

# **SEVENTH GRADE BENCHMARKS**

The seventh grade student enters the junior high with a heightened sense of self-awareness as role models and as future leaders of the school. They demonstrate focus and dedication toward faith, academics, and service to the seventh grade experience. In safe and supportive environments seventh grade students face new expectations and challenges in the curriculum as they transition into junior high and continue on the path of becoming lifelong learners.

## **RELIGION**

### **CREED**

Students will:

- recognize that they are called into a loving relationship with God
- explain the Church's teaching about the mystery of the Incarnation
- identify Jesus' message of God's mercy and forgiveness, responsibility and judgment, and compassion and justice as found in His teachings, parables, actions, and miracles
- define the Paschal Mystery as Jesus' suffering, death, resurrection, and ascension

### **SCRIPTURE**

Students will:

- explain how Catholics understand divine inspiration of the Bible
- name and explain the significance of the major stories in salvation history
- demonstrate an understanding of the demands of discipleship as found in the Sermon on the Mount
- tell stories from Scripture that describe the person and ministry of Jesus Christ

### **PRAYER/WORSHIP**

Students will:

- articulate the cycles of the Liturgical Year, including Feasts
- discuss the value of participating in a communal reconciliation service during Advent and Lent
- recognize how the Sacraments celebrate the presence of Christ in our most important life experiences
- recognize the Mass as the central act of Catholic worship and identify the specific parts and order of the Mass and be able to partake in all of the Mass responses

### **CHRISTIAN LIVING**

Students will:

- demonstrate an understanding of the call to discipleship as lived by Mary and the Apostles
- articulate their role as members of the Church in building the Kingdom of God
- recognize the Ten Commandments, the Beatitudes, and the Corporal and Spiritual Works of Mercy and apply them in their daily lives
- understand personal choices in relationship to the Christian moral life

# MATH

## **Students develop and maintain their understanding of and applying proportional relationships.**

Students will:

- extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems
- use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease.
- solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects.
- graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line (slope). They distinguish proportional relationships from other relationships.

## **Students develop an understanding of operations with rational numbers and work with expressions and linear equations.**

Students will:

- develop a unified understanding of numbers, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers.
- extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division.
- applying these properties in terms of everyday contexts (e.g., amounts owed or temperatures below zero).
- explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers.
- use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

## **Students will solve problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes solve problems involving area, surface area, and volume.**

Students will:

- solve problems involving the area and circumference of a circle and surface area of three-dimensional objects.
- use reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, gain familiarity with the relationships between angles formed by intersecting lines.
- work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections.
- solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

# LANGUAGE ARTS

## READING

### Comprehension

Students will:

- use appropriate grade level literary terms
- use several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- use and be able to determine a theme or central idea of a text to analyze its development over the course of the text; provide an objective summary of the text
- use analytical skills to demonstrate how particular elements of a story or drama interact
- use analytical skills to demonstrate how an author develops and contrasts the points of view of different characters or narrators in a text

## SPELLING

Students will:

- use and spell correctly grade level terms and vocabulary across their curriculum
- use and demonstrate command of capitalization
- use correct spelling with derivatives by applying the spellings of bases and affixes (i.e. *capital* with the *-tion* ending becomes *capitalization*, and *material* with the *-ism* ending becomes *materialism*)
- use common spelling rules, apply common spelling patterns, and develop and master an individualized list of words that are commonly misspelled

## VOCABULARY

Students will:

- use and incorporate terms and vocabulary across the curriculum
- use and demonstrate command of tenses
- use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of words
- use and demonstrate an understanding of figurative language, word relationships and nuances in word meanings

## **GRAMMAR**

Students will:

- review the types of sentences and the parts of speech
- review sentence patterns
- identify infinitives, participles, participial phrases, verbal phrases, adjective clauses and adverb clauses, appositives and appositive phrases
- use the grammatical elements in grade-level sentences
- correct grammatical errors in written work
- diagram grammatical elements
- explain how words relate to each other within a sentence
- incorporate the grammatical elements into written assignments

## WRITING

Seventh grade student writing focuses on expository paragraph composition while including persuasive arguments, narrative/creative assignments, and research projects, along with personal reflections, prayers, letters and cards throughout the year. The school-wide writing rubric is followed in all subjects as students apply their writing skills across the curriculum. Grades may be recorded for the quality of a student's writing in any subject. Students will be evaluated on their progress in expository writing skills on the school-wide monthly writing assessment.

Students will:

- write paragraphs that are well-organized and include effective, logical development presented in a purposeful sequence
- use grade-level writing conventions, sentence complexity and sentence variety
- use a logical tone and tense for a given assignment, establishing an individual voice and using their own words
- apply organization and development skills and writing conventions to long-answer questions on tests in any subject area
- continue to develop both proofreading and editing skills to strengthen convention use, sentence structure, organization, and the development of ideas
- incorporate grade-level vocabulary and terms being studied into their own writing

# **SCIENCE**

## **LIFE SCIENCE**

Students will:

- understand that all living things are composed of cells
- know the differences between a plant cell and an animal cell
- know the difference between life cycles and reproduction methods
- understand that environmental factors and genetic variation cause diversity of organisms
- recognize the different levels of structure and functions in plants and animals
- know how muscles and bones work together to allow for movement
- understand the different organ systems
- understand the role that physical principles, such as light and sound, play in the human body

## **SOCIAL STUDIES**

**Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

Students will:

- describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
- analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
- analyze how the American Revolution affected other nations, especially France.
- describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

**Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**

Students will:

- discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
- analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
- evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
- understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
- enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
- describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

**Students understand the foundation of the American political system and the ways in which citizens participate in it.**

Students will:

- enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
- understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties

- know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
- describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process.

**Students analyze the aspirations and ideals of the people of the new nation.**

Students will:

- describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
- explain the policy significance of famous speeches
- analyze the rise of capitalism and the economic problems and conflicts that accompanied it.
- discuss daily life, including traditions in art, music, and literature, of early national America

**Students analyze U.S. foreign policy in the early Republic.**

Students will:

- understand the political and economic causes and consequences of the War of 1812
- know the changing boundaries of the United States and describe the relationships the country had with its neighbors and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
- outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

**Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges and social reform they faced.**

Students will:

- discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
- outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
- examine the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
- examine the development of the American education system and Horace Mann's campaign for free public education and its assimilating role in American culture.
- examine the women's suffrage movement.

**Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

Students will:

- describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

- trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it.
  - examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
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- compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

Students will:

- discuss the election of Andrew Jackson, the importance of Jacksonian democracy, and his actions as president.
- describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
- describe the role of pioneer women and the new status that western women achieved.
- examine the importance of the great rivers and the struggle over water rights.
- discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
- describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

**Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

Students will:

- examine the leaders of the Abolition movement.
- discuss the abolition of slavery in early state constitutions.
- describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
- discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
- analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
- describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

# **ART**

## **ARTISTIC PERCEPTION**

Students will:

- describe the environment and selected works of art, using the elements of art and the principles of design
- identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art
- identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective)
- analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art

## **CREATIVE EXPRESSION**

Students will:

- create gesture and contour observational drawings
- use different forms of perspective to show the illusion of depth on a two-dimensional surface
- develop skill in using mixed media while guided by a selected principle of design
- develop skill in mixing paints and showing color relationships
- interpret reality and fantasy in original two-dimensional and three-dimensional works of art
- create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design

## **HISTORICAL AND CULTURAL CONTEXT**

Students will:

- compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made

## **AESTHETIC VALUING**

Students will:

- explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist
- analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art
- take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of viewpoints of peers being considered

## **CONNECTION, RELATIONSHIPS, AND APPLICATIONS**

Students will:

- use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations

# **PHYSICAL EDUCATION**

## **MOVEMENT SKILLS AND PATTERNS**

Students will:

- perform multicultural dances
- demonstrate basic offensive and defensive skills and strategies in team physical activities
- apply locomotor, nonlocomotor, and manipulative skills to team physical activities

## **PHYSICAL FITNESS AND HEALTH**

Students will:

- evaluate individual measures of physical fitness in relationship to patterns of physical activity
- participate in moderate to vigorous physical activity

## **SOCIAL DEVELOPMENT**

Students will:

- abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants
- organize and work cooperatively with a group to achieve the goals of the group
- identify the contributions of members of a group or team
- accept the roles of group members within the structure of a game or activity
- describe leadership roles and responsibilities in the context of team games and activities
- model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals

# **JUNIOR HIGH ELECTIVES**

## **ART ENRICHMENT “A”**

In addition to grade level benchmarks, the students who choose this elective will:

- Compare and contrast works of art from the following periods, styles, and cultures and explain how those works reflect the society in which they were made:

- A. Prehistoric Art: 3000 B.C. to 2000 B.C.
- B. The Art of Ancient Egypt: 7000 B.C. to 500 B.C.
- C. Aegean Culture and Grecian Art: 1800 B.C. to 100 B.C.
- D. Etruscan and Roman Art: 700 B.C. to 350 A.D.
- E. Early Christian and Byzantine Art: 325 to 1450
- F. Renaissance Art: 1140-1500

## **ART ENRICHMENT “B”**

In addition to grade level benchmarks, the students who choose this elective will:

- Compare and contrast works of art from the following periods, styles, and cultures and explain how those works reflect the society in which they were made:

- A. Baroque Art: 1590 to 1750
- B. Rococo and Neoclassical Art: 1750 to 1800
- C. Romanticism and Realism: 1800 to 1870
- D. Impressionism: 1870 to 1890
- E. Post-Impressionism: 1880 to 1900
- F. Art Nouveau: 1890 to 1910
- G. Avant-Garde Styles (Fauvism, Cubism, Futurism): 1905 to 1915
- H. Dada, De Stijl, Surreal, Abstract, Modern Art: 1916 to 1940
- I. Late Modernism, Abstract Expressionism, Pop Art: 1945 to 1970
- J. Contemporary Art: 1970 to present time

## BOOK CLUB

The Book Club elective is a trimester-long class with an emphasis on in-depth reading and small-group discussion of literary works. In alternating years, the students read epic poetry (excerpts from, *Gilgamesh*, *The Iliad*, and *Beowulf*) or Lois Lowry's novel *The Giver*. In both classes, students benefit from working on group projects and writing creative narratives.

The language art skills that are reinforced allow students to:

- learn new vocabulary words
- work with nuances of meaning in a literary text
- develop the ability to draw an inference from a literary text
- explain the themes and characters of a given work

In the trimester of epic poetry, students will further:

- understand the elements of an epic poem
- understand the characteristics of an epic hero
- gain an understanding of the historical context of a given epic, including the time period, the geographic area and the values of the culture
- compare and contrast aspects of the culture of the epic with their own

In the trimester of reading the novel, students will further:

- develop their understanding of the elements of a novel
- consider the themes of the novel, including the rights of individual citizens in a society, milestones in a given society, and the means of organizing a society
- compare and contrast these ideas with those of their own society

## **CURRENT EVENTS/WORLD CULTURES**

In the Current Events and World Cultures elective, students will learn about the political, economic, and social conditions affecting events currently in the news. A variety of different cultures and countries and how people define themselves will also be examined.

Students will:

- use information from class discussions and various sources such as newspaper, magazines, books, and the internet to describe the current events and current conditions that effect us locally and globally
- use current and historical events to identify the connection between them and the events and issues studied at the 7<sup>th</sup> grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)
- use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events
- use course information, independent study, and cross curricular knowledge to fully demonstrate their understanding of countries, cultures, people, and events in a final presentation (either written or oral).

## **JUNIOR HIGH TECHNOLOGY**

Students will:

- do in-depth internet-based research
- save their work in folders and sub-folders
- type at 35 words per minute
- learn to use *Keynote* software (Mac equivalent of *Power Point*)
- learn to use word prompts (bullet points) to get across complex information
- present a *Keynote* presentation for the class by the end of the trimester