**St. Theodore School**

**Seventh Grade Curriculum**

**RELIGION**

**We believe**

* *Scripture has great meaning for life today*
* Describe how Jesus teaches about God, prayer, justice, peace, service, and moral life in the New Testament
* Determine how Scripture teaches about the person of Jesus and what it means to follow Jesus and live the Good News
* Locate in the Gospels examples of how Jesus dedicated His life to the marginalized of society
* *The early history of the church has a profound impact on the current Church today*
* Plot and sequence on a timeline the major historical events of the Church
* Critique the role of the Catholic Church in world history
* Articulate how Rome historically became and remains the governing center of the Roman Catholic Church
* Analyze the significance and impact of the Second Vatican Council (Vatican II)
* Illustrate ways the Church, as an institution, communicates and teaches with the faithful through councils and encyclicals
* Describe the role of the prophets, martyrs, and saints in the history of the Church
* Create a model of the canonization process
* *The doctrine and dogma of the church are found in the Creedal statements*
* Describe how there is only one true God, who is revealed as three distinct persons: God the Father, God the Son, and God the Holy Spirit
* Justify why Jesus is the Christ, the Messiah, the anointed one sent by God
* Explain how the Resurrection is God's victory over sin and death and a source of life
* Deduce why Jesus' passion, death, resurrection, and glorification is called the Paschal Mystery
* *The Trinity is revealed to all people in the person, word, and works of Jesus*
* Explain how God is revealed in the life of Jesus Christ, in the Sacred Scriptures, in tradition, and in the life of the Church
* Demonstrate how the Holy Spirit is at work in the Church today, guiding and inspiring the people of God to carry on the mission of Jesus

**We worship**

* *Sacraments are important moments in the life of the community,**especially the centrality of the Eucharist*
* Show how the Sacraments are visible signs of God's grace
* Prove how the Sacraments are community celebrations that call each person to share the love of God with others
* Justify why the purpose of the Sacraments is to give each person a share in the life of Christ
* Express how the Eucharist celebrates the eternal presence of the risen Christ
* Defend the central place that Sacraments have in one's Christian life
* *The Eucharistic Liturgy (the Mass) is the communal celebration of the Paschal Mystery in which each person is called to full and active participation*
* Explain why the Church gathers at the Eucharistic Liturgy to celebrate the life, death, and resurrection of Jesus
* Name the liturgical ministries (acolyte, lector, Eucharistic minister, greeter...)
* Compare and contrast the two main parts of the Eucharistic celebration, the Liturgy of the Word, the Liturgy of the Eucharist, as well as two smaller rites, the Introductory Rite and the Concluding Rite
* Correlate the importance of song, silence, response, gesture, and movement in the Eucharistic Liturgy
* Point out how Christ is present in the person of the minister, in the Eucharistic elements, in the Word, and in the gathered assembly
* Defend why it is one's responsibility to fully and actively participate in the Eucharistic Liturgy
* Compare and contrast the liturgical seasons and how the scripture and environment reflect the season
* Demonstrate how the lectionary contains the readings for the three-year cycle of the Sunday Eucharistic Liturgy
* defend the need for ritual

**We pray**

* *Catholic prayer and traditions are an important aspect of the life of the*
* *church*
* Explain the need to show appreciation for the Word of God by attentive listening and responding to it in life
* Experience all forms of prayer: formal, informal, spontaneous, reflective, personal, Jesus prayer, music and movement, guided meditation, and communal
* Evaluate the aspects of community prayer by praying in a group, attending prayer services or liturgies, and visiting the church
* Compose prayers for specific events, celebrations, and prayer services
* Learn the responses of the liturgy as prayer
* Explain how prayer is central in a Catholic Christian life, particularly in celebration of the liturgy
* Communicate how each person develops a relationship with God through personal prayer
* Recite and explain the traditional prayers of the Church: Sign of the Cross, Our Father, Hail Mary, Grace before Meals, Doxology (Glory to the Father...), Act of Contrition, Apostles Creed, and Nicene Creed
* Acknowledge and show appreciation for the traditional prayers of the Church: the Rosary, Prayer of St. Francis, Acts of Faith, Hope, & Love, Prayer of the Holy Spirit, Hail Holy Queen, Psalm 23, and Stations of the Cross
* Examine why the Psalms are prayers that Jesus prayed while on earth and evaluate why they remain an important part of Catholic worship today

**We live**

* *Moral teachings give individuals the ability to make good moral decisions and to act in a responsible, Christian manner*
* Demonstrate the steps that each person must take in making good, moral decisions - reflection, talking to others who can help us, and praying to the Holy Spirit for guidance and strength
* Relate how to respond to moral dilemmas using the life of Jesus and the teachings of the Church
* Compare and contrast the Ten Commandments, Jesus' Great Commandment of Love, the Beatitudes, and Jesus' teachings as the foundation to be used in the process of making good, moral decisions
* Research how conscience formation is an on-going, life-long process
* Give examples of how one's conscience is a gift from God that helps each person discern right from wrong
* *The seven key principles of the Catholic Social Teachings can be applied to personal and societal situations*
* Justify why, as followers of Jesus, each person is called to act with compassion and justice
* Explain how the family is the basic unit where each person learns and acts on learned values
* Describe how each person has a right and responsibility to participate in and contribute to the diverse communities in society
* Discuss how followers of Jesus are the Church, and are, thus, called to reach out with Christ to others, especially those who suffer
* Defend the need to love and respect people of the other cultures
* Identify how Jesus' teachings are about the basic principles of life
* Explain how all persons can make a difference, especially by making use of their own talents
* Compare and contrast the major ministries of the Church
* Demonstrate how each person is a member of one body of people in the world
* Defend the importance of caring for creation and research ways to participate in activities that promote stewardship of the earth

**We are God’s Family**

* *Each person is drawn to God who, in creating them, has placed a desire for happiness in their hearts*
* Explain how a deep relationship with Jesus requires a personal faith commitment
* Discuss the need to know and respect those people who profess other faiths
* *The Church is the People of God, the Body of Christ and the Community of Faith*
* Explain the history, work, and role of religious orders and the call to religious life today
* Demonstrate how, through Baptism, each person is called to be active participants in the faith community
* Illustrate how the Catholic Church is a global community
* Argue how the heritage of various cultures enrich the experience and tradition of the Church
* Discuss how each Christian, single, married, cleric, or religious, is called by Baptism to follow Christ and minister to others
* Demonstrate how lay women and men contribute to their faith community through their parish community, as well as their daily witness to Gospel values
* Show how ordained priesthood, diaconate, and religious life are specific responses to the
* Baptismal call to minister in a special way to God's People
* *The church expresses basic principles of Catholic teaching on the family*
* Describe how all family members develop in mind, body, and spirit through communication
* Defend how life within the Catholic Christian family is the responsibility of each member
* Express the need for respect of the reproductive function of the human body
* Explain the nature and importance of sexuality as a divine gift, a fundamental component of personality, and an enrichment of the whole person - body, emotions, soul
* Justify why chastity is a virtue that develops a person's authentic maturity and makes him or her capable of guiding the sexual instinct in the service of love and integrating it into his or her psychological and spiritual development
* Examine the human and Christian values that sexuality is intended to express
* Describe and justify the need to respect the moral norms regarding sexuality that are taught by the Church

**COMMUNICATION ARTS**

**Reading**

* Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text
* Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence
* Summarize the text distinct from personal opinions
* Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
* Analyze how specific word choices contribute to meaning and tone
* Analyze how the setting, characters, and plot of a text affect each other
* Explain how characters and settings reflect historical and/or cultural
* Read and comprehend literature, including stories, dramas, and poems, independently and proficiently
* Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others
* Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
* Explain how contemporary texts make use of archetypical characters or universal themes from older or traditional texts
* Establish a personal connection within various forms of literature in regards to personal faith, family, and community

**Writing**

* Conduct research to answer questions by:
* a. gathering relevant information from multiple print and digital sources
* b. using search terms effectively
* c. assessing the credibility and accuracy of sources
* d. quoting and paraphrasing data and conclusions of others, avoiding plagiarism
* e. using a standard format for citation (MLA, APA)
* Follow a writing process to produce clear and coherent writing by:
* a. developing, organizing, and using the style appropriate to task, purpose, and audience
* b. developing and using voice appropriate to the task, purpose, and audience
* c. developing writing with narrative, expository, and argumentative techniques
* Review, revise, and edit writing with consideration for task, purpose, and audience
* a. organize content and introduce the topic
* b. maintain a clear focus throughout the text
* c. provide a conclusion that follows from the text
* d. add or delete content to clarify meaning
* Use appropriate and precise language for the style, task, and audience

**Language**

* Demonstrate command of the conventions of English grammar and usage
* a. use correct capitalization, punctuation, and spelling
* b. use correct comma placement
* c. demonstrate correct usage of simple, compound, complex, and compound-complex sentences to signal different relationships among ideas
* Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
* Explain and use periods, commas, semicolons, colons, quotation marks, apostrophes, hyphens, dashes, question marks, exclamation points, underlining, and capitalization

**Speaking & Listening**

* Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
* Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration, and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
* Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views
* Speak clearly, audibly, and to the point using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume at an understandable pace
* Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint
* Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points
* Use spoken, written, and visual language to accomplish one's own purpose (i.e. for learning, enjoyment, persuasion, and the exchange of information)
* Adjust one's use of spoken, written, and visual language (i.e. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

**MATH**

**Ratios and Important Relationships**

* *Analyze proportional relationships and use them to solve problems*
* Compute unit rates, including those that involve complex fractions, with like or different units
* Recognize and represent proportional relationships between quantities
* a. Determine when two quantities are in a proportional relationship
* b. Identify and/or compute the constant proportionality (unit rate); interpret the unit rate as the slope of the graph
* c. Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation
* d. Recognize that the graph of any proportional relationship will pass through the origin

**Number Sense & Operations**

* *Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers*
* Apply and extend previous understandings of numbers to add and subtract rational numbers
* a. Add and subtract rational numbers
* b. Represent addition and subtraction on a horizontal or vertical number line
* c. Describe situations and show that a number and its opposite have a sum of 0 (additive inverses)
* d. Understand subtraction of rational numbers as adding the additive inverse
* e. Determine the distance between two rational numbers on the number line is the absolute value of their difference
* f. Interpret sums and differences of rational numbers
* Apply and extend previous understandings of numbers to multiply and divide rational numbers
* a. Multiply and divide rational numbers
* b. Determine that a number and its reciprocal have a product of 1 (multiplicative inverse)
* c. Understand that every quotient of integers (with non-zero divisor) is a rational number
* d. Convert a rational number to a decimal
* e. Understand that all rational numbers can be written as fractions or decimal numbers that terminate or repeat
* f. Interpret products and quotients of rational numbers by describing real-world contexts

**Expressions, Equations, & Inequalities**

* *Use of properties of operations to generate equivalent expressions*
* Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients
* *Solve problems using numerical and algebraic expressions and equations*
* Solve multi-step problems posed with rational numbers
* a. Convert between equivalent forms of the same number
* b. Assess the reasonableness of answers using mental computation and estimation strategies
* Write and/or solve linear equations in one variable and justify the solution
* a. Write and solve one-, two-, and multi-step equations (using distributive property and combining like terms)
* b. Write and solve one-, two-, and multi-step equations with variables on
* Solve linear inequalities in one variable and justify the solutions
	+ Write, solve, and graph one-, two-, and multi-step inequalities

**Data Analysis, Statistics, & Probability**

* *Draw informal comparative inferences about two populations*
* Compare the numerical measures of center, measures of frequency, and measures of variability from two random samples to draw inferences about the population

**SCIENCE**

 **Structure & Function and Information Processing**

* Provide evidence that organisms (unicellular and multicellular) are made of cells and that a single cell must carry out all of the basic functions of life. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and nonliving things, and understanding that living things may be made of one cell or many and varied cells.] (\*Should be taught through the lens of Catholicism. As Catholic, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.)
* Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions.
* Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.] (\*Should be taught through the lens of Catholicism. As Catholics, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.)
* Present evidence that body systems interact to carry out key body functions, including providing nutrients and oxygen to cells, removing carbon dioxide and waste from cells and the body, controlling body motion/activity and coordination, and protecting the body.

**Matter & Energy in Organisms & Ecosystems**

* Construct a scientific explanation based on evidence for the role of photosynthesis and cellular respiration in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment
* Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]
* Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]
* Analyze and interpret data to provide evidence for the effects of resource availability on individual organisms and populations of organisms in an ecosystem. [Clarification statement: emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]
* Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]

**Interdependent Relationships in Ecosystems**

* Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]
* Evaluate competing design solutions for maintaining biodiversity and ecosystem services [Clarification statement: examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]

**Growth Development & Reproduction of Organisms**

* Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth, structure, and function of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.]
* Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation [Clarification statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent to offspring and resulting genetic variation]
* Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, and farming practices).] (\*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.)

**Natural Selection & Adaptations**

* Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy
* Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.] (\*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.)
* Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (\*Should be taught through the lens of Catholicism. As Catholics we believe that God is the creator of all things, and as such, He has a guiding hand in the evolution of species, and the mechanism through which He does this is natural selection.)

**SOCIAL STUDIES**

* World Geography
* Cultures
* Civics
* Economics
* Geography
* History
* People, Groups, and Cultures

**ART**

**Create**

* Apply methods to overcome creative blocks
* Develop criteria to guide making a work of art or design to meet an identified goal
* Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design
* Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats
* Reflect on and explain important information about personal artwork in an artist statement or another format

**Present**

* Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced

**Respond**

* Analyze multiple ways that images influence specific audiences
* Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria

**Connect**

* Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses

**MUSIC**

**Create**

* Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent
* Evaluate one's own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources

**Perform**

* When analyzing selected music in treble and bass clef, read, identify, and perform standard symbols for rhythm, pitch, articulation, dynamics, tempo, form, and harmonic progression
* Identify how cultural and historical context inform performances and result in different music interpretations
* Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform
* Perform music with technical accuracy and stylistic expression to convey the creator's intent
* Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context

**Respond**

* Demonstrate and explain how responses to music are informed by the structure, the use of elements of music, and context (such and social and cultural)
* Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent

**Connect**

* Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
* Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

**P.E. & HEALTH**

**Movement & Manipulative Skills**

* Demonstrate competency in a variety of motor skills and movement patterns

**Strategy & Applying Skills**

* Analyze and communicate strategic thinking in a variety of team-oriented games and activities
* Work cooperatively to apply strategies in team activities

**Health & Fitness**

* Engage in aerobic physical activity in a variety of individual and team-oriented games and activities
* Establish, measure, and monitor a self-selected physical activity goal for health and skill related components of fitness (i.e. FITT formula, activity log)
* Identify the major muscle groups used in a variety of physical activities and describe how muscles work in pairs to create movement
* Identify healthy and unhealthy foods in each basic food group, compare and contrast their nutritional values, and cite evidence when explaining the importance of selecting appropriate servings and portions
* Explain the importance of being physically active throughout one's life
* span and how an active lifestyle can reduces the risk of chronic disease
* Identify positive and negative effects of stress and appropriate strategies to combat and manage/eliminate the negative effects. Implement strategies and reflect on one's progress over time
* Create an appropriate routine of stretching, warm-up, and cool-down activities

**Attitude & Behavior**

* Exhibit responsible personal and social behavior that respects self and others