

# Religion

## GRADE 7

I. **GOAL:** To have the student understand that God's saving action in salvation history culminates in the person and ministry of Jesus Christ and in the eternal life He offers us.

II. **INSTRUCTIONAL OBJECTIVES:**

REL.7.1 **Profession of Faith - The Creed**

- a. Recognize that Jesus is both God and man: the Second Person of the Blessed Trinity, with two natures, divine and human, and He is the fulfillment of the promises of the Old Testament. (CCC 51-73; 702-730)
- b. Understand that the New Testament is a witness of the ministry and teaching of Jesus and the life of the early Christian Church. (CCC 124-141)
- c. Understand that the Gospels are unique sources for the life and teaching of Jesus, and that they faithfully hand on what Jesus, the Son of God, really did and taught for the sake of our salvation. (CCC 124-141)
- d. Know that, in addition to the Gospels, the New Testament is composed of the Acts of the Apostles, the Apostolic Letters (St. Paul, St. Peter, St. John, St. James, Jude, Hebrews) and the Book of Revelation.
- e. Appreciate and understand central themes in the life and teachings of Jesus: Kingdom of God, Beatitudes, Messianic fulfillment, Paschal Mystery. (CCC 422 ff.)
- f. Understand that the New Testament is a proclamation of the early Church's belief that Jesus is Lord, and that He died and rose again for our salvation. Belief in Jesus leads to eternal life. (CCC 748 ff.)
- g. Understand that the preaching of Jesus demands a response of faith on the part of His hearers. (CCC 142-184)
- h. See faith as a virtue, a gift of God by which we accept as true all that He has revealed to us in Scripture and Tradition, and a personal response and commitment to the Triune God. (CCC 143, 150, 153-156)
- i. Understand that through the Paschal Mystery, Jesus showed His love and perfect obedience to the Father's will, and brought the Old Covenant to completion and established the New. (CCC 571-572; 1067, 2175)
- j. Recognize that the Holy Spirit was given to the Church at Pentecost and remains present in the Church always. (CCC 731-732; 737-747)
- k. Recognize that the Church is the Mystical Body of Christ and the People of God that extends Christ's saving work to the world through the sacraments, her preaching and teaching, her life of witness, charity and service. (CCC 781-795; 831; 858-860; 863-865)

REL. 7.2 **The Celebration of the Christian Mystery - Liturgy and Sacraments**

- a. The various parts of the Mass and by participating in planning a Mass, come to a better appreciation of the richness of the liturgical celebration. *(CCC 1145-1158; 1345-1355)*
- b. All seven sacraments in terms of their essential components (matter and form) and their effects in the lives of those who receive them. *(CCC 1210-1666)*
- c. The necessity of grace to avoid sin, do good and gain eternal life.

**REL.7.3**      **Life in Christ - The Commandments and the Moral Life**

- a. Recognize that Christian charity and service to others is an integral part of living out our baptismal call to communion with God. This challenges us to live and act with justice and love towards God and our neighbor. *(CCC 1691-1695)*
- b. Appreciate the dignity and worth of each human person, born and unborn, as created by God and made in his image and likeness, with a spiritual, immortal soul united to a body. Both body and soul are destined to participate in the life of the Trinity. *(CCC 1700-1715; 355-357; 362-366; 997-1004)*
- c. Recognize Christ's call to work towards a world built on peace and justice for all peoples by promoting and protecting the dignity of everyone as a child of God. Christ's call also demands responsible stewardship of the earth. *(CCC 1928-1948; 2415-2418)*
- d. Recognize that sin damages, and in the case of mortal sin, destroys our relationship with God. Every sin also harms others and oneself. We sin when we disobey God and His Law, whether by thought, word, action or omission. Serious sin, which is, completely turning away from God, is called "mortal." Less serious sin is called "venial." *(CCC 1849-1876)*
- e. Recognize that the lives of Mary and the saints offer us a model of how we are called to live as followers of Jesus. *(CCC 954-957; 967-970; 972)*

**REL.7.4**      **Christian Prayer**

- a. See how the Scriptures portray Jesus at prayer, both publicly and privately. *CCC 2599-2606, 2746-2751)*
- b. Develop a love and reverence for the Scriptures as the Word of God and a foundation for one's life of prayer. Be able to relate the message of Scripture to one's own life.
- c. Understand that prayer is a covenant relationship with God brought about through Christ and the Holy Spirit; it is a communion of our hearts with the Trinity. *(CCC 2559-2565)*
- d. See that prayer is the soul of faith, the heart of the liturgy, and that it helps us to be moral. Without prayer, our faith can dry up. *(CCC 2655, 2558-2565)*
- e. Know that prayer includes meditation, contemplation, vocal prayer, liturgical worship, song and other forms of communing with God. The greatest prayer is the Mass. The Bible devotes thousands of passages to prayer, the most unique of which is the Our Father because it comes to us from the Lord Himself. *(CCC 2697-2724; 2685-2696; 2761-2776)*
- f. See in the lives of Mary and the saints that we have examples of how prayer helps one to live

the Gospel message. Mary and the saints are models of Christian prayer. (CCC 2763-2684)

**REL.7.5      TERMS TO KNOW:**

**New to Grade**

**Abortion  
Book of Revelation  
Contemplation  
Discipleship  
Euthanasia  
Meditation  
Messiah  
Moderation**

**Mystical Body of Christ  
Omission  
Parable  
Prophecy  
Soul  
Stewardship  
Synoptic Gospels**

**Cumulative List**

**Abraham  
Absolution  
Adam and Eve  
Adoration  
Advent  
Alleluia  
Angel  
Anointing of the Sick  
Apostles Creed  
Ark of the Covenant  
Assumption of Mary  
Baptism  
Beatitudes  
Benediction  
Bible  
Bishop  
Blessed Sacrament  
Charity  
Cheerfulness  
Children of God  
Chosen People  
Chrism  
Christmas  
Church  
City of David  
Commandments  
Communion  
Confession  
Confirmation  
Conscience**

**Consecration  
Contrition  
Corporal Works of Mercy  
Covenant  
Creation  
Creator  
Creed  
Deacon  
Diaconate  
Discipleship  
Easter  
Episcopacy  
Eucharist  
Evangelist  
Exodus  
Exposition of the  
    Blessed Sacrament  
Faith  
Fast  
Father  
Feast Day  
Fixed Formula Prayer  
Forgiveness of Sin  
Form (Sacramental)  
Fortitude  
Generosity  
Genuflection  
God  
Generosity  
Gospel**

**Grace**  
**Guardian Angels**  
**Heaven**  
**Hell**  
**Hero**  
**Holy Communion**  
**Holy Orders**  
**Holy Spirit**  
**Holy Trinity**  
**Immaculate Conception**  
**Incarnation**  
**Incense**  
**Industriousness**  
**Intercessor**  
**Israel**  
**Israelites**  
**Jesus**  
**Joseph**  
**Judges**  
**Justice**  
**Kingdom of God**  
**Laity**  
**Last Supper**  
**Lent**  
**Liturgical Year**  
**Liturgy**  
**Liturgy of the Eucharist**  
**Liturgy of the Word**  
**Love of God**  
**Love of Neighbor**  
**Magisterium**  
**Manna**  
**Marks of the Church - One,  
Holy, Catholic and Apostolic**  
**Mary, Mother of God**  
**Mass**  
**Matrimony**  
**Matter (Sacramental)**  
**Miracle**  
**Monstrance**  
**Moses**  
**Mysteries of the Rosary**  
**Mystery**  
**New Covenant**  
**New Testament**  
**Obedience**  
**Old Testament**  
**Orderliness**  
**Ordination**  
**Original Sin**  
**Parable**

**Parts of the Mass**  
**Paschal Mystery**  
**Passover**  
**Patriarch**  
**Patron Saint**  
**Penance**  
**Pentecost**  
**People of God**  
**Perseverance**  
**Pope**  
**Prayer**  
**Priest**  
**Priesthood**  
**Profession of Faith**  
**Prophet**  
**Purgatory**  
**Real Presence**  
**Reconciliation**  
**Redeemer**  
**Redemption**  
**Religious Community**  
**Respect**  
**Responsibility**  
**Resurrection**  
**Revelation**  
**Reverence**  
**Rosary**  
**Sacrament**  
**Sacraments of Healing**  
**Sacraments of Initiation**  
**Sacraments of Vocation**  
**Sacramental Sign**  
**Sacrifice**  
**Saint/Sainthood**  
**Salvation History**  
**Sanctifying Grace**  
**Savior**  
**Scripture**  
**Sin (Mortal and Venial)**  
**Sinai**  
**Solomon**  
**Son**  
**Sorrow for Sin**  
**Spiritual Works of Mercy**  
**Spontaneous Prayer**  
**State of Grace**  
**Stations of the Cross**  
**Supplication**  
**Tabernacle**  
**Temple**  
**Ten Commandments**

**Thanksgiving**  
**Tower of Babel**  
**Tree of Life**  
**Trinity**  
**Vocation**  
**Vow**  
**Witness**  
**Works of Mercy**  
**Yahweh**  
**“Yes to God”**

**REL.7.6      PRAYERS AND CONCEPTS TO KNOW:**

**New to Grade**

**Prayer to the Holy Spirit**  
**The Angelus**  
**The Prayer of St. Francis of Assisi**  
**The Regina Coeli**

**Cumulative List**

**Act of Contrition**  
**Acts of Faith, Hope and Love (Standard form)**  
**Apostles Creed**  
**Benediction**  
**Eucharistic Exposition and Benediction**  
**Examination of Conscience**  
**Genuflection (Method and Meaning)**  
**Glory Be**  
**Grace Before Meals**  
**Guardian Angel Prayer**  
**Hail Mary**  
**Hail Holy Queen (Salve Regina)**  
**How to Say the Rosary**  
**Idea of Christian Service as Act of Charity**  
**Memorare**  
**Morning Offering (Some Form)**  
**Our Father (The Lord's Prayer)**  
**Parts of the Mass**  
**Planning Prayer Service**  
**Rosary**  
**Sign of the Cross**  
**Spiritual and Corporal Works of Mercy**  
**Stations of the Cross**  
**Ten Commandments**  
**Twenty Mysteries of the Rosary**  
**Two Commandments of Love**

**REL.7.V.1**      **VIRTUE: HUMILITY** "One grain of pride suffices to overthrow a mountain of holiness." St. John of the Cross

**Humility** is the virtue by which a person recognizes his own inadequacy, qualities and abilities, and presses them into service, doing good without attracting attention or expecting the applause of others. (CB, p. 205)

**SCRIPTURE/READINGS:**

Luke 18:9; Matt 15:21-28; 1 Cor 12:3; 1 Cor 1:4; Luke 7:1-10; Sir 35:17; Jas 4:6; Matt 6:16; cf Matt 6:5; cf Matt 6:2; Luke 11:46; Matt 23:11; Gal 6:2; Luke 11:52; Ps 33:19; Luke 22:27; 1 Thess 2:7-8.

**PRACTICES:**

- Humility is the opposite of pride. Pride is essentially competitive. Do I try to beat others at sport or in grades in school, just to show that I am better than they are? Ask the Holy Spirit to help you to see in what ways you could work on humility.
  
- In conversations try to let the other person tell his stories, talk about himself or herself, share his or her concerns. Listening well and caring about another person's situation is part of humility.
  
- Think about the Blessed Virgin Mary. She was the most perfect human being ever created, yet she was very humble. She was surprised when the angel appeared to tell her she would be the Mother of God. Ask Our Lady to help you to develop the virtue of humility.
  
- Pride is a fundamental fault shared by human beings, resulting from Original Sin (a sin of pride and disobedience). Someone has said that our pride will die 24 hours after we do. Write down 3 ways in which you could work during the next week to develop the virtue of humility.
  
- Not wanting to obey others is part of pride. Try to be truly obedient and pleasant about it during the next week.

**REL.7.V.2**      **VIRTUE: MODERATION**

**Moderation** is the virtue by which a person is able to distinguish between what is reasonable and what is self-indulgent and make reasonable use of his or her senses, time, money, efforts and so on in accordance with true and upright principles. (CB, p. 115)

**SCRIPTURE/READINGS:**

Luke 16:19-21; Second Vatican Council, Gaudium et Spes, 41, 63; Matt 6:33; John 19:23; Luke 7:36-50; 2 Cor 9:12; Phil 3; 8; cf Col 3:5; Luke 12:34; Amos 6:1; 4-7; Luke 16:19-31; Acts 20:25; 1 Tim 6:10-16; Rom 12:2.

**PRACTICES:**

- Plan what you will buy when you are out shopping, rather than buying on impulse.
  
- We live in a consumer society and receive many advertisements - on T.V., radio, in magazines - to get us to buy the latest thing. Try to evaluate some of these advertisements and see by what means they try to get you to buy. How do they persuade you?
  
- There are extremes in fashion. To practice moderation you could try to wear styles that are modest and show good taste, rather than ones that are the most extreme of what is fashionable.

- Watching T.V. and listening to CD's or the radio can get out of control. Try to limit the amount of time spent doing these and use the time saved to study, to read a good book, or to learn a hobby.
- Remember that everything that you have comes from God and that the end of your life is the salvation of your soul. Can you think of 3 aspects of your daily life in which you could practice moderation and which would help you to have a better grasp of your relationship with God?

### **REL.7.V3      VIRTUE: MODESTY**

**Modesty** is the virtue by which a person does not draw undue attention to himself or herself. He or she is self-assured, but not self-absorbed. He or she is temperate in dress, language, and deportment and has a strong sense of the value of his privacy. He or she knows that being a person is fundamentally incompatible with being an object for public consumption. Modesty is, as it were, his body's conscience. (*HV, p. 168*)

#### **SCRIPTURE/READINGS:**

cf 1 Cor 6:13-15; 17, 20; Sir 24:24; 1 John 2:16; cf Matt 5:8; Phil 4:8; Matt 26:41; Ps 50:10; cf Eph 5:2-5.

#### **PRACTICES:**

- Try to remember that everything you have is from and for God. We must administer whatever God has given in such a way that we glorify Him to the best of our ability. Make a list of 3 abilities or talents you have and think of some ways in which you can use them to serve God in the next week.
- Think about the clothes you wear and imagine what effect they can have on others - either for good or not. Have a discussion with your classmates about the styles that are in fashion and determine whether they are modest or not.
- Many of the T.V. shows offend against the virtue of modesty by displaying people not properly dressed or by displaying aspects of relationships which should be private. Think about what effect watching these shows could have on a young person's virtue of modesty. How can such shows be avoided?
- Modesty is the safeguard of the virtue of purity. Say a prayer each day for the ability to develop the virtue of purity.
- Modesty also controls ones emotions. If you find that you get very angry or are inclined to be impatient, stop and ask for the grace to be moderate.

### **REL.7.V4      VIRTUE: RESPECT FOR OTHERS**

**Respect for others** is the virtue by which we always act in a way that will benefit ourselves and others, and avoid any action which would hurt ourselves or others. Underlying this virtue is the realization that each person is made in the image and likeness of God and has an immortal soul which will live for all eternity.



**SCRIPTURE/READINGS:**

Second Vatican Council, Lumen Gentium, 11:31; John 15:16; Genesis 1:1, 27; Gen 12; Second Vatican Council, Gaudium et Spes, 12; John 15:12; 1 Cor 13:1; Matt 5:38-48; John 13:34-35; cf Matt 25:31-40; Matt 20:28.

**PRACTICES:**

- Parents, teachers, priests and others with special authority deserve respect at all times. Make an effort to show respect in a special way to one of these who has an influence on your life.
  
- Each person deserves respect as a child of God. Think of a way that you can show respect to someone who would not normally get respect - e.g., a homeless person, someone who is dying, someone who is new to your class.
  
- Everyone is different and must be treated differently. Do you realize that some classmates are not as talented in some subjects, but may be specially skilled in another field? Get to know a classmate and find out his strengths.
  
- God has shown great respect for all of us by giving us free will and the ability to think and choose. Do you use your intelligence and abilities to serve God and other people? Plan a project in which you can serve others and God during the next week.
  
- Pray for the grace to be able to respect others as Jesus would respect them.

**REFERENCES:**

CB = Character Building by David Isaacs, Four Courts Press, 1984, Republic of Ireland

HV = The Heart of Virtue by Donald deMarco, Ignatius Press, 1996, San Francisco

English



## READING LANGUAGE ARTS

### GRADE 7

#### MASTERY OF SKILLS

- Application of writing skills and techniques in various types of essays (narrative, expository, descriptive)
- Revision of writing for clarity, relevancy, and organization
- Ability to identify point of view and theme in a novel
- Ability to write and publish a paper in MLA format

#### Standard 1 – Oral Language & Listening

##### **R/L.7.1 The student will further develop active listening skills**

- a. Participate in conversations, group discussions, and oral presentations
- b. Develop critical listening skills
- c. Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- d. Ask questions to seek elaboration and clarification of ideas
- e. Make statements to communicate agreement or tactful disagreement with others' ideas
- f. Paraphrase and summarize a speaker's key ideas

##### **R/L.7.2 The student will speak effectively**

- a. Paraphrase each major topic and add supporting ideas with accurate details
- b. Acknowledge others' points of view
- c. Use language and style appropriate to audience, topic, and purpose
  - i. Pitch
  - ii. Stress
- d. Deliver oral presentations
  - i. Use research steps
  - ii. Include evidence
  - iii. Identify/recognize a clear point of view
  - iv. Establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict) and point of view
  - v. Describe major and minor characters and a definite setting
  - vi. Use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and



- suspense and showing narrative action with movement, gestures, and expressions
- vii. Use verbal and non-verbal communication appropriate to the audience
- viii. Ask questions to elicit information, include questions to support speaker's claims and conclusions
- ix. Deliver oral summaries of articles, books – share ideas in own words as well as cite textual evidence

**R/L.7.3 The student will learn to identify and demonstrate relationships between a speaker's verbal and non-verbal messages**

- a. Be able to use/recognize and compare/contrast verbal and non-verbal messages such as:
  - i. Word choice
  - ii. Pitch
  - iii. Feeling
  - iv. Tone
  - v. Voice for intended audience
  - vi. Eye contact and voice projection
  - vii. Posture
  - viii. Gestures

**Standard 2 – Reading/Literature**

**R/L.7.4 The student will read and learn the meaning of unfamiliar words and increase vocabulary**

- a. Choose a variety of strategies to determine the meaning of unknown words
- b. Use authentic texts
- c. Extend general and specialized vocabulary through speaking, listening, reading, and writing
- d. Use cross-curricular vocabulary in speaking, listening, reading, and writing
- e. Use word structure to analyze relationships among words within texts
- f. Identify connotation and denotation
- g. Identify and analyze figurative language
  - i. Oxymoron
  - ii. Allusion
  - iii. Irony
  - iv. Idioms
- h. Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases



**R/L.7.5 The student will demonstrate comprehension of literature selections in fiction, poetry, and prose**

- a. Describe the elements of narrative structure including setting, character development, plot structure, theme, conflict and how they influence each other
- b. Compare and contrast various forms and genres of fictional text
- c. Identify conventional elements and characteristics of a variety of genres
- d. Describe the impact of word choice, imagery, and literary devices including figurative language
- e. Make, confirm, and revise predictions
- f. Use prior and background knowledge as a context for new learning
- g. Make inferences and draw conclusions based on the text
  - i. Identify the main idea
  - ii. Summarize, generalize and paraphrase text relating supporting details
  - iii. Identify the author's organizational pattern
  - iv. Recognize problem/solution
  - v. Determine chronological order
  - vi. Identify cause and effect relationships
  - vii. Analyze internal and external conflict
- h. Use reading strategies to monitor comprehension throughout the reading process

**R/L.7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts**

- a. Skim materials using text features including type, headings, and graphics to predict and categorize information
- b. Identify an author's organizational pattern using textual clues, such as transitional words and phrases
- c. Make inferences and draw logical conclusions using explicit and implied textual evidence
- d. Differentiate between fact and opinion
- e. Identify the source, viewpoint, and purpose of texts
- f. Describe how word choice and language structure convey an author's viewpoint
- g. Identify the main idea
- h. Summarize text identifying supporting detail
- i. Create an objective summary including main idea and supporting details
- j. Identify cause and effect relationships
- k. Organize and synthesize information for use in written and other formats
- l. Analyze ideas within and between selections providing textual evidence
- m. Use reading strategies to monitor comprehension throughout the reading process



### Standard 3 – Writing/Grammar

#### R/L.7.7

##### The student will write daily

- a. Identify intended audience
- b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas (examples: lists, graphic organizers, outlines, concept maps)
- c. Organize writing structure to fit mode or topic
  - i. Narrative
  - ii. Descriptive
  - iii. Expository
  - iv. Persuasive
- d. Establish a central idea and organization
- e. Compose a topic sentence or thesis statement
- f. Write cohesive multi-paragraph compositions elaborating on the central idea
- g. Select vocabulary and information to enhance the central idea, tone, and voice
- h. Use clauses and phrases for sentence variety
- i. Evaluate and revise content (proofread)
- j. Use computer technology to plan, draft, revise, edit, and publish writing
- k. Share writing with others
- l. Use appropriate style (MLA)

#### R/L.7.8

##### The student will apply grammatical rules when writing (review 6.6 as needed)

- a. Complex sentences
- b. Correlative conjunctions
- c. Subordinate conjunctions
- d. Intensive pronouns
- e. Reflexive pronouns
- f. Relative pronouns
- g. Indefinite and definite adjectives
- h. Active voice and passive voice
- i. Indicative mood, imperative mood, and subjunctive mood
- j. Simple, perfect, progressive verb tenses
- k. Interrogative adverbs
- l. Verbals
  - i. Gerunds
  - ii. Infinitives
  - iii. Participles
- m. Diagram compound sentences
- n. Diagram complex sentences
- o. Follow rules of capitalization
- p. Follow rules of punctuation



- R/L.7.9 The student will use correct spelling**
- a. Understand structural principles and spelling patterns
  - b. Spell words learned in the content areas correctly
  - c. Spell high frequency words correctly
  - d. Identify the etymology of words (Greek and Latin roots)
  - e. Practice proofreading skills

- R/L.7.10 The student will write legibly**
- a. Present work neatly done in cursive
  - b. Write with correct form, alignment, and spacing

## **Standard 4 – Media Literacy**

- R/L.7.11 Students will understand the elements of media literacy and be able to:**
- a. Distinguish between persuasive and informative techniques used in media
  - b. Distinguish between fact and opinion, evidence and inference
  - c. Recognize how word choice and visual images convey a viewpoint
  - d. Create and publish audience-specific media messages
  - e. Develop an understanding of digital media and digital footprint

## **Standard 5 – Research**

- R/L.7.12 The student will locate information in reference sources**
- a. Note format and parts of books
  - b. Use alphabetical sequence to locate information
  - c. Use appropriate reference materials
  - d. Utilize electronic references
  - e. Use library skills to locate information
  - f. Use electronic databases, when possible, to access information
  - g. Choose appropriate reference sources (ex. dictionaries, almanacs, thesaurus, books, magazines, pamphlets, newspapers, primary sources, calendars)
  - h. Skim materials to develop a general overview of content or to locate specific information
  - i. Compose a list of references (works cited or bibliography in MLA format)
  - j. Distinguish between primary and secondary reference sources
  - k. Evaluate the validity and authenticity of sources
  - m. Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
  - n. Formulate and revise questions about a research topic
  - o. Develop an understanding of plagiarism and its repercussions



## **Standard 6 – Technology**

- R/L.7.13 Use technology as a tool to research, organize, evaluate, and communicate information**
- a. Select relevant information (content and images) from appropriate technology resources
  - b. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement research
  - c. Refine search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
  - d. Collect and organize information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)



# Math



## MATHEMATICS SEVENTH GRADE

### *Overview*

The seventh grade math curriculum is based on the skills introduced and mastered in grades K-6. For seventh grade, emphasis is placed on the following skills:

- Add, subtract, multiply, and divide positive rational numbers (whole numbers, fractions, mixed numbers, decimals), expressing answer in either simplest form or rounded to the nearest given place value; solve real world context problems involving positive rational numbers (decimals, fractions, mixed numbers), using a variety of problem solving strategies.
- Evaluate numerical expressions consisting of integers, absolute values, exponents, and/or negative signs by applying the order of operations and the Properties of Real Numbers.
- Round, compare, order, and graph (on a number line) positive and negative rational numbers (integers, fractions, mixed numbers, terminating and repeating decimals, numbers written in scientific notation).
- Find the percent of a number, what percent one number is of another, and find a number when the percent is known (methods include applying proportional reasoning and writing equations).
- Identify parts of a given variable expression, equation, or inequality (operations, variables, constants, coefficients, exponents, bases, terms, factors); interpret the parts of and write variable expression, equation, or inequality that represents a real world context.
- Solve two-step linear equations with one variable, including those that represent real world contexts, by applying the Properties of Equality; solve, graph, and interpret the solutions of one-step inequalities with one variable, including those that represent real world contexts, by applying the Properties of Inequality.
- Find the perimeter and area of compound figures (composed of rectangles, right triangles, and/or half circles); find the volume and surface area of prisms, cylinders, and spheres.

### MASTERY OF SKILLS

- Add, subtract, multiply, and divide whole numbers, decimals, fractions, and mixed numbers (expressing answer in either simplest form or rounded to the nearest given place value).
- Convert between positive fractions (including improper fractions and mixed numbers), decimals, percents, numbers written in scientific notation, diagrams (including a number line), and real world contexts.
- Find the perimeter and area of rectangles, triangles, and parallelograms; find the circumference and area of circles; find the volume and surface area of rectangular prisms.
- Write the ordered pair of a given point; graph an ordered pair on a coordinate plane; determine the location of an ordered pair (axis or quadrant).



## MATHEMATICS

### APPLICATION OF SKILLS

#### Standard 1 – Number Sense and Estimation

- M.7.1 Evaluate powers with positive, zero, and negative exponents (numerical bases); write equivalent expressions of powers with negative exponents [ex.  $2^{-3} = 1/(2^3)$ ].
- M.7.2 Convert values between scientific notation and standard form (positive and negative exponents).
- M.7.3 Round, compare, order, and graph (on a number line) positive and negative rational numbers (integers, fractions, mixed numbers, terminating and repeating decimals, numbers written in scientific notation).



## MATHEMATICS

### Standard 2 - Computation and Fluency

- M.7.4 Add, subtract, multiply, and divide positive rational numbers (whole numbers, fractions, mixed numbers, decimals), expressing answer in either simplest form or rounded to the nearest given place value; solve real world context problems involving positive rational numbers (decimals, fractions, mixed numbers) using a variety of problem solving strategies.
- M.7.5 Evaluate numerical expressions consisting of integers, absolute values, exponents, and/or negative signs by applying the order of operations and the Properties of Real Numbers.
- M.7.6 Find the percent of a number, what percent one number is of another, and find a number when the percent is known (methods include applying proportional reasoning and writing equations).
- M.7.7 Find and apply the percent of change (increase or decrease) to solve real world context problem.



## MATHEMATICS

### Standard 3 – Measurement

- M.7.8 Approximate unit conversions between the customary and metric systems (ex.  $1 \text{ kg} \approx 2.2 \text{ lbs}$ ).
- M.7.9 Write equivalent rates by converting one or both of its units (ex.  $1 \text{ in}/\text{min} = 5 \text{ ft}/\text{hr}$ ).
- M.7.10 Convert square and cubic units (ex.  $1 \text{ ft}^2 = 144 \text{ in}^2$ ;  $1 \text{ cm}^3 = 1000 \text{ mm}^3$ ).
- M.7.11 Construct precise scale drawings and models with appropriate scale factors of real world two-dimensional and three-dimensional objects using rulers and other measuring tools (*moved from 8<sup>th</sup> grade*).



## MATHEMATICS

### Standard 4 - Geometry

- M.7.12 Find the perimeter and area of compound figures composed of rectangles, right triangles, and/or half circles.
- M.7.13 Find the volume and surface area of prisms, cylinders, and spheres using a formula sheet, nets, and/or calculating the sum of the area of the faces [approximating for  $\pi$  (pi) using a calculator or writing in  $\pi$  (pi) notation as necessary].
- M.7.14 Identify properties of triangles (scalene, isosceles, equilateral, acute, right, obtuse) and quadrilaterals (trapezoids, parallelograms, rhombi, rectangles, squares).
- M.7.15 Identify special angle pairs and their properties (complementary, supplementary, adjacent, vertical, linear pair), including corresponding, alternate interior, and alternate exterior angles formed by the intersections of a transversal and parallel lines.
- M.7.16 Find missing angles of a given diagram or situation (ex. special angle pairs; triangle or quadrilateral).
- M.7.17 Find the scale factor of two similar figures and/or missing angles and side lengths (methods include writing proportions and using proportional reasoning).
- M.7.18 Identify and graph transformations of ordered pairs on the coordinate plane [translations; reflections over the x-axis and y-axis; 90 or 180 rotations with center (0, 0); dilations of positive scale factors with center (0, 0)].



## MATHEMATICS

### Standard 5 - Data Analysis and Probability

- M.7.19 Identify and find the probability of opposite, mutually exclusive, and overlapping events.
- M.7.20 Make predictions given a probability (theoretical or experimental) or data display.
- M.7.21 Determine the number of possible arrangements or outcomes of a given situation using tree diagrams or the Basic Counting Principle.
- M.7.22 Collect, display, and analyze data in frequency tables, stem-and-leaf plots, histograms, and boxplots (i.e. box and whisker diagram; ex. median, interquartile range, percent of data within a given interval) (*moved from M.7.19*).



## MATHEMATICS

### Standard 6 - Patterns, Functions and Algebra

- M.7.23 Find, interpret, and apply the unit rate of a given real world context, ratio table, or graph that represents a proportional relationship between two quantities (ex. unit conversion, speed, percents, prices).
- M.7.24 Identify parts of a given variable expression, equation, or inequality (operations, variables, constants, coefficients, exponents, bases, terms, factors); interpret the parts of and write variable expression, equation, or inequality that represents a real world context.
- M.7.25 Evaluate multi-step, multi-operational variable expressions and formulas (given numerical replacement values) including those with exponents (ex. surface area and volume formulas; converting temperatures between Fahrenheit and Celsius).
- M.7.26 Solve two-step linear equations with one variable, including those that represent real world contexts, by applying the Properties of Equality.
- M.7.27 Solve, graph, and interpret the solutions of one-step inequalities with one variable, including those that represent real world contexts, by applying the Properties of Inequality.
- M.7.28 Identify the independent and dependent variables of a given relationship within a real world context, table, graph, or two-variable equation.
- M.7.29 Write and graph equations with two variables (i.e. functions) that model a given real world proportional or additive relationship (ex. unit rate).



# Science



**SCIENCE**  
**SEVENTH GRADE**

**Scientific Reasoning, Investigation and Logic**

- S.7.1** The student will plan and conduct investigations in which
- a) data are organized into tables showing repeated trials and means
  - b) variables are defined
  - c) metric units (SI—International System of Units) are used
  - d) models are constructed to illustrate and explain phenomena
  - e) sources of experimental error are identified
  - f) dependent variables, independent variables and constants are identified
  - g) variables are controlled to test hypotheses and trials are repeated
  - h) continuous line graphs are constructed, interpreted and used to make predictions
  - i) interpretations from a set of data are evaluated and defended
  - j) an understanding of the nature of science is developed and current applications are used to reinforce life science concepts
  - k) a classification system is developed based on multiple attributes
  - l) instruments, such as simple compound light microscopes, triple beam and electronic balances, thermometers, metric rulers, graduated cylinders and probeware are used to make observations and measurements
- S.7.2** The student will demonstrate the ability to select design and implement an independent research project by participating in a Science Fair or national contest or in a competition requiring independent scientific research.

**Life Science**

- S.7.3** The student will define and discuss the basic theories of the origin of life.  
Concepts include:
- a) spontaneous generation and the disproof of this theory
  - b) biogenesis and the proof of this theory
- S.7.4** The student will define and explain life processes.  
Concepts include:
- a) use of energy
  - b) growth and development
  - c) ability to adapt
  - d) respiration
  - e) reproduction
  - f) response to stimuli



**S.7.5**

The student will investigate and understand that all living things are composed of cells.

**Concepts include:**

- a) cell structure and organelles
- b) similarities and differences between plant and animal cells
- c) development of cell theory
- d) cell division – mitosis and meiosis
- e) construct a cell model
- f) living things show patterns of cellular organization: cells, tissues, organs and systems

**S.7.6**

The student will investigate and understand cell functions and processes.

**Concepts include:**

- a) movement of materials across cell membranes, including: passive and active transport, osmosis and selective permeability
- b) the basic physical and chemical processes of photosynthesis and its importance to plant and animal life, including energy transfer between sunlight and chlorophyll, transformation of water and carbon dioxide into sugar and oxygen; and photosynthesis as the foundation of virtually all food webs
- c) cellular respiration
- d) an introduction to organic compounds including: carbohydrates, lipids and proteins

**S.7.7**

The student will investigate and understand that organisms reproduce and transmit genetic information to new generations.

**Concepts include:**

- a) historical contributions and significant discoveries related to genetics (for example, Rosalind Franklin, Watson, and Crick and Gregor Mendel)
- b) structure and role of DNA
- c) function of genes and chromosomes
- d) dominant and recessive traits
- e) genotypes and phenotypes
- f) Punnett squares
- g) characteristics that can and cannot be inherited
- h) genetic engineering and its applications such as disease therapy and agriculture (enrichment)



**S.7.8**

The student will investigate and understand that populations of organisms change over time.

**Concepts include:**

- a) the relationships of mutation, adaptation, natural selection and extinction
- b) evidence of evolution of different species in the fossil record
- c) how environmental influences, as well as genetic variation, can lead to diversity of organisms

**S.7.9**

The student will define, classify and describe the **basic** characteristics of the domains and kingdoms of living organisms. Basic characteristics include 1) number of cells in the organism, 2) method of obtaining food, 3) whether or not they move, 4) the presence or absence of a nucleus in their cells.

**Concepts may include:**

- a) the distinguishing characteristics of domains of organisms (Archaea, Eubacteria, Eukaryotes)
- b) the distinguishing characteristics of kingdoms of organisms; (Archaeobacteria, Eubacteria, Protists, Fungi, Plants, Animals)
- c) the basic characteristics of major animal phyla (cnidarians, annelids, arthropods, echinoderms, mollusks and chordates) and plant divisions (mosses, ferns, conifers, angiosperms)
- d) the characteristics that define a species
- e) dichotomous key
- f) binomial nomenclature
- g) viruses

**S.7.10**

The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment.

**Concepts include:**

- a) the carbon, water and nitrogen cycles
- b) interactions resulting in a flow of energy and matter throughout the system
- c) complex relationships within terrestrial, freshwater and marine ecosystems
- d) energy flow in food webs and energy pyramids

**S.7.11**

The student will investigate and understand that interactions exist among members of a population.

**Concepts include:**

- a) competition, cooperation, social hierarchy, territorial imperative
- b) influence of behavior on a population



**S.7.12** The student will define and explain the process of growth and development and life span of the human.

**Concepts include:**

- a) neonate, infant, childhood, adolescence and adult
- b) behavioral and developmental expectations
- c) endocrine

**S.7.13** The student will understand the process of reproduction of the human. This unit could be integrated with, or taught as, the Family Life Unit of Religion. Be **SURE** to check your school policy prior to instructing this objective. Refer to the Formation of Christian Chastity policy.

# Social Studies



## **SOCIAL STUDIES SEVENTH GRADE**

### *Overview*

#### **United States History to 1877 Pre-Columbian Times to Civil War Reconstruction**

Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until Reconstruction. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship; integrate writing skills into the curriculum, as well as making links to other curriculum areas; and recognizing and discussing current events material and its application to the course of studies. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.



## SOCIAL STUDIES APPLICATION OF SKILLS

### Standard 1 – Catholic Identity

- SS.7.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on:
    1. Rights and responsibilities
  - b) employ age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Humility, Moderation, Modesty, and Respect for Others)





## SOCIAL STUDIES

### Standard 2 – Social Science Skills

- SS. 7.2 The student will study the following types of non-fiction writing:
- a) Primary Sources
    - 1. documents and speeches
  - b) Secondary Sources
    - 1. editorial commentary
  - c) Integrated Writing and Rhetoric
  - d) Current Events Recognition and Discussion
  - e) Historical methods (graphic organizers)
    - 1. interpret patriotic slogans



## SOCIAL STUDIES

### Standard 3 – Map Skills

SS.7.3 The student will integrate skills for historical and geographical analysis, including the ability to:

a) Place:

1. analyze and interpret maps to explain relationships among:
  - i. landforms
  - ii. water features
  - iii. climatic characteristic
  - iv. historical events

b) Movement:

1. identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877
2. make connections between the past and the present
3. interpret ideas and events from different perspectives
  - i. urban
  - ii. rural dwellers
  - iii. labor
  - iv. women, minorities
4. evaluate and discuss issues orally and in writing
5. interpret excerpts from notable speeches and documents

c) Regions:

1. sequence events in United States history from pre-Columbian times to 1877

SS.7.4 The student will use maps, globes, photographs, pictures, and tables to:

a) Regions:

1. locate and describe the geographic regions of North America:
  - i. Coastal Plain
  - ii. Appalachian Mountains\*
  - iii. Canadian Shield
  - iv. Interior Lowlands
  - v. Great Plains
  - vi. Rocky Mountains\*
  - vii. Basin and Range
  - viii. Coastal Range



2. locate and identify the water features important to the early history of the United States:
  - i. Great Lakes
  - ii. Mississippi River
  - iii. Missouri River
  - iv. Ohio River
  - v. Columbia River
  - vi. Colorado River
  - vii. Rio Grande
  - viii. Atlantic Ocean\*
  - ix. Pacific Ocean\*
  - x. Gulf of Mexico\*

*\*indicates an item taught at a younger grade, should be review for students.*



## Standard 4 – Exploration to Revolution: Pre-Columbian Times to the 1770s

SS.7.5 The student will demonstrate knowledge of how early cultures developed in North America by:

- a) Human and Environmental Interactions:
  1. describing how the Native Americans used their environment to obtain
    - i. food
    - ii. clothing
    - iii. shelter
- b) Regions:
  1. locating where Native Americans settled. Examples include:
    - i. Arctic (Inuit)
    - ii. Northwest (Kwakiutl)
    - iii. Plains (Sioux)
    - iv. Southwest (Pueblo)
    - v. Eastern Woodland (Iroquois)

SS.7.6 The student will demonstrate knowledge of European exploration in North America and West Africa by:

- a) Place:
    1. describing cultural interactions between Europeans and Native Americans that led to cooperation and conflict
  - b) Movement:
    1. describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations
      - i. Amerigo Vespucci
      - ii. Bartolmeu Dias\*
      - iii. Charles Garnier
      - iv. Christopher Columbus
      - v. Francisco Wasques de Coronado\*
      - vi. Friar Bartolome de las Casas\*
      - vii. Friar Juan de Padilla
      - viii. St. Junipero Serra
      - ix. Giovanni da Verrazano
      - x. Hernan Cortes\*
- (cont.)



- xi. Hernando de Soto
- xii. Jacques Cartier\*
- xiii. Jacques Marquette
- xiv. Jean de Brebeuf
- xv. Juan Ponce de Leon\*
- xvi. Leif Ericsson
- xvii. Louis Joliet
- xviii. Madoc
- xix. Vasco Nunez de Balboa\*

c) Regions:

- 1. identifying the location and describing the characteristics of West African societies and the origins of the slave trade.

SS.7.7

The student will demonstrate knowledge of the factors that shaped colonial America by:

a) Human and Environmental Interactions:

- 1. comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment

b) Movement:

- 1. describing the religious and economic events and conditions that led to the colonization of America including key religious figures:
  - i. Charles and Daniel Carroll
  - ii. John Carroll
  - iii. Elizabeth Ann Seton
- 2. identifying the political and economic relationships between the colonies and

Europe

c) Regions:

- 1. describing colonial life in America from the perspectives of:
  - i. large landowners
  - ii. farmers
  - iii. artisans
  - iv. women
  - v. indentured servants
  - vi. slaves



## Standard 5 – Revolution and the New Nation: 1770s to the early 1800s

- SS.7.8 The student will demonstrate knowledge of the causes and results of the American Revolution by:
- a) Place:
    1. explaining the fundamental principles of:
      - i. consent of the governed
      - ii. limited government rule of law
      - iii. democracy
      - iv. representative government
  - b) Human and Environmental Interactions:
    1. describing key events and the roles of key individuals in the American Revolution, with emphasis on:
      - i. George Washington
      - ii. Benjamin Franklin
      - iii. Thomas Jefferson
      - iv. Patrick Henry
      - v. Thomas Paine
  - c) Movement:
    1. identifying the issues that led to the American Revolution and the Declaration of Independence
    2. identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke
    3. explaining reasons why the colonies were able to defeat Britain
- SS.7.9 The student will demonstrate knowledge of the challenges faced by the new nation by:
- a) Place:
    1. identifying the weaknesses of the government established by the Articles of Confederation
    2. identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights with special emphasis on the purpose of the Constitution as stated in its Preamble
  - b) Movement:
    1. identifying the conflicts that resulted in the emergence of political parties
    2. describing the major accomplishments of the first five presidents of the United States



- SS.7.10 The student will demonstrate knowledge of the American constitutional government by:
- a) Place:
    1. explaining the relationship of state governments to the national government in the federal system
    2. describing the structure and powers of:
      - i. local
      - ii. state
      - iii. national governments
    3. explaining the principle of
      - i. separation of power
      - ii. checks and balances
  - b) Movement:
    1. identifying the procedures for amending the Constitution of the United States
- SS.7.11 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by:
- a) Human and Environmental Interactions:
    1. explaining the lawmaking process
    2. describing the roles and powers of the executive branch
    3. examining the impact of the media on public opinion and public policy
    4. describing how individuals and interest groups influence public policy
- SS.7.12 The student will demonstrate knowledge of the judicial systems established by the State Constitution and the Constitution of the United States by:
- a) Place:
    1. describing the organization and jurisdiction
      - i. federal courts
      - ii. state courts
    2. describing the exercise of judicial review
    3. explaining court proceedings
      - i. civil cases
      - ii. criminal cases
    4. explaining how “due process” protections attempt to ensure justice



## Standard 6 –Expansion and Reform: 1801-1861

SS.7.13 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 and the concept of Manifest Destiny by:

a) Human and Environmental Interactions:

1. describing territorial expansion and how it affected the political map of the United States with emphasis on:

- i. Louisiana Purchase
- ii. Lewis and Clark expedition
- iii. War of 1812
- iv. Mexican American War 1845
- v. Texas Annexation
- vi. Henry Clay
- vii. John Brown
- viii. Bleeding Kansas
- ix. Dred Scott
- x. Andrew Jackson
- xi. Trail of Tears
- xii. California Gold Rush
- xiii. Acquisition of:
  - a. Florida
  - b. Texas
  - c. Oregon
  - d. California

xiv. The War with Mexico

2. describing the impact of inventions on life in America

- i. cotton gin
- ii. reaper
- iii. steamboat
- iv. steam locomotive

b) Movement:

1. identifying the geographic, religious and economic factors that influenced the westward movement of settlers
2. identifying the main ideas
  - i. abolitionist movement
  - ii. suffrage movements





SS 7.14

The student will demonstrate knowledge of Jacksonian Democracy

- a) Human and Environmental Interactions:
  - 1. War on the Bank of the United States
  - 2. States' Rights
  - 3. Trail of Tears



## Standard 7 – Civil War and Reconstruction: 1860 to 1877

SS.7.15 The students will demonstrate knowledge of the causes, major events, and effects of the Civil War by:

- a) Location:
  1. identifying on a map the states that seceded from the Union and those that remained in the Union
  2. using maps to explain critical developments in the war, including, but not limited to, major battles such as:
    - i. Bull Run/Manassas
    - ii. Antietam/Sharpsburg
    - iii. Gettysburg
    - iv. Vicksburg
- b) Place:
  1. describing the cultural issues that divided the nation.
- c) Human and Environmental Interactions:
  1. describing the roles of :
    - i. Abraham Lincoln
    - ii. Jefferson Davis
    - iii. Ulysses S. Grant
    - iv. Robert E. Lee
    - v. Thomas “Stonewall” Jackson
    - vi. Frederick Douglas
  2. explaining how the issues of states’ rights and slavery increased sectional tensions analyzing two important documents of the time
    - i. Emancipation Proclamation
    - ii. Gettysburg Address
  3. describing the effects of war from the perspectives of:
    - i. Union and Confederate soldiers (including African American soldiers)
    - ii. women
    - iii. slaves
- d) Movement:
  1. describing the economic and constitutional issues that divided the nation
  2. identifying prominent Catholics during this time period
    - i. Chief Justice Taney
    - ii. Philip Sheridan
    - iii. Pierre Gustave Toutant Beauregard
    - iv. Father Abram J. Ryan
    - v. Religious Communities of Women
    - vi. John Nepomucene Neumann



SS.7.16

The student will demonstrate knowledge of the effects of Reconstruction on America by:

- a) Place:
  1. explaining the impeachment of Andrew Johnson
- b) Human and Environmental Interactions:
  1. describing the impact of Reconstruction policies on the South
- c) Movement:
  1. identifying provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution of the United States and their impact on the expansion of freedom in America



## Standard 8 – Technology

- SS 7.17 Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings
- a) engaging students in exploring real-world issues and solving authentic problems using digital tools and resources

**P.E.**

## Grade Seven Grade Level Objectives

(Refer to monitoring sheets for guided breakdown skills.)

### Skilled Movement

P.7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.

- a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
- b) Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
- c) Demonstrate basic abilities and safety precautions in recreational pursuits.
- d) Demonstrate moving to a rhythm in a selected dance such as folk, country, square, contemporary, and line dances.
- e) Demonstrate the ability to use fine motor skills (e.g. load a bow/archery, golf putt)

### Movement Principles and Concepts

P.7.2 The student will understand and apply movement principles and concepts.

- a) Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).
- b) Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
- c) Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
- d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
- e) Identify similarities in movements across different physical activities (e.g., overhand throw, tennis serve, overhand volleyball serve, and overhead clear in badminton).

### Personal Fitness

P.7.3 The student will apply concepts and principles of training to improve physical fitness.

- a) Identify safe practices for improving physical fitness.
- b) Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.

#### AND/OR

Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.

- c) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Youth Fitness Program)
- d) Use a variety of resources, including available technology, to monitor fitness improvement.
- e) Explain the relationship between physical activity and body composition.
- f) Demonstrate correct form when performing physical activities.

### Responsible Behaviors

P.7.4 The student will work independently and with others in cooperative and competitive physical activity settings.

- a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings.

- b) Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
- c) Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.

**Physically Active Lifestyle**

P.7.5 The student will select and participate in physical activity to produce health-related benefits.

- a) Select and set goals, and participate in and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.
- b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.
- c) Summarize the potential short and long term physical and emotional benefits of regular physical activity.

# Health



## **Grade Seven**

Students in grade seven recognize the dignity and self-worth of the human person as a child of God. Students will generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy Christian lifestyle, interpret health information, and promote good health.

### **Essential Health Concepts**

7.1 The student will identify and explain essential health concepts to understand personal health.

- a) Identify and describe the major structures and functions of the circulatory system.
- b) Identify ways to increase daily physical activity.
- c) Explain the concept of active transportation (walking and biking).
- d) Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.
- e) Analyze the caloric and nutritional value of foods and beverages.
- f) Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.
- g) Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber. h) Describe how heredity influences growth and development.
- h) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.
- i) Identify consumer protections for health products and services.
- j) Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.
- k) Analyze the benefits of stress management and stress-reduction techniques.
- l) Recognize harmful and risky behaviors.
- m) Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and being online.
- n) Identify alternatives to gang-related behaviors and acts of violence.
- o) Develop strategies for coping with disappointment.
- p) Identify physical, social, and emotional factors that affect school success.
- q) Identify the benefits of healthy interpersonal relationships.
- r) Recognize the impact of difficult family situations on physical, social, and emotional health.
- s) Differentiate between passive, aggressive, and assertive communication.

- t) Explain how violence, bullying, and harassment affect health and safety.
- u) Describe the role of empathy in preventing bullying (in school and online).
- v) Describe human activities that contribute to air, water, soil, and noise pollution.

## Healthy Decisions

7.2 The student will use decision-making skills to promote health and personal wellness.

- a) Determine the health benefits of regular physical activity and fitness.
- b) Examine the importance of participating in recreational and leisure activities.
- c) Calculate the health benefits of active transportation.
- d) Describe how healthy food choices and physical activity keep the circulatory system healthy.
- e) Analyze the effects of nutrition on daily performance.
- f) Determine the cognitive and physical benefits of eating a healthy breakfast.
- g) Evaluate the accuracy of claims about dietary supplements and popular diets.
- h) Use a decision-making process to evaluate daily food intake and nutritional requirements.
- i) Compare current personal sleep and rest habits with recommended guidelines for teenagers.
- j) Evaluate the impact of sleep and rest on physical and mental performance.
- k) Describe types of advertising techniques used in a variety of media, to include social media, that may influence adolescents' decisions concerning alcohol, tobacco, and drug use, and gang involvement.
- l) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.
- m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.
- n) Explain the influence of personal and family values and beliefs on individual health practices and behaviors.
- o) Describe how peers influence healthy and unhealthy behaviors.
- p) Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.
- q) Develop achievable goals for handling stressors in healthy ways.
- r) Explain the importance of a positive (emotionally safe) school climate for school success.
- s) Explain why it is important to prevent bullying at school and online.
- t) Describe how a healthy environment is essential to personal and community health.

- u) Evaluate the relationship of social and environmental factors to individual and community health.
- v) Identify the community's financial resources dedicated to promoting health.

## **Advocacy and Health Promotion**

7.3 The student will work cooperatively with others to support and promote a healthy and Christian spirit in schools, families, and communities. Key concepts/skills include

- a) personal responsibility for exhibiting healthy practices within the school and community setting
  1. virtues (truthfulness, trustworthiness, friendliness, etc.)
  2. manners
  3. encouragement of others
  4. appropriate cooperation and sharing of workload
  5. volunteering
- b) Create a campaign to promote cardiovascular health.
- c) Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.
- d) Design and promote safe walking and bike routes to and from school or another location in the community.
- e) Encourage nutrient-dense food choices at home and at school.
- f) Encourage peers and family members to eat healthy foods and to be physically active.
- g) Create a personal and family plan to meet guidelines for sleep and rest.
- h) Promote the importance of regular health and medical screenings and medical examinations.
- i) Identify ways to participate in school and community efforts to promote a drug-free lifestyle.
- j) Describe how family practices and customs promote positive health choices.
- k) Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.
- l) Evaluate the validity of information from different resources, and share findings with others.
- m) Identify a health care product or service for students, families, schools, or communities.
- n) Demonstrate how to influence others to make positive health choices.
- o) Create strategies to address differences between family values and beliefs and those of friends.
- p) Create strategies to promote awareness of consequences associated with gang involvement.
- q) Promote strategies for coping with disappointment and adversity.
- r) Promote help-seeking for mental health concerns.

- s) Design an evaluation tool that measures the safety and supportiveness of a school climate.
- t) Create a campaign to prevent bullying in school and online.
- u) Identify ways to maintain a safe and healthy environment at school and at home.
- v) Demonstrate ways to conserve and promote the conservation of natural resources.
- w) The benefits of community and personal service

## **Grade Eight**

Students in grade eight recognize the dignity and self-worth of the human person as a child of God. Emphasis on respect for life should be given. Students will have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

### **Essential Health Concepts**

8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

- a) Identify and describe the major structures and functions of the brain and nervous system.
- b) Assess the health risks of a sedentary lifestyle.
- c) Examine the health risks caused by food contaminants.
- d) Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.
- e) Assess the health risks of not getting enough sleep.
- f) Explain the roles of preventive health measures, immunization, and treatment in disease prevention.
- g) Analyze the risk factors associated with communicable and noncommunicable diseases.
- h) Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.
- i) Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
- j) Research the signs, symptoms, and causes of addiction.
- k) Explain how drugs affect the brain.
- l) Describe the relationship between healthy behaviors and cognitive performance.
- m) Identify the benefits and risks of social networking.

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# Spanish

## **SPANISH 2 HIGH SCHOOL CURRICULUM OBJECTIVES**

**This course is the second year of study in High School. Students who successfully complete Spanish Level 1 in middle school may be placed directly into Spanish Level 2 in high school with a teacher's recommendation and a passing score on the high school Spanish placement test.**

### **Summary:**

The curriculum objectives for the Diocese of Arlington encompass the Virginia State Standards and the National ACTFL Standards. In accordance with these standards, Spanish 2 students develop the four skills of language learning: listening, speaking, reading and writing.

### **Objectives:**

#### **Person-to-Person Communication**

The student will exchange spoken and written information and ideas in Spanish.

1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
2. Give and follow basic instructions and directions in Spanish.

The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish using familiar and recombined phrases and sentences.

1. Participate in brief oral and written exchanges that reflect present as well as past and future time.
2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

#### **Listening and Reading for Understanding**

The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.

1. Understand main ideas and identify essential details when reading and listening in Spanish.
2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in Spanish.
3. Understand and follow simple instructions in consumer and informational materials in Spanish, such as those for following recipes or using computers.

The student will use verbal and non-verbal cues to interpret spoken and written texts in Spanish.

1. Differentiate among increasingly complex statements, questions, and exclamations.
2. Interpret gestures, body language, and intonation in order to clarify the message.

#### **Oral and Written Presentation**

The student will present orally and in writing information in Spanish that combines learned as well as original language in simple sentences and paragraphs.

1. Relate with some detail the main ideas from level-appropriate print or non-print materials in Spanish.

2. Present information in Spanish using structures that reflect present as well as past and future time.
3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.

The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

The student will demonstrate an understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.

1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and celebration of national holidays.
3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

### **Making Connections through Language**

The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as Spanish words used in the English language or contributions of important mathematicians and scientists from Spanish-speaking countries.
2. Relate information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.

### **Cultural and Linguistic Comparisons**

The student will demonstrate an understanding of cultural similarities and differences between the Spanish-speaking world and the United States.

1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

The student will develop a better understanding of the English language through the study of Spanish.

1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
2. Compare vocabulary usage and structural patterns of Spanish and English.
3. Use level-appropriate idiomatic expressions in Spanish.

### **Communication across Communities**

The student will develop and apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Illustrate how the Spanish language and Spanish-speaking cultures are evident in and through media, entertainment, and technology.
2. Locate and use Spanish language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the Spanish-speaking world.



**SPANISH LEVEL 2**  
**GRAMMAR OBJECTIVES**

**Adjectives**

- SP.L2.1 Adjective agreement with nouns in gender and number
- SP.L2.2 Placement of adjectives
- SP.L2.3 Short and long form possessives
- SP.L2.4 Demonstratives
- SP.L2.5 Ordinal Numbers 1<sup>st</sup> – 10<sup>th</sup>
- SP.L2.6 Cardinal Numbers

**Verbs**

- SP.L2.7 Subject-verb agreement
- SP.L2.8 Present Tense
  - a. Regular
  - b. Irregular
  - c. Irregular “yo” forms
  - d. Stem-changing verbs
  - e. Reflexive
  - f. Present progressive tense
- SP.L2.9 Preterite Tense
  - a. Regular
  - b. Irregular
- SP.L2.10 Imperfect Tense
  - a. Regular
  - b. Irregular
  - c. Past Progressive
- SP.L2.11 Preterite vs Imperfect
- SP.L2.12 Imperative Commands
  - a. Familiar (affirmative and negative)
  - b. Formal (singular and plural); (affirmative and negative)
- SP.L2.13 Ser vs Estar
- SP.L2.14 Saber vs conocer
- SP.L2.15 Present Perfect Tense (If time allows.)

**Adverbs**

- SP.L2.16 Adverbs ending in –mente

**Pronouns**

- SP.L2.17 Direct Object
- SP.L2.18 Indirect Object
- SP.L2.19 Direct and Indirect Objects
- SP.L2.20 Reflexive Pronouns
- SP.L2.21 Possessive Pronouns
- SP.L2.22 Demonstrative Pronouns
- SP.L2.23 Impersonal se

**Other**

- SP.L2.24 Comparatives and superlatives  
SP.L2.25 Interrogatives  
SP.L2.26 Personal "a"  
SP.L2.27 Using affirmative and negative words

**SOUND DISCRIMINATION**

- SP.L2.28 Familiarity with various regional/national speech patterns (dialect/speed)

**LISTENING**

- SP.L2.29 Comprehend spoken statements and questions  
SP.L2.30 Comprehend commands in Spanish  
SP.L2.31 Comprehend authentic speech through native speaker's audio and video resources

**SPEAKING**

- SP. L2.32 Ask/answer questions/statements in the affirmative and negative  
SP. L2.33 Pray in Spanish  
SP. L2.34 Demonstrate oral proficiency

**READING**

- SP.L2.35 Able to read and comprehend written text

**WRITING**

- SP. L2.36 Answer questions with complete sentences  
SP. L2.37 Write a narrative, descriptive, persuasive, comparative paragraph incorporating asking questions using correct grammar and appropriate vocabulary

**CULTURE AND CIVILIZATION**

- SP. L2.38 Exposure to names of the most important holidays and explanation of how they are celebrated  
SP. L2.39 Exposure to geography of Latin America and Spain  
SP. L2.40 Exposure to the fine arts of Latin America and Spain

# Music



## APPLICATION OF SKILLS: SEVENTH & EIGHTH GRADE

### Standard 1 – Performance and Production

- MS.1 The student will read and perform previously learned rhythmic, melodic, and harmonic patterns.  
(review)
- MS.2 The student will sing and/or play music written in two or more parts.
- MS.2.1 Continue to demonstrate choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)
- MS.3 The student will sing liturgical songs and common parts of the Mass.

### Standard 2 – Compose & Improvise

- MS.4 The student will create music through a variety of experiences.
- MS.4.1 Improvise melodies, rhythms, and harmonies
- MS.4.2 Create melodies, rhythms, and harmonies
- MS.4.3 Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology if available

### Standard 3 – Music Theory

- MS.5 The student will investigate musical sounds, forms, styles, and genres through listening, discussing or writing, and performing.



### **Standard 4 – Analysis and Critique**

**MS.6** The student will explore a variety of styles, periods, forms and elements of music.

**MS.7** The student will describe and evaluate performances, live or recorded, using music terminology.

**MS.7.1** Identify musical characteristics of music from various cultures and/or styles

**MS.7.2** Identify instruments, voice classifications (*soprano, alto, tenor, bass*), and a variety of performing ensembles aurally and visually

### **Standard 5 – Music Culture**

**MS.8** Students will identify musical characteristics of music from various cultures.

### **Standard 6 – Cross-Curricular Connection**

**MS.9** The student will investigate the role of music in society.

**MS.9.1** Identify career pathways in music

**MS.9.2** Identify the influence of daily music experience in one's personal life

**MS.10** The student will identify and demonstrate the relationships between music and other disciplines.

### **Standard 7 – Citizenship**

**MS.11** Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.

**MS.11.1** Exhibit respect for the contributions of self and others within a music setting

Art

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 7<sup>th</sup> Grade**

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade.

The standards for grade seven continue to emphasize exploration, analysis and investigation of the creative process. Students will develop technical skills that empower them to communicate ideas visually, identify art styles and periods to which those styles belong. Students will develop an awareness of the meaning and value of works of art.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

A.7.1. Demonstrate safety and stewardship of materials

A.7.2. Identify and use the elements of art

A.7.2.a. Color: arbitrary (*Example: Franz Marc - Fauves movement*)

A.7.3. Identify and use the principles of design

A.7.4. Drawing

A.7.4.a. Use one-point perspective to create the illusion of depth

A.7.4.b. Draw from observation three-dimensional objects from different points of view

*(Example: Cubism mixed media collage with drawings from different points of view cut and pasted into one final image.)*

A.7.5. Painting

A.7.5.a. Use watercolor techniques such as wet-on-wet, wet-on-dry and dry brush

A.7.6. Printmaking

A.7.6.a. Create a two color print

A.7.7. Collage

A.7.7.a. Use two or more types of media in a single two-dimensional artwork

### **Creative Expression**

***Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”***

A.7.8. Demonstrate self-expression in creating works of art based on:

A.7.8.a. the Catholic faith

- A.7.8.b. a social or cultural event
- A.7.8.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.7.9. Create a work of art that communicates ideas and/or emotions (*Example: Edvard Munch The Scream*)
- A.7.10. Create the illusion of movement in works of art (*Example: Op Art drawings*)
- A.7.11. Create illusion of depth in works of art using a variety of techniques (*Example: watercolor landscape painting*)
- A.7.12. Discuss artistic choices made in the creation of your artwork
- A.7.13. Use masterpieces/famous works as inspiration to create a work of art (*Example: Cubist style paintings with study of Picasso*)
- A.7.14. Create a 3D work of art (*Example: subtractive sculpture with study of Christ the Redeemer statue*)

### Art Heritage

- A.7.15. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: the Christ the Redeemer Statue in Brazil, Our Lady of Guadalupe*)
- A.7.16. Explore how factors of time and place influence the visual characteristics of art (*Examples: 60's op & pop art*)
- A.7.17. Identify and analyze art and architecture from various world cultures, periods and civilizations
- A.7.18. Describe how religious, social and cultural beliefs can influence responses to works of art
- A.7.19. Identify major art movements and influential artists.

### Aesthetic Judgment

- A.7.20. Use age appropriate art vocabulary to:
  - A.7.20.a. Critique an artwork emphasizing the elements of art and the principles of design
  - A.7.20.b. Identify themes and symbols in works of art
  - A.7.20.c. Identify the processes artists use to create works of art (*Example: DaVinci's notebooks*)
- A.7.21. Explore careers in the visual arts: recognize the role of creativity in the modern workplace. (*Examples: website design, video design*)



Library



## LIBRARY

### Grade 7

- L.7.1.A.1 (R) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.7.1.A.2 (R) Explain that libraries can be virtual or physical spaces with both print and digital content
- L.7.1.A.3 (R) Explain that libraries are places to collaborate, create and share information
- L.7.1.B.2 (R) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.7.1.B.3 (R) Locate catalog/automated catalog OPAC
- L.7.1.C.1 (R) Replace materials (books, etc.) in proper place when finished
- L.7.1.C.2 (R) Use and care for library materials appropriately
- L.7.1.C.3 (R) Follow local circulation procedures
- L.7.1.D.3 (M) Identify types of print and digital media available in libraries (books, periodicals, databases, digital resources.)
  
- L.7.2.A.1 (R) Explain how books are shelved in the library
- L.7.2.A.2 (R) Use local classification schemes to find library materials (Dewey, genre, other)
- L.7.2.B.1 (R) Search by author, title, subject, and/or keyword, series
- L.7.2.B.2 (M) Use advanced search strategies
- L.7.2.B.3 (R) Identify call number and circulation status of library materials
- L.7.2.B.4 (M) Identify bibliographic information in a catalog record as it relates to title page/verso of a book (publisher, copyright date)
- L.7.2.B.5 (M) Identify additional information in a catalog record (summary, subjects, awards, reviews, etc.)
- L.7.2.B.6 (M) Access patron account to use individualized features (Ebook, holds, write reviews, etc.) as available
- L.7.3.1 (R) Identify and read books of various genres and formats
- L.7.3.2 (M) Identify author's purpose
- L.7.3.3 (R) Identify and explain the significance of appropriate notable awards for children's literature
- L.7.3.4 (R) Use self-assessment tools for selecting books of appropriate reading levels for enjoyment and information
- L.7.3.5 (R) Distinguish between contemporary and classic literature
- L.7.3.6 (D) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.7.3.7 (D) Explain how artwork expresses mood and tone of the work



- L.7.4.A.1 (D) Recognize the need for information and research ideas
- L.7.4.A.2 (D) Verify and Use Background Knowledge
- L.7.4.B.1 (D) Match information needed with appropriate sources
- L.7.4.B.2 (D) Identify resources available through the public library and other institutions
- L.7.4.B.3 (D) Locate bibliographic information for citation
- L.7.4.B.4 (D) Use effective search strategies and advanced search fields to narrow or broaden digital information results
- L.7.4.B.5 (I) Select the appropriate database or specialized reference materials to solve information and research problems as assigned by subject area teachers
- L.7.4.B.6 (R) Identify and use text features to enhance understanding (ex: captions, graphs, table of contents, index, glossary, etc.)
- L.7.4.C.1 (D) Compare and analyze digital and print information gathered
- L.7.4.C.2 (D) Evaluate purpose, scope, authority of information resources
- L.7.4.C.3 (I) Identify potential bias or false information
- L.7.4.C.4 (I) Differentiate between primary and secondary sources
- L.7.4.D.1(I) Monitor gathered information, and assess for gaps or inconsistencies before producing final product
- L.7.4.D.2 (D) Discriminate among relevant and irrelevant information
- L.7.4.D.3 (D) Organize information in a logical and useful sequence for presentation
- L.7.4.D.4 (R) Collaborate with others to broaden and deepen understanding of information
- L.7.4.D.5 (R) Create new product based on information gathered
- L.7.5.1 (M) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.7.5.2 (D) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)
- L.7.5.3 (M) Define the term "copyright" and explain Creative Commons
- L.7.5.4 (D) Understand the basics of Fair Use for educational purposes
- L.7.5.5 (R) Define the term "plagiarism" and the consequences of plagiarism
- L.7.5.6 (M) Credit sources using a Works Cited page or bibliography for classroom assignments (MLA, APA, etc.)

# Technology



## SEVENTH GRADE TECHNOLOGY STANDARDS

**Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.**

- T.7.1.A Demonstrate knowledge of the nature and operation of technology systems**
  - T.7.1.A.1 Match hardware components to their functions (Input, Output, Storage, Processing)
  - T.7.1.A.2 Demonstrate the proper care of the computer hardware and software
  - T.7.1.A.3 Demonstrate understanding of the basics of the operating system and its relationship to application software
  - T.7.1.A.4 Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines
  
- T.7.1.B Demonstrate proficiency in the use of technology**
  - T.7.1.B.1 Practice file management (such as creating folders and organizing files within folders)
  - T.7.1.B.2 Use proper keyboarding skills techniques to increase speed to a goal of 25 wpm with 90% accuracy and shortcut keys
  - T.7.1.B.3 Choose and integrate appropriate multiple applications to perform an assigned task
  - T.7.1.B.4 Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.)
  - T.7.1.B.5 Understand the use of digital calendars for organization of projects, reports and other material management.

**Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

- T.7.2.A Technology and Society: Evaluate how technology affects the individual and society**
  - T.7.2.A.1 Evaluate technology's influence on the individual and society
  - T.7.2.A.2 Evaluate technology's impact on the environment
  - T.7.2.A.3 Evaluate the use of technology to solve a societal issue
  - T.7.2.A.4 Reinforce taking our Catholic values that we use in our real world into the digital world. Add example: Using proper Christian values and etiquette when participating in online conferencing and discussion boards



T.7.2.A.5 Address the permanence of uploads, including email and social media.

**T.7.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information**

T.7.2.B.1 Explain the purpose of and follow the acceptable use policy

T.7.2.B.2 Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, clickbait, etc.) and safeguards for limiting exposure to these

T.7.2.B.3 Use safe and correct security procedures (such as protecting/updating password and user ID)

**T.7.2.C Ethical and Legal Issues: Demonstrate an understanding of current legal standards**

T.7.2.C.1 Comply with copyright laws and fair use provisions when using digital content

T.7.2.C.2 Use electronic resources appropriately (such as paraphrasing)

T.7.2.C.3 Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

**T.7.2.D Ethical and Legal Issues: Understand current online safety guidelines**

T.7.2.D.1 Understand that the Internet offers access to multiple digital communities with differing guidelines

T.7.2.D.2 Explain and practice safety and privacy issues related to using the Internet

T.7.2.D.3 Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.7.2.D.4 Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)

T.7.2.D.5 Explain the importance of firewalls and filtering systems

**Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.**

**T.7.3.A Use technology to locate, evaluate, and organize information from a variety of sources**

T.7.3.A.1 Select relevant information (content and images) from appropriate technology resources

T.7.3.A.2 Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement

T.7.3.A.3 Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases



- T.7.3.A.4 Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)
- T.7.3.A.5 Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks
- T.7.3.A.6 Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)

**T.7.3.B Create and use spreadsheets/databases to evaluate information**

- T.7.3.B.1 Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)
- T.7.3.B.2 Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)
- T.7.3.B.3 Print data tables and graphs (print preview, setup, gridlines, etc.)
- T.7.3.B.4 Calculate information (formulas, functions, etc.)
- T.7.3.B.5 Graph data effectively (create, format, modify charts, etc.)
- T.7.3.B.6 Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, etc.

**Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.**

**T.7.4.A Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas**

- T.7.4.A.1 Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings
- T.7.4.A.2 Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience
- T.7.4.A.3 Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents
- T.7.4.A.4 Evaluating: Evaluate student-created product design based on purpose, audience, and format

**T.7.4.B Learning: Select and use technology tools to enhance learning**

- T.7.4.B.1 Use technology tools, including software and hardware, to learn new content or reinforce skills
- T.7.4.B.2 Defend the selection of a specific technology tool to complete a learning task



**Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**

- T.7.5.A Productivity and Problem Solving: Select and use technology tools to increase productivity**
- T.7.5.A.1 Defend the selected technology tools to complete tasks efficiently (e.g., Science Fair -- why use Excel for graphs instead of Paint?)
  - T.7.5.A.2 Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)
  - T.7.5.A.3 Use word processing technology when appropriate
  - T.7.5.A.4 Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation
  - T.7.5.A.5 Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers
  - T.7.5.A.6 Input and analyze information in a spreadsheet or database (e.g., Science Fair -- why use Excel for graphs instead of Paint?)
  - T.7.5.A.7 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)
  - T.7.5.A.8 Implement problem-solving solutions using a programming language, incorporating one or more of the following: looping behavior, conditional statements, logic, expressions, variables, and functions

**Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.**

- T.7.6.A Communication – Tools: Select and use technology for communication**
- T.7.6.A.1 Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions
  - T.7.6.A.2 Present information independently to various audiences
- T.7.6.B Communication - Media Formats: Use and explain the purposes of different media formats**
- T.7.6.B.1 Communicate independently with various audiences using different media formats
  - T.7.6.B.2 Evaluate the appropriateness of media formats for various purposes





**Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

**T.7.7.A Collaboration: Select and use technology tools to encourage collaboration**

T.7.7.A.1 Use technology tools to work collaboratively within the school community

T.7.7.A.2 Use technology tools to exchange ideas with individuals or groups outside of the school community

T.7.7.A.3 Articulate the advantages of collaboration supported by technology tools