<b>7ESTHEM-5</b>	<b>Eastern Hemisphere Geography 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.</b>
	Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including the
7ESTHEM-5A	Abundant energy resources driving China's rapid development, (CST 7)
7ESTHEM-5B	Reserves of valuable minerals responsible for South Africa's economic growth, (CST 5, 7)
7ESTHEM-5C	Accessibility of coal and iron reserves contributing to steel industries of western Europe and Russia, and (CST 5, 7)
7ESTHEM-5D	Value of North Sea petroleum reserves to developed nations' economies. (CST 7)
	Evaluate the effects of human modification of and adaptation to the natural environment including the:
7ESTHEM-5E	Deforestation of Indonesia's rainforests, (CST 7)
7ESTHEM-5F	Creation of living space through the drainage of seawater and the system of dikes in the Netherlands, (CST 7)
7ESTHEM-5G	Transformation of arid lands of the Arabian Peninsula through introduction of western irrigation methods, (CST 7)
7ESTHEM-5H	Use of terrace farming and double-cropping as solutions to food needs of East Asia, and (CST 4, 7)
7ESTHEM-5I	Benefits and dangers of nuclear power generation as exemplified by the environmental disaster at Chernobyl. (CST 5, 7)
	Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere including the:
7ESTHEM-5J	Management of the Aral Sea's water resources, (CST 7)
7ESTHEM-5K	Impact of economic development on Russia's Arctic regions, and (CST 7)
7ESTHEM-5L	Transformation of the environment and population centers caused by the construction of the Three Gorges Dam in China. (CST 7)

# TECHNOLOGY

## SEVENTH GRADE

### Overview

The middle school student will demonstrate proficiency in the use of technology and a sound understanding of the nature and operation of technology systems. The student will practice responsible use of technology systems, information, and software. The student will select and use technology tools to solve problems, make decisions and accomplish tasks. The student will discuss the effect of existing and emerging technologies on Catholic Social Teachings.

The integration of technology enhances students' emerging abilities to create, analyze and evaluate information. Students can use productivity/multimedia tools to demonstrate and communicate curriculum concepts to audiences more effectively. Students evaluate the accuracy, comprehensiveness, and bias of online information sources concerning real-world problems. Technology tools enhance critical thinking skills which are crucial in an information-driven world. Students will be provided with technological tools and the knowledge needed to process information from across the curriculum effectively and efficiently.

### Basic Operations and Concepts

<b>7TECHNO-1</b>	<b>The student will demonstrate proficiency in the use of technology.</b>
7TECHNO-1A	Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation.
7TECHNO-1B	Keyboard at 25+ w.p.m. with correct fingering and minimal errors.
7TECHNO-1C	Use appropriate computer terminology. Expand technology vocabulary.
7TECHNO-1D	Continue to manage and maintain technology tools (e.g. properly shut down system(s), load printer paper).
7TECHNO-1E	Recognize and solve minor hardware and software problems.
7TECHNO-1F	Demonstrate proper care and use of equipment.
7TECHNO-1G	Describe measures for preventing computer misuse (e.g. security, virus protection, privacy, passwords, and personal information).

### Ethical, Legal, and Social Media

<b>7TECHNO-2</b>	<b>The student will practice responsible use of technology systems, information, and software.</b>
7TECHNO-2A	Define and practice computer ethics (digital citizenship) and the purpose of ethical standards.
7TECHNO-2B	Explain unethical use of computers, including illegal copying of software and information, and as in relation to an individual's privacy rights.
7TECHNO-2C	Demonstrate an understanding of copyright and fair use guidelines by citing sources of copyrighted materials in papers, projects, and multimedia presentations.
7TECHNO-2D	Analyze the effects of cyberbullying on individuals, communities, and society.
7TECHNO-2E	Demonstrate the importance of forming a positive digital footprint through the use of social media.

7TECHNO-2F	Discuss Catholic Social Teachings in relation to existing and emerging technologies.
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### Technology as a Tool for Productivity

<b>7TECHNO-3</b>	<b>The student will comprehend the purpose and the concepts of word processing programs.</b>
7TECHNO-3A	Expand the use of basic word processor features and related terminology.
7TECHNO-3B	Import and arrange graphics in documents (e.g. copy, paste, wrap text around graphic).
7TECHNO-3C	Construct a document using header, footer, page numbering, title page, endnotes/footnotes, and bibliography in MLA (Modern Language Association) style.
7TECHNO-3D	Proofread, edit, and spell check documents.
<b>7TECHNO-4</b>	<b>The student will comprehend how graphics can enhance and be integrated into various software programs.</b>
7TECHNO-4A	Capture images from various digital sources.
7TECHNO-4B	Import and export graphics in appropriate file format (e.g. tiff, jpeg/jpg, and gif).
7TECHNO-4C	Incorporate graphic design and layout correctly.
<b>7TECHNO-5</b>	<b>The student will comprehend the purpose and the concept of multimedia authoring and presentation tools.</b>
7TECHNO-5A	Create projects with paint/draw tools.
7TECHNO-5B	Demonstrate the use of animation and graphics.
7TECHNO-5C	Control timing of text graphics, sound, and transitions of project.
7TECHNO-5D	Expand the use of presentation software features and related terminology.
7TECHNO-5E	Create a menu to navigate through the project.
7TECHNO-5F	Plan, design, and develop a multimedia project using data (e.g. graphs, charts, database reports, and hyperlinks) to present information.
<b>7TECHNO-6</b>	<b>The student will comprehend the use of a database to locate and organize information.</b>
7TECHNO-6A	Recognize basic database terms (e.g. field, record, file).
7TECHNO-6B	Identify examples of databases (e.g. phone book, recipe book, encyclopedia).
7TECHNO-6C	Identify uses of databases (e.g. compile similar information).
7TECHNO-6D	Navigate through records in a table or form.
7TECHNO-6E	Find and sort records.
<b>7TECHNO-7</b>	<b>The student will comprehend the use of spreadsheets as a tool to organize, calculate, and graph information.</b>
7TECHNO-7A	Expand the use of basic spreadsheet features and related terminology.
7TECHNO-7B	Identify uses of spreadsheets.
7TECHNO-7C	Identify examples of spreadsheets.
7TECHNO-7D	Read and interpret information in a spreadsheet.
7TECHNO-7E	Enter and edit data in a student generated spreadsheet and observe changes that occur.

### Technology as a Tool for Communication

<b>7TECHNO-8</b>	<b>The student will use a variety of media and formats to communicate information and ideas effectively.</b>
7TECHNO-8A	Recognize ways technology is used to transfer information.
7TECHNO-8B	Observe appropriate online etiquette.
7TECHNO-8C	Identify appropriate tools for online collaboration.

### Technology as a Tool for Research

<b>7TECHNO-9</b>	<b>The student will determine the appropriate technology tools for accessing information and resources.</b>
7TECHNO-9A	Define Internet terminology.
7TECHNO-9B	Follow guidelines for acceptable use of the Internet.
7TECHNO-9C	Access sites using bookmarks, URLs, and search engines.
7TECHNO-9D	Use an online encyclopedia, dictionary, thesaurus, almanac, and catalogs.
7TECHNO-9E	Evaluate information online for accuracy, validity, timeliness, relevance and bias.

### Technology as a Tool for Problem Solving and Decision-Making

<b>7TECHNO-10</b>	<b>The student will utilize technology resources for problem-solving, self-directed learning and extended learning activities.</b>
7TECHNO-10A	Select and use appropriate technology resources to accomplish tasks, solve problems, and/or make decisions.
7TECHNO-10B	Integrate word processing, database, spreadsheet, and paint/draw documents.
7TECHNO-10C	Transfer current knowledge to learning of new technologies.
7TECHNO-10D	Apply the concepts of coding to create a program.
7TECHNO-10E	Discuss Catholic Social Teachings in relation to existing and emerging technologies.

### Additional Instructional Opportunities

<b>7TECHNO-11</b>	<b>Additional Instructional Opportunities</b>
7TECHNO-11A	Describe the historical development of computing.
7TECHNO-11B	Describe historical methods of information storage prior to the development of computing devices.
7TECHNO-11C	List uses of computers in a variety of situations.
7TECHNO-11D	Identify the ways in which technology is used in today's world.
7TECHNO-11E	Investigate technological knowledge and skills needed for the workplace now and in the future.
7TECHNO-11F	Identify the impact of new technologies on society (robotics, prosthetics, 3-D printing, and other emerging technologies).
7TECHNO-11G	Understand the reasons and effects of commercialization of technology.
7TECHNO-11H	Use simulation software.

# VISUAL ART

## SEVENTH GRADE

### Overview

Seventh Grade students will understand and apply the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be demonstrated. The visual arts will provide opportunities for self expression and creative thinking. Students will demonstrate respect for their own artwork and the artwork of others.

### Language of Visual Art

<b>7VISART-1</b>	<b>The student will identify and communicate using a variety of visual art terms.</b>
7VISART-1A	Apply the elements of art including: line, color, form, shape, texture value, and space in works of art.
7VISART-1B	Apply knowledge of the principles of design including: rhythm, balance, contrast, movement, variety, emphasis, unity, and repetition in works of art.
7VISART-1C	Infer meaning from and discuss how artists use the elements of art and principles of design in creating art.

### Visual Art History and Culture

<b>7VISART-2</b>	<b>The student will recognize the development of visual art from a historical and cultural perspective.</b>
7VISART-2A	Discover and appraise the art of the Catholic Church and its symbolism.
7VISART-2B	Analyze art from various historical periods in terms of artistic style, theme, and subject matter.
7VISART-2C	Describe art from various historical periods in terms of artistic style, theme, and subject matter.
7VISART-2D	Recognize and describe the cultural and ethnic traditions which have influenced the visual arts (e.g. American, Native American, African American, Asian, Australian, European, and Hispanic traditions).
7VISART-2E	Identify how the visual arts are used in business and industry.
7VISART-2F	Understand the role of the visual arts in creating digital images and commercial designs.

### Visual Art Expression

<b>7VISART-3</b>	<b>The student will consider, select, and apply a variety of ideas and subject matter in creating original works of art.</b>
7VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
7VISART-3B	Create original visual art using a variety of art tools, media, techniques, and processes in various art disciplines (e.g. ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).

7VISART-3C	Use observation, memory, and imagination in creating original works of visual art.
7VISART-3D	Demonstrate understanding and knowledge of composition using the elements of art and principles of design.
7VISART-3E	Identify and evaluate solutions to visual design problems.
7VISART-3F	Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

### **Visual Art Appreciation**

<b>7VISART-4</b>	<b>The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.</b>
7VISART-4A	Demonstrate appropriate behavior while viewing art and/or attending a visual art exhibition in a museum or art gallery.
7VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
7VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
7VISART-4D	Make learning connections between visual art and other disciplines, such as mathematics, science, English language arts, social studies, and media` arts.
7VISART-4E	Critique artwork with verbal and/or written constructive criticism.

### **Additional Instructional Opportunities**

<b>7VISART-5</b>	<b>Additional Instructional Opportunities</b>
7VISART-5A	Compare and contrast works which are similar or different in expressive quality, composition, and style.
7VISART-5B	Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.

# GENERAL MUSIC

## SEVENTH GRADE

### Overview

In Seventh Grade, students expand their knowledge of the elements of music (melody, rhythm, harmony, form, tone color, pitch, tempo, and dynamics). They read basic notation on the treble and bass clefs and count note values with accuracy. Students in this level recognize and respond to conductor's gestures and continue to sing appropriate liturgical music and a variety of folk, ethnic, classical, and contemporary compositions. They listen to and explain music from a variety of historical periods and cultures, as well as explore the various roles music and musicians have in musical settings and cultures.

### Language of Music

<b>7MUSIC7-1</b>	<b>The student will read, notate, and interpret music.</b>
7MUSIC7-1A	Define and correctly use the elements of melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale, intervals, and major and minor scales.).
7MUSIC7-1B	Define and correctly count the elements of rhythm using a number system (offbeat, triplets, dotted rhythms, and various meters).
7MUSIC7-1C	Define and correctly sing the elements of harmony using two or more parts including: (partner songs, rounds, descants, and counter melody in major and minor tonalities).
7MUSIC7-1D	Define and correctly use the elements of form (ABC, round, rondo, themes and variations, introduction, coda, interlude, verse and refrain, and prelude).
7MUSIC7-1E	Define and correctly use the elements of tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges, instrument ranges, and a cappella).
7MUSIC7-1F	Define and identify the elements of pitch and change pitch with imitation, inversion, and transposition.
7MUSIC7-1G	Define and correctly use the elements of tempo (allegro, presto/vivace moderato, andante, adagio and largo).
7MUSIC7-1H	Define and correctly use the elements of dynamics (forte, piano, mezzo forte, mezzo piano, and crescendo/decrescendo).
<b>7MUSIC7-2</b>	<b>The student will identify basic notation.</b>
7MUSIC7-2A	Read treble and bass clef and time signatures (2/4, 3/4, 4/4 and 6/8), count note values (whole note, half note, quarter note, eighth note, sixteenth note, dotted half note, dotted quarter note), and the corresponding rests.
7MUSIC7-2B	Sight read and sing diatonic melodies in the key of C, F, and G major.
<b>7MUSIC7-3</b>	<b>The student will identify ensembles, instruments, and voice ranges visually and aurally.</b>
7MUSIC7-3A	Identify visually and aurally instrumental ensembles (marching band, orchestra, and jazz band).

7MUSIC7-3B	Identify visually and aurally families and orchestral instruments (strings, woodwinds, brass, and percussion).
7MUSIC7-3C	Identify visually and aurally classification of voice ranges (soprano, alto, tenor, and bass).
<b>7MUSIC7-4</b>	<b>The student will notate rhythm patterns.</b>
7MUSIC7-4A	Notate simple pitch and rhythm patterns presented aurally.

### Music History and Culture

<b>7MUSIC7-5</b>	<b>The student will recognize the development of music from a historical and cultural perspective.</b>
7MUSIC7-5A	Sing appropriate liturgical music (seasons).
7MUSIC7-5B	Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
7MUSIC7-5C	Listen to and explain music from a variety of styles (jazz, mariachi band, opera, musicals, call and response or country western).
7MUSIC7-5D	Listen to and explain music from a variety of periods (Baroque, Classical, Romantic, Impressionism, or Contemporary).
7MUSIC7-5E	Listen to and explain music and instruments from a variety of cultures (European, Native American, African American, Hispanic, or Asian).
7MUSIC7-5F	Identify and describe the various roles music and musicians have in musical settings and cultures.
7MUSIC7-5G	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

### Musical Expression

<b>7MUSIC7-6</b>	<b>The student will present an existing work formally or informally with appropriate expressive and technical skills.</b>
7MUSIC7-6A	Perform basic tonal and rhythm patterns on classroom instruments with technical accuracy.
7MUSIC7-6B	Demonstrate the ability to read music from basic notation in treble and/or bass clef using appropriate dynamics and tempo.
7MUSIC7-6C	Sing with technical accuracy (e.g. breath support, correct posture, pure vowels, and diction).
7MUSIC7-6D	Play simple melodies on instruments.
7MUSIC7-6E	Compose music using teacher-established criteria, which may include electronics and other media.
7MUSIC7-6F	Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments.
7MUSIC7-6G	Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, including syncopated patterns, beats, and offbeats.
7MUSIC7-6H	Respond physically, vocally, and/or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.

7MUSIC7-6I	Experiment with variations in and demonstrate understanding of tempo, tone quality, dynamics, and phrasing for expressive purpose in performing music.
7MUSIC7-6J	Use a number system for counting beat and rhythm patterns (rhythm, syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
7MUSIC7-6K	Identify uses of music in everyday life (film, television, background music, and commercials).
7MUSIC7-6L	Recognize and respond to conductor's gestures.
7MUSIC7-6M	Recognize and identify the appropriate ways to conduct patterns of simple meters (2/4,3/4, 4/4, and 6/8).
7MUSIC7-6N	Recognize and identify the appropriate ways to use articulation (staccato, legato, and accent).

### **Music Appreciation**

<b>7MUSIC7-7</b>	<b>The student will use musical criteria to create and evaluate musical works.</b>
7MUSIC7-7A	Answer unfinished short melodic patterns using voice or classroom instruments.
7MUSIC7-7B	Explore improvisation of melodies and rhythms through singing and/or playing instruments.
7MUSIC7-7C	Critique musical works and performances based on teacher-established criteria.
7MUSIC7-7D	Compare basic features of familiar and unfamiliar songs.
7MUSIC7-7E	Compare and contrast music of different styles using appropriate terms.

### **Additional Instructional Opportunities**

<b>7MUSIC7-8</b>	<b>Additional Instructional Opportunities</b>
7MUSIC7-8A	Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band, pop, jazz, or folk).
7MUSIC7-8B	Define and correctly sing modal music (Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian).
7MUSIC7-8C	Sight read two-part music.
7MUSIC7-8D	Sight read and sing in the key of A, D and E minor.

# PHYSICAL EDUCATION

## SEVENTH GRADE

### Overview

Seventh grade students will demonstrate increased fluency in performing a combination of movements and rhythmic activities. Rules and scoring will be applied while engaging in individual and team activities. Students will exhibit responsible behavior through application of safety guidelines and care of equipment. Christ-like behavior will be demonstrated through cooperation, fair play, and positive conflict resolution. The students will participate in a wide variety of activities and explore health-related topics which promote lifetime well-being.

### Motor Skills

<b>7PHYSED-1</b>	<b>The student will demonstrate increased fluency in motor skills and lifetime activities.</b>
7PHYSED-1A	Demonstrate increased fluency while performing a combination of movements in individual and team activities.
7PHYSED-1B	Apply rules and scoring, when appropriate, in individual and team activities.
7PHYSED-1C	Demonstrate intermediate skills for dance and/or rhythmic activities.

### Responsible Behaviors

<b>7PHYSED-2</b>	<b>The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)</b>
7PHYSED-2A	Apply safety guidelines related to a specific activity.
7PHYSED-2B	Demonstrate the appropriate use and care of equipment.
7PHYSED-2C	Demonstrate Christ-like behavior through cooperation and fair play in following the rules of games and activities. (CST 1A, 1B, 2B, 3B, 6B)
7PHYSED-2D	Demonstrate positive peer interactions by recognizing and including students of various ability levels. (CST 1A, 1B, 2B)
7PHYSED-2E	Demonstrate the element of socially acceptable conflict resolution in physical activity settings. (6B)
7PHYSED-2F	Work individually or in a group to accomplish a set goal.

### Health and Fitness

<b>7PHYSED-3</b>	<b>The student will participate in a wide variety of physical activities which promote lifetime fitness.</b>
7PHYSED-3A	Differentiate between components of fitness (e.g. cardiovascular vs. muscular, flexibility vs. endurance).
7PHYSED-3B	Explore how proper nutrition influences body composition and healthy living.

7PHYSED-3C	Recognize physical activity as a positive opportunity for social and group interaction.
7PHYSED-3D	Explore the principles of training, conditioning, and the functioning of muscles.
7PHYSED-3E	Define appropriate personal fitness goals.
7PHYSED-3F	Practice positive health habits and personal hygiene to reduce health risks.

# WORLD LANGUAGES

## FIFTH THROUGH EIGHTH

### Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

### Catholicity

<b>5-8WORLAN-1</b>	<b>The student will understand Creed as the faith professed.</b>
5-8WORLAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
5-8WORLAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
5-8WORLAN-1C	Explore various Catholic Church documents in the target language.
<b>5-8WORLAN-2</b>	<b>The student will understand Sacraments as the faith celebrated.</b>
5-8WORLAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
5-8WORLAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
5-8WORLAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
<b>5-8WORLAN-3</b>	<b>The student will understand Christian morality as the faith lived.</b>
5-8WORLAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.
5-8WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith. (from Jeanne's notes)
5-8WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.

5-8WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
5-8WORLAN-3E	Explore sacred art from the target culture.
<b>5-8WORLAN-4</b>	<b>The student will understand Prayer as the faith prayed.</b>
5-8WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
5-8WORLAN-4B	Compose original prayers in the target language.

## Communication

<b>5-8WORLAN-5</b>	<b>The student will understand, interpret, and analyze spoken and written language on a variety of topics.</b>
5-8WORLAN-5A	Understand the main idea of simple conversations that are heard.
5-8WORLAN-5B	Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
5-8WORLAN-5C	Understand a few details of what is heard in conversations, even when something unexpected is expressed.
5-8WORLAN-5D	Comprehend what is heard about events and experiences in various time frames.
5-8WORLAN-5E	Follow stories and descriptions of some length in various time frames.
5-8WORLAN-5F	Understand the main idea of short and simple texts when the topic is familiar.
5-8WORLAN-5G	Understand the main idea of texts related to everyday life and personal interests or studies.
5-8WORLAN-5H	Follow written stories and descriptions about events and experiences in various time frames.
5-8WORLAN-5I	Understand the main idea and some supporting details on a variety of topics of personal and general interests.
<b>5-8WORLAN-6</b>	<b>The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.</b>
5-8WORLAN-6A	Participate in conversations on familiar topics using sentences and series of sentences.
5-8WORLAN-6B	Participate in social interactions in everyday situations by asking and answering questions.
5-8WORLAN-6C	Describe self in everyday life.
5-8WORLAN-6D	Participate with ease and confidence in conversations on familiar topics.
5-8WORLAN-6E	Communicate about events and experiences in various time frames.
5-8WORLAN-6F	Describe people, places, and things.
5-8WORLAN-6G	Describe people, places, and things in an organized way with some detail.
<b>5-8WORLAN-7</b>	<b>The student will present information, concepts, and ideas to listeners or readers on a variety of topics.</b>
5-8WORLAN-7A	Present information on familiar topics using a series of simple and/or complex sentences.
5-8WORLAN-7B	Present information in a generally organized way on school, work, and community topics and on researched topics.
5-8WORLAN-7C	Present information on some events and experiences in various time frames.
5-8WORLAN-7D	Write about familiar topics and present information using a series of simple and/or complex sentences.

5-8WORLAN-7E	Write on topics related to school, general interests, work, and community in a generally organized way.
5-8WORLAN-7F	Write some simple paragraphs about events and experiences in various time frames.
5-8WORLAN-7G	Write organized paragraphs about events and experiences in various time frames.

## Culture

<b>5-8WORLAN-8</b>	<b>The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>
5-8WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
5-8WORLAN-8B	Initiate and respond to routine courtesy exchanges.
5-8WORLAN-8C	Interact using culturally appropriate patterns of behavior in everyday informal and formal situations.
5-8WORLAN-8D	Explain different traditions and customs of the target culture in simple terms.
5-8WORLAN-8E	Participate in children's games representative of the target culture.
5-8WORLAN-8F	Identify and color flags and landmarks of the target culture.
5-8WORLAN-8G	Name and experience foods and eating customs of the target culture.
5-8WORLAN-8H	Recognize and write numbers according to cultural custom.
5-8WORLAN-8I	Reflect on cultural experiences and social activities common to a student of a similar age in the target culture.
5-8WORLAN-8J	Identify and discuss some perspectives typically associated with the target culture's belief systems and social, economic, political, and professional practices.
5-8WORLAN-8K	Discuss and evaluate some commonly held generalizations about the target culture.
5-8WORLAN-8L	Plan and participate in a cultural activity.
5-8WORLAN-8M	Listen to and participate in reading/reciting authentic literature.
<b>5-8WORLAN-9</b>	<b>The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>
5-8WORLAN-9A	Name and identify tangible products of everyday living.
5-8WORLAN-9B	Explain the significance of objects, images, symbols, and products of the target culture.
5-8WORLAN-9C	Describe major contributions of influential figures, past and current, from the target culture.
5-8WORLAN-9D	Identify and explain the influence of the target culture on the products of their own culture.
5-8WORLAN-9E	Explain how geography impacts the products of the target culture.
5-8WORLAN-9F	Identify the target culture's basic perspectives through art, literature, music, dance, and sports.

## Connections

<b>5-8WORLAN-10</b>	<b>The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.</b>
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5-8WORLAN-10A	Transfer and apply information and skills from other content areas to experiences related to the target language and culture.
5-8WORLAN-10B	Apply information gathered through target language resources to other content areas in order to supplement learning.
<b>5-8WORLAN-11</b>	<b>Students will access and evaluate information and diverse perspectives that are available through the target language and its cultures.</b>
5-8WORLAN-11A	Recognize information about the target culture from selected authentic sources.
5-8WORLAN-11B	Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.
5-8WORLAN-11C	Research authentic target language sources, analyze the content, and acquire information available through the target language and its culture.
5-8WORLAN-11D	Use authentic sources to explore the distinctive perspectives of the target cultures.

### Comparisons

<b>5-8WORLAN-12</b>	<b>The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.</b>
5-8WORLAN-12A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.
5-8WORLAN-12B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
5-8WORLAN-12C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
5-8WORLAN-12D	Explore the historical and cultural reasons for cognates and borrowed words, when applicable.
5-8WORLAN-12E	Compare and contrast identified structural patterns of the target language to structural patterns in their own language.
5-8WORLAN-12F	Apply knowledge of sound and writing systems in spontaneous communicative situations.
5-8WORLAN-12G	Use knowledge of structural patterns of their own language and the target language for effective communication.
<b>5-8WORLAN-13</b>	<b>The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.</b>
5-8WORLAN-13A	Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
5-8WORLAN-13B	Identify and apply appropriate verbal and nonverbal behavior between cultures.
5-8WORLAN-13C	Give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.
5-8WORLAN-13D	Give basic descriptions of cross-cultural similarities and differences in the products of the target culture.
5-8WORLAN-13E	Give basic descriptions of cross-cultural similarities and differences in the perspectives of the target culture.

## Communities

<b>5-8WORLAN-14</b>	<b>The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.</b>
5-8WORLAN-14A	Identify career paths that are enhanced by proficiency in another language.
5-8WORLAN-14B	Practice oral or written use of the target language with others outside the classroom.
5-8WORLAN-14C	Communicate on a personal level with speakers of the target language.
5-8WORLAN-14D	Produce short presentations for a variety of audiences.
5-8WORLAN-14E	Participate in activities where the ability to communicate in a second language is beneficial.
5-8WORLAN-14F	Communicate with native speakers or those who have a working knowledge of the target language about a variety of topics.
5-8WORLAN-14G	Take part in language-related activities to benefit the school and/or Community. (CST 2B)
5-8WORLAN-14H	Articulate the benefits of being able to communicate in more than one language.
5-8WORLAN-14I	Discover and explore a variety of entertainment sources representative of the target culture.
5-8WORLAN-14J	Identify and discuss issues of interest within the target culture.
5-8WORLAN-14K	Discover and explore samples of art, literature, music, and sports representative in the target culture.
5-8WORLAN-14L	Exchange information with native speakers about topics of personal interest.
5-8WORLAN-14M	Explore various target language resources to expand knowledge of individual hobbies or interests.
5-8WORLAN-14N	Demonstrate extracurricular use of target language media as a source of entertainment.

<sup>i</sup> Based on **The Next Generation Science Standards**.

<sup>ii</sup> *Ibid.*