

GRADE SEVEN
Grade Level Expectations
Updated for 2008-09 school year

The Iowa Core Curriculum essential concepts have been embedded at appropriate places, bolded, and identified with (ICC). Not all ICC may be appropriate at a given grade level, but by the time a student reaches eighth grade, all the primary ICC core concepts will have been taught.

RELIGION

Note: Seventh and eighth grade religion standards have been developed together, knowing that depending on the resources a school uses, these standards may be taught at either grade level. The important thing is to address them by the conclusion of eighth grade.

1. Reads, interprets, and applies Scripture to life.
 - Participates in discussion
 - Has knowledge of content
 - Recognizes God's role in the salvation story
 - Appraises our faith commitment through an in-depth study of the Ten Commandments
 - Examines the annunciation, birth, and early life of Jesus as recorded by the evangelists
 - Defines our role in living out Christ's message as given in the parables
 - Knows that Scripture and Tradition together form one source of God's revelation
2. Presents a reasoned rationale, based on faith and knowledge, for being a Catholic.
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Continues to develop a deeper realization of role of Mary's Motherhood of Jesus, of the Church, our mother, and the greatest model of holiness
 - Acknowledges Mary as a model of faith through prayer and action
 - Explains the continuation of God's saving mission by the Holy Spirit's descent, working through the Apostles in the early Church, and the Church today
 - Develops an awareness of the sacredness of the body as a temple of the Holy Spirit
 - Continues to think and discuss more about the doctrine of the Catholic faith
 - Describes God's love as revealed in the life, death, and resurrection of Jesus (the Paschal mystery)
 - Explores the meaning of our own participation in the Body of Christ
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics.
 - Understands the sacraments and their purpose in our lives
 - Develops and appreciates God's special gift of life (grace) to us, especially through prayer and the Sacraments
 - Discusses God's plan for each individual as revealed in the Bible
 - Recognizes the relationship of the Eucharistic sacrifice to crucifixion
5. Makes moral decisions consistent with Church teachings.
 - Realizes that God's plan is that people be good in order to live with God forever in heaven
 - Realizes that God gave humans the special gift of free will
 - Develops a code of behavior reflecting other role models who have committed themselves to the acceptance of God's will in their daily lives
 - Prioritizes choices which help to achieve the eternal goal in our lives
6. Illustrates a basic understanding of the history of the Church - 8th grade
 - Outlines the historical development of Christ's Church
 - Explains how the Church is holy, and how it needs our holiness
 - Develops a deeper knowledge and love of the Church
 - Discusses the mission of the Church for society (evangelization)
 - Identifies the fulfillment of Jewish prophecies regarding the Messiah
 - Recognizes Jesus Christ as the Son of God and King of heaven and earth
 - Studies the history and writing of St. Paul spreading the Good News to the Gentiles
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
 - Recognizes the many gifts, talents, and abilities that God has provided each of us
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, special needs, elderly, Church, marginalized)
 - Practices Christian action toward others

- Recognizes each person goes through various stages of life; each stage brings new changes and challenges for the individual on his/her journey to mature adulthood
 - Knows that God’s gift of sexuality includes and affects one’s physical, intellectual, emotional, social and spiritual development
 - Identifies areas of personal weaknesses and develops positive responses
9. Demonstrates an appreciation for faith community as the way we come to know God.
- Analyzes particular vocations within our vocation as a child of God
 - Examines the missionary life of Christ and the disciples and today’s missionaries
 - Recognizes that the Church is a visible sign of the kingdom of God
10. Uses effective community building skills in relating with others.
- Applies skills to concrete life situations - is considerate of others and their feelings
 - Understands that God’s gift of life needs to be protected and nurtured from conception to death
 - Understands that respect and care must be shown for the biological processes/changes of one’s own body and that of others
 - Recognizes the importance of reflecting on what it means to live in relationship with God and to live a moral life
11. Critiques societal structures in light of Catholic social justice principles and applies to social and personal situations.
- Practices Christian action toward others
12. Engages in service to the community (e.g., family, parish, local, national, and global) in response to the Gospel call.
- Practices Christian action toward others
 - Understands that being a disciple of Christ calls one to serve family, community and Church
 - Participates in parish and community service projects
 - Is made aware of various roles and ministries in the Church
 - Recognizes that the work of the Church is to show love, peace, and justice in the world
13. Exercises responsible stewardship for the gift of creation.
- Practices Christian action toward others
 - Responds joyfully to God’s call to give of one’s self in love to God and others (stewardship)
 - Continues to study the meaning of stewardship, i.e., “Receive God’s gifts gratefully, cultivate them responsibly, share them lovingly in justice with others, and return them with increase to the Lord.”
14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service.
- Participates in parish and community service projects
15. Demonstrates the relationship between faith and culture through arts, social sciences, sciences, technology.
16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences.
- Participates in planning liturgies and para-liturgies on student level of growth and awareness
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, meditative, devotional, multicultural) to enrich and express personal and communal spirituality.
- Develops a personal relationship with Jesus that evokes a response of generous love
 - Can recite and use the designated prayers for this grade level on the Prayer/Basic Beliefs and Practices listing. Other prayers of cultural/liturgical significance may be designated by the local site.
18. Celebrates the presence of the Sacred in experiences of sacramentals, symbols, and rituals.
19. Demonstrates an understanding of liturgical seasons and feasts.
- Increases knowledge of Church’s liturgical seasons of Advent, Christmas, Lent, and Easter
 - Participates at their own level in liturgical celebrations and other forms of prayer
 - Understands the church year celebrates God’s story of salvation as fulfilled in the life, death, resurrection, and ascension of Jesus
 - Knows regulations for Fast and Abstinence

LANGUAGE ARTS

Writing

1. Uses general skills and strategies in the writing process
- **Uses an effective writing process (ICC)**
 - Prewriting, drafting and revising, editing and publishing, evaluating peers’ and own writing
 - Identifies strengths and weaknesses in own writing
 - Organizes thoughts and expresses opinions and knowledge in a clear manner using complete sentences
 - Writes paragraphs with a clear main idea and several supporting details
 - Writes for a variety of audiences and purposes which include report of information, use of

narratives, essays, poetry, and creative writing

- **Uses knowledge of purpose, audience, format, and medium in developing written communication (ICC)**
 - **Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences (ICC)**
 - **Is able to write on demand (ICC)**
 - **Incorporates technology as a tool to enhance writing (ICC)**
 - Handwriting - Writes legibly using proper size and spacing
2. Uses stylistic and rhetorical techniques in written composition
- Demonstrates an understanding of the English language, i.e., usage, punctuation, capitalization, and spelling
 - Spells high frequency words from content areas correctly
 - Writes compositions that use a variety of sentence structures to expand and embed ideas
 - Uses transitions between sentences and paragraphs
 - Writes compositions that show clear evidence of descriptive language that clarifies and enhances ideas
3. Writes with a command of the grammatical and mechanical conventions of composition
- **Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style (ICC)**
 - Applies rules of grammar, usage, punctuation, and capitalization in writing
 - Writes compositions that have no significant errors in the use of ending punctuation marks
 - Writes compositions that have few significant errors in the use of commas
 - Demonstrates proper use of colon, semicolon, hyphen, dash, apostrophe and quotation marks
 - Demonstrates proper use of nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, and conjunctions
 - Shows improvement in writing skills
4. Gathers and uses information for research purposes
- **Uses writing as a tool for learning (ICC)**
 - **Engages in the information literacy process: accesses, evaluates, and communicates information and ideas (ICC)**
 - Effectively uses media resources to gather information
 - Engages in research:
 - Uses the library/media center on a regular basis and properly uses a variety of resources for research topics, e.g., computer database to locate sources for research topics
 - Determines appropriateness for research topic
 - Develops the use of outline format and note taking
 - Organizes information and ideas in systematic ways

Reading

5. Reading Process - Uses the general skills and strategies of the reading process
- Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts
 - Uses specific strategies to clear up confusing parts of a text, e.g., rereads the text, consults another source, asks for help
 - **Uses a variety of strategies to develop and expand reading vocabulary (ICC)**
 - Accurately identifies author's purpose and point of view
 - Monitors own reading strategies and makes modifications
 - Identifies specific devices and author uses to persuade
 - Makes, confirms, summarizes, and revises simple predictions
 - **Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres (ICC)**
 - Continues to develop a desire to read; engages in daily silent reading
 - **Reads with fluency silently and aloud to support comprehension (ICC)**
 - **Reads for a variety of purposes and across content areas (ICC)**
6. Reading Comprehension - Uses reading skills and strategies to understand and interpret a variety of literary works
- **Uses a variety of strategies and skills to comprehend and interpret fiction (ICC)**
 - Responds to literary and informational texts (oral, written, artistic)
 - *Understands and comprehends stated information*
 - *Determines the meaning of new words from their context - vocabulary*

- *Draws conclusions, makes inferences, and deduces meaning*
- *Interprets information in new contexts*
- *Interprets non literal language*
- *Determines the main idea of a text*
- Continues to develop and use a variety of comprehension strategies - cause/effect, compare/contrast, classify/categorize, drawing conclusion, predicting outcomes, and giving details of main idea
- *Analyzes the style or structure of a text*
- Reads and identifies various genre of literature and informational texts including technical guides
- Identifies the main and secondary characters in works containing complex character structures
- Recognizes the use of specific literary devices, e.g., foreshadowing, flashback
- Recognizes complex elements of plot, e.g., setting, major events, problems, conflicts, resolutions
- *Infers traits, feelings, and motives of characters*
- Makes and confirms inferences and predictions about events in a story
- Understands the use of language in literary works to convey mood, images, and meaning, e.g., dialect, dialogue, symbolism, irony, rhyme, voice, tone, sound, alliteration, onomatopoeia
- Makes connections between the motives of characters and motives in student's own life

7. Reading Comprehension - Uses reading skills and strategies to understand and interpret a variety of informational texts

- **Uses a variety of skills and strategies to comprehend non fiction and informational text (ICC)**
- Responds to literary and informational texts (oral, written, artistic)
- *Understands and comprehends stated information*
- *Determines the meaning of new words from their context - vocabulary*
- *Draws conclusions, makes inferences, and deduces meaning*
- *Interprets information in new contexts*
- *Interprets non literal language*
- *Determines the main idea of a text*
- Continues to develop and use a variety of comprehension strategies - cause/effect, compare/contrast, classify/categorize, drawing conclusion, predicting outcomes, and giving details of main idea
- *Analyzes the style or structure of a text*
- Reads and identifies various genres of literature and informational texts including technical guides
- Can effectively use the structures in informational texts; uses text organizers to determine the main ideas or locate information
- Uses the various parts of a text (index, table of contents, glossary) to locate specific information
- Reads for a variety of purposes including to answer a specific question, to form an opinion, and to skim for facts
- Comprehends, summarizes, and paraphrases information in texts in all content areas
- Uses a variety of strategies and reading skills to understand a variety of information texts
- Differentiates between fact and opinion in informational texts

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively

- **Produces a coherent message (ICC)**
- Expresses ideas clearly
- **Participates in a variety of communication situations (ICC)**
- **Participates appropriately in one-on-one situations and groups settings (ICC)**
- Participates effectively in group discussion
- Listens, views, and asks questions to collect information
- **Considers audience and variables in the speaking situation (ICC)**
- **Uses appropriate content and conventions for purpose, audience, occasion, and context (ICC)**
- **Demonstrates use of presentation skills to communicate (ICC)**
- **Recognizes the role of evaluation in oral communication (ICC)**
- **Recognizes the role of response in oral communication (ICC)**
- **Listens for information and understanding (ICC)**
- **Listens for interpretation, analysis, and evaluation (ICC)**
- **Listens to establish, maintain and enhance relationships (ICC)**

Viewing

9. Uses viewing skills and strategies to understand and interpret visual media
- **Uses a range of strategies to interpret visual media (ICC)**
 - Understands different messages conveyed through visual media
 - Responds orally and in writing to higher order thinking questions in all content areas
 - Understands basic elements of advertising and uses a variety of criteria to evaluate visual media
 - Understands the use of stereotypes and biases in visual media, e.g., distorted representations of society, imagery and stereotyping in advertising, etc.
 - **Applies a variety of criteria to evaluate informational media (ICC)**
 - **Understands how literary forms can be represented in visual narratives (ICC)**

Media

10. Understands the characteristics and components of the media
- Understands that media, messages, and products are composed of a series of separate elements, e.g., sections of a newspaper
 - Enhances the understanding of the similarities and differences among a variety of media, e.g., how documentaries, internet, television, and radio present a story in a different way
 - Knows characteristics and understands the different purposes of a wide range of media, e.g., to provide entertainment or information to persuade, to transmit culture, to focus attention on an issue
 - Understands the ways in which image-makers (media) carefully construct meaning, e.g., idea and word choice, authors, photos or cutlines chosen in newspapers
 - **Analyzes the effects of visual media on society and culture (ICC)**

MATH

1. **Problem solving** - *Uses a variety of strategies in the problem-solving process*
- *Solves single-step and multiple-step math problems*
 - Brainstorms possible approaches before starting a problem
 - Breaks complex problems into simpler parts
 - *Identifies extraneous or insufficient information in problems*
 - *Chooses a method for solving a problem* - some methods more helpful than others
 - Checks reasonableness of results of each part of problem solving process
 - Constructs a physical representation for complex problems
 - Understands there is more than one way to solve mathematical problems
 - Can determine information required to solve a problem, choosing methods and setting limits for acceptable solution
2. **Concept of Numbers** - *Understands and applies basic and advanced properties of the concept of numbers*
- **Understands, estimates, and represents real numbers, including common irrational numbers and use of scientific notation (ICC)**
 - Checks reasonableness of results through estimation - *estimates measurements with appropriate precision*
 - *Uses standard rounding to estimate*
 - *Uses order of magnitude to estimate*
 - *Uses number sense to estimate*
 - *Represents, compares, and orders numbers; fractions and decimals*
 - **Understands, applies, and is computationally fluent with rational numbers, including negative numbers (ICC)**
 - **Understands and applies ratio and rate, including percents, and connects ratio and rate to fractions and decimals (ICC)**
 - **Understands and applies proportional reasoning (ICC)**
 - *Describes and applies properties of numbers*
 - *Classifies numbers by divisibility*
 - *Demonstrates ways of performing operations*
 - *Uses place value; writes numbers in standard, expanded, and exponential form*
 - *Uses and interprets operational and relationship symbols*
 - *Solves equations and inequalities*
 - *Uses variable expressions to model situations*
 - *Explores numerical patterns*
 - Understands the basic relationship of fractions to decimals and fractions to whole numbers and percents to

- decimals
 - Identifies prime and composite numbers
 - Communicates mathematical concepts through writing and speaking
 - Understands the concepts of ratio, proportion, and percent and the relationships among them
 - Understands the characteristic and uses of exponents and scientific notation
 - Uses number theory concepts, e.g. divisibility and remainders, factors, multiples, prime, relatively prime to solve problems
3. **Computation** - *Uses basic and advanced procedures while performing the process of computation*
- Adds, subtracts, multiplies, and divides whole number, fractions, decimals, integers and rational numbers
 - Rounds decimals and fractions
 - Uses order of operations effectively
 - Selects and uses appropriate computational methods for a given situation
4. **Measurement** - *Understands and applies basic and advanced properties of the concept of measurement*
- *Measures length/distance, time, temperature, weight, mass, and volume*
 - *Identifies and uses appropriate units of measurement*
 - Selects and uses appropriate units and tools, depending on degree of accuracy required to find measurements for real-world problems
 - Converts units within a system, e.g. feet to inches, quarts to pints, hours to minutes
 - Estimates, calculates, and compares perimeter, area, and volume
 - Applies given measurement formulas for perimeter, area, circumference, volume, and surface area in problem situations
 - Understands procedures for basic indirect measurements, e.g., using grids to estimate area of irregular figure
5. **Geometry** - *Understands and applies basic and advanced properties of the concepts of geometry*
- **Understands, determines, and applies area of polygons (ICC)**
 - **Understands and applies similarity, with connections to proportion (ICC)**
 - **Understands, determines, and applies surface areas and volume of prisms and cylinders and circumference and area of circles (ICC)**
 - **Analyzes two-dimensional space and figures by using distance, angle, coordinates, and transformations (ICC)**
 - **Visualizes, represents, and describes three-dimensional shapes (ICC)**
 - Understands the relationships between two- and three-dimensional representations of a figure, e.g., scale drawings, blueprints, planar cross sections
 - Understands the mathematical concepts of similarity and congruency
 - Understands the basic concept of the Pythagorean theorem (introduction)
 - Compares shapes in terms of such concepts as parallel, perpendicular, congruence, and symmetry (turns, flips, sides to investigate concepts of symmetry, similarity, and congruence)
 - *Identifies, classifies, and compares geometric figures*
 - *Describes geometric properties, patterns, and relationships*
 - *Applies the concepts of perimeter, area, and volume*
 - Solves real-world problem involving area of geometric figures
6. **Data analysis** - *Understands and applies basic and advanced concepts of statistics and data analysis*
- Gathers and records data to make generalizations
 - **Analyzes and summarizes data sets, including initial analysis of variability (ICC)**
 - **Understands, interprets, determines, and applies measures of center and graphical representations of data (ICC)**
 - Understands that data comes in many different forms and that collecting, organizing and displaying data can be done in many ways
 - Finds mean, median, mode, and range
 - Reads, interprets, organizes, and displays data in charts, tables, plots, and graphs
 - *Reads amounts on scales of bar and line graphs*
 - *Locates amounts in specific cells of a table*
 - *Compares quantities to determine ranks, sums or differences, and to find ratios*
 - *Uses tables and graphs to determine rates or identify trends, understand underlying or functional relationships, and generalize or draw conclusions*
 - Understands basic concepts about how samples are chosen
7. **Probability** - *Understands and applies basic concepts of probability*
- **Understands and represents simple probabilistic situations (ICC)**
 - **Understands, computes, and estimates simple probabilities using counting strategies and**

simulation (ICC)

- **Uses proportions and percentages to analyze data and chance (ICC)**
- *Applies probability concepts and counting rules*
- *Understands and applies measures of central tendency and variability*
- Identifies common errors in the presentation of statistics
- Understands probabilities and the ways they can be expressed
- Understands how predictions are based on data and probabilities
- Determines probability using simulations or experiments

8. Functions and Algebra - Understands and applies basic concepts of functions and algebra

- **Writes, interprets, and uses mathematical expressions, find equivalent forms, and relates such symbolic representations to verbal and tabular representations (ICC)**
- **Understands and applies proportionality (ICC)**
- **Understands, solves, and applies linear equations and inequalities (ICC)**
- **Understands and applies linear functions (ICC)**
- **Uses tables and graphs to analyze systems of linear equations (ICC)**
- Constructs a pattern and articulates why the pattern works
- Understands that a variable can be used in many ways
- Understands basic operations of algebraic expressions, e.g., combining like terms, expanding, substituting for unknowns
- Understands various representations of patterns and functions and the relationships among them
- Solves real-world problems involving formulas with one variable

9. Nature of Mathematics - Understands the general nature and uses of mathematics

SCIENCE/HEALTH

Knowing that there are programs that are K-5, K-6, K-8, 6-8, 7-12, the approach for the science component of the grade level expectations is as follows: grade 6 includes the 13 standards of science/health; grade 7 is focused on life science/health; grade 8 is focused on earth and space/health. However, all 13 standards are indicated below to give context to the science/health subject area. Knowing this, there will need to be adjustments at the local level via the curriculum review cycle. This planning was based on the assumption that specific courses are taught at the high school in the areas of physical science, biology, chemistry, physics and other advanced courses.

Earth and Space - Students can understand concepts and relationships in Earth/space sciences.

1. Understands atmospheric processes and water cycle
 - **Understands and demonstrates knowledge of the structure of the earth system and the processes that change the earth and its surface (ICC)**
 - **Understands and demonstrates knowledge of the water cycle, including consideration of events that impact groundwater quality (ICC)**
 - **Understands and demonstrates knowledge of the earth's atmospheric properties and how they influence weather and climate (ICC)**
2. Understands Earth's composition and structure
 - **Understands and demonstrates knowledge of our earth's history based on physical evidence (ICC)**
3. Understands the composition and structure of the universe and the Earth's place in it
 - **Understands and demonstrates knowledge of the components and predictable patterns of our solar system (ICC)**

Life Science - Students can understand concepts and relationships in life science.

4. Understands the principles of heredity and related concepts - *Can understand life cycles*
 - **Understands and demonstrates knowledge of how different organisms pass on traits (ICC)**
 - Knows that hereditary information is contained in genes; explains how characteristics are inherited from parents
 - Knows that for sexually reproducing organisms, a species comprises all organisms that can mate with one another to produce fertile offspring
 - Knows that characteristics of an organism can be described in terms of a combination of traits; some traits are inherited and others result from interactions with the environment
5. Understands the structure and function of cells and organisms - *Can understand the structure of living things*
 - **Understands and demonstrates knowledge of the basic components and functions of cells, tissues, organs, and organ systems (ICC)**

- Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life
 - **Understands and demonstrates knowledge of the complementary nature of structure and function and the commonalities among diverse organisms (ICC)**
 - **Understands and demonstrates knowledge of the functions and interconnections of the major human body systems including the breakdown in structure or function that disease causes (ICC)**
 - Knows the levels of organization in living systems, including cells, tissues, organs, organ systems, whole organisms, and ecosystems, and the complementary nature of structure and function at each level
6. Understands relationships among organisms and their physical environment - *Can understand environmental interaction and adaptation*
- **Understands and demonstrates knowledge of the interdependency of organisms, changes in environmental conditions, and survival of individuals and species (ICC)**
 - Knows how an organism's ability to regulate its internal environment enables the organism to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment
 - **Understands and demonstrates knowledge of the cycling of matter and energy through ecosystems (ICC)**
 - **Understands and demonstrates knowledge of the social and personal implications of environmental issues (ICC)**
 - Knows that all individuals of a species that exist together at a given place and time make up a population, and all populations living together and the physical factors with which they interact compose an ecosystem
 - Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem, e.g., producer/consumer, predator/prey, parasite/host
7. Understands biological evolution and the diversity of life
- Knows evidence that supports the idea that there is unity among organisms despite the fact that some species look very different, e.g., similarity of internal structures in different organisms, evidence of common ancestry
 - Knows ways in which living things can be classified
 - Understands the functions, organs, and relationship to health of the digestive, reproductive, circulatory, respiration, excretory, nervous, endocrine, and skeletal system.
 - Knows how matter is recycled within ecosystems

Physical Sciences - Students can understand concepts and relationships in physical science.

8. Understands the structure and properties of matter
- **Understands and demonstrates knowledge of elements, compounds, mixtures, and solutions based on the nature of their physical and chemical properties (ICC)**
9. Understands the sources and properties of energy
- **Understands and demonstrates knowledge of physical and chemical changes and their relationship to the conservation of matter and energy (ICC)**
 - **Understands and demonstrates knowledge of forms of energy and energy transfer (ICC)**
10. Understands forces and motion
- **Understands and demonstrates knowledge of motions and forces (ICC)**

Nature of Science and Technology

11. Understands the nature of scientific knowledge
- Knows that an experiment must be repeated many times to yield consistent results before the results are accepted as correct
12. *Understands the nature of scientific inquiry - Students can understand and apply skills used in scientific inquiry.*
- Uses appropriate tools (including computer hardware and software) and techniques to gather, analyze, and interpret scientific data
 - Knows that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models and explanations proposed by other scientists
 - **Generates questions that can be answered through scientific investigations (ICC)**
 - **Designs and conducts different kinds of scientific investigations (ICC)**
 - **Understands that different kinds of questions suggest different kinds of scientific investigations (ICC)**
 - **Selects and uses appropriate tools and techniques to gather, analyze and interpret data (ICC)**

- **Incorporates mathematics in scientific inquiry (ICC)**
 - **Uses evidence to develop descriptions, explanations, predictions, and models (ICC)**
 - **Thinks critically and logically to make the relationships between evidence and explanations (ICC)**
 - **Recognizes and analyzes alternative explanations and predictions (ICC)**
 - **Communicates and defends procedures and explanations (ICC)**
 - **Uses appropriate safety procedures when conducting investigations (ICC)**
13. Understands the scientific enterprise
- Knows that the work of science requires a variety of human abilities, qualities, and habits of mind
 - Knows ways in which science and technology influence one another

HEALTH

1. Knows the availability and effective use of health services, products, and information
 - Knows how to locate and use community health information, products, and services that provide valid health information
2. Knows environmental and external factors that affect individual and community health
 - Understands how peer relationships affect health, e.g., name calling, prejudice, discrimination
3. Understands the relationship of family health to individual health
 - Understands the development of adolescent independence
4. Knows how to maintain mental and emotional health
 - Knows strategies to manage stress and feelings caused by disappointment, separation, or loss
5. Knows essential concepts and practices concerning injury prevention and safety
 - Knows potential signs of self- and other- directed violence
6. Understands essential concepts about nutrition and diet
 - Understands how eating properly can help to reduce health risks
7. Knows how to maintain and promote personal health
 - Knows strategies and skills that are used to attain personal health goals
8. Knows essential concepts about the prevention and control of disease
 - Knows communicable, chronic, and degenerative disease processes and the differences between them
9. Understands aspects of substance use and abuse
 - Knows factors involved in the development of a drug dependency and the early observable signs and symptoms
 - Knows conditions that may put people at higher risk for substance abuse problems
10. Understands the fundamental concepts of growth and development
 - Knows the similarities and differences between male and female sexuality

SOCIAL STUDIES - listed by strands (ICC being developed)

Knowing that there are programs that are K-5, K-6, K-8, 6-8, 7-12, the approach for the social studies component of the grade level expectations is as follows: grade 7 focuses on world regions and grade 8 focuses on American History up to the Civil War. Knowing this, there will need to be adjustments at the local level. This planning was based on the assumption that specific courses are taught at the high school in the areas of global studies, geography, American history and government, economics, psychology, sociology.

1. Civics
 - Knows the world is divided into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it, and understands why the nation-state is the most powerful form of political organization at the international level
 - Knows the purposes and functions of major governmental international organizations (e.g., UN, NATO, OAS, World Court) and non governmental international organizations, e.g., International Red Cross, Amnesty International
 - Knows the most important powers the United States Constitution gives to the Congress, President, and Federal Judiciary in foreign affairs (e.g., Congress can declare war, President is Commander in Chief and can make treaties and appoint ambassadors)
 - Understands the impact of major demographic trends on the United States (e.g., population growth, increase in immigration and refugees)
 - Understands the impact that current political developments around the world have on the United States (e.g., conflicts within and among other nations, efforts to establish democratic governments)
2. Economics
 - Knows that exports are goods and services produced in one nation, but sold to buyers in another nation

- Knows that imports are goods and services bought from sellers in another nation
- Knows that despite the advantages of international trade, (e.g., broader range of choices in buying goods and services) many nations restrict the free flow of goods and services through a variety of devices known as “barriers to trade” (e.g., tariffs, quotas for national defense reasons or because some companies or workers are hurt by free trade)

3. Geography

- Uses the tools and concepts of geography including technology-related resources, e.g., variety of internet resources available
- Understands the patterns and processes of migration and diffusion (spread of language, religion, and custom from one culture to another; spread of a contagious disease through a population; global migration patterns of plants and animals)
- Understands distributions of physical and human occurrences with respect to spatial patterns, arrangements, and associations (e.g., why some areas are more densely settled than others, relationships and patterns in the kind and number of links between settlements)
- Knows the human and physical characteristics of places
- Understands the criteria that give a region identity (e.g., its central focus, such as Amsterdam as a transportation center)
- Knows how places and regions serve as cultural symbols (e.g., Tower Bridge in London)
- Knows the ways in which human movement and migration influence the character of a place (e.g., the impact of Indians settling in South Africa)
- Understands the primary geographic causes for world trade
- Knows similarities and differences in various settlement patterns of the world (e.g., agricultural settlement types such as plantations, urban settlement types such as governmental centers, port cities)
- Understands the factors that affect the cohesiveness and integration of countries (e.g., language and religion in Belgium, the elongated shapes of Italy and Chile)
- Knows how the physical environment affects life in different regions
- Knows world patterns of resource distribution and utilization (e.g., petroleum, coal, diamonds, gold)
- Knows how physical and human geographic factors have influenced major historic events and movements, (e.g., the forced transport of Africans to North and South America)

4. Historical Understanding

- Understands patterns of change and continuity in the historical succession of related events
- Knows how to periodize events of the nation into broadly defined eras
- Understands that specific individuals, ideas, events, and decisions had a great impact on history
- Understands cultural and ecological interactions resulting from early European exploration and colonization and/or ancient civilizations
- Understands the basic patterns of human settlement and their causes

MUSIC

1. Sings alone and with others, a varied repertoire of music

- Sings partner songs and rounds in small groups and able to sing own part
- Sings with good breath control, expression, and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter
- Participates and contributes in class activities
- Attempts to sing on pitch in rhythm with appropriate dynamics and timbre, and maintains a steady tempo
- Listens and follows directions
- Responds to the cues of the conductor when singing as part of a group
- Sings music written in two and three parts

2. Performs on instruments, alone and with others, a varied repertoire of music

- Performs rhythm patterns from notation
- Creates movement to accompany music or poems
- Performs music representing diverse genres and cultures, with expression appropriate for the work being performed

3. Improvises melodies, variations, and accompaniments.

- Improvises short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style, meter, and tonality

4. Composes and arranges music within specified guidelines

- Creates musical accompaniments (e.g. a rhythm instrument accompaniment)
 - Composes short pieces within specified guidelines
5. Reads and notates music
 - Understands musical notations
 - Reads sixteenth and dotted notes and rests
 - Uses standard notation to record musical ideas
 6. Knows and applies criteria to music and musical performances
 - Appreciates music and is able to analyze in simple terms
 - Identifies specific music events when listening to music, e.g., entry of oboe, change of meter, return of refrain
 - Understands how the elements of music are used in various genres and cultures
 7. Understands relationships between music and history and culture
 - Understands, appreciates, and participates in liturgical music
 - Knows and demonstrates appropriate audience behavior
 - Understands the role of musicians (i.e., song leader, conductor, composer, and performer) in various musical settings and culture
 - Understands that music preferences reflect one's own personal experiences

ART

1. Understands and applies media techniques and processes related to visual arts
 - Maintains an imaginative approach while following simple instructions
 - Uses a wide variety of tools safely and economically
 - Enjoys using different art media and techniques
 - Knows how the characteristics and qualities of art media, techniques, and processes can be used to enhance experiences and ideas
 - Understands, critiques, and uses self-evaluation tools both oral and written
2. Knows how to use structures and functions of art
 - Follows simple instructions, but maintains an imagination while creating art
 - Knows how the qualities of structures and functions of art are used to improve communication of one's ideas
 - Expresses creativity through art projects
3. Knows range of subject matter.
 - Continues to grow in art vocabulary
 - Knows different subjects, themes, and symbols which convey intended meaning in artworks
4. Understands the visual arts in relation to history and cultures
 - Identifies specific works of art as belonging to particular cultures, times, and places - art appreciation
 - Becomes knowledgeable of famous artists and their work
 - Understands the historical and cultural contexts of a variety of art objects
5. Understands the characteristics and merits of one's own artwork and the artwork of others
 - Understands that specific art works can elicit different responses

PHYSICAL EDUCATION

1. Uses a variety of basic and advanced movement forms (running, skipping, hopping, eye-hand/eye-foot coordination-dribbling while running)
 - Demonstrates knowledge of concepts
 - Demonstrates fundamental skills
 - Uses intermediate sport-specific skills for individual, dual, and team sports
2. Uses movement concepts and principles in development of motor skills
 - Understands the principle of training and conditioning for specific physical activities
 - Uses basic offensive and defensive strategies in a modified version of a team and individual sport
 - Understands movement forms associated with highly skilled physical activities
3. Understands benefits and costs associated with participation in physical activity
 - Chooses physical activities based on a variety of factors, e.g. personal interests and capabilities, challenge and enjoyment
 - Understands long-term physiological benefits of regular participation in physical activity, e.g., improved

- cardiovascular strength, improved flexibility, and body composition
 - Knows factors that inhibit participation in physical activity, e.g., substance abuse
 - Celebrates personal successes and achievements as well as those of others
4. Understands how to monitor and maintain a healthy, enhanced level of physical fitness
 - Understands wellness - demonstrates benefits of healthy life style
 - Identifies the health benefits of participation in physical activity
 - Selects and participates regularly in more advanced physical activities for the purpose of improving skill and health
 - Understands the role of exercise and other factors in weight control and body composition
 5. Understands the social and personal responsibility associated with participation in physical activity
 - Demonstrates the willingness to join in an activity
 - Demonstrates good sportsmanship
 - Understands safety concepts
 - Understands the proper attitudes toward both winning and losing
 - Follows appropriate rules, procedures, and behaviors with few reminders while participating in games/activities; accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
 - Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations
 - Demonstrates acceptance of the skills and abilities of others through verbal and nonverbal behavior

TECHNOLOGY - References McRel with new NETS standards, updated June, 2007; see standard listing

1. Knows characteristics and computer hardware and operating systems (NETS 6)
 - Applies technology skills
 - Knows features and uses of current and emerging technology
 - Knows limitations and tradeoffs of various types of hardware, e.g., laptops, ebooks, modems
2. Knows the characteristics and uses of computer software programs (NETS 6)
 - Practices responsible use of technology systems and software
 - Discusses how formats differ among software applications and hardware platforms
 - Uses advanced features and utilities of word processors, e.g., clip art, grammar checker, thesaurus, outliner
 - Knows common features and uses of spreadsheet and database
 - Knows common features and uses of desktop publishing
 - Contributes to a group/teacher-made presentation program
 - Defines the basic elements of a multimedia presentation - knows common features of presentation
 - Contributes to various group presentations, e.g., web quest presentation
 - Places text into a simple, static screen
 - Uses grade appropriate software
3. Understands relationships among science, technology, society, and the individual (NETS 1, 2, 3, 4, 5.)
 - Knows that technology and science have a reciprocal relationship, technology drives science and vice versa
 - Works cooperatively and collaboratively with peers, family members, and others when using technology
 - Effectively uses media resources to gather information
 - Demonstrates positive social and ethical behaviors when using technology, e.g., illegally copying software, software piracy, copyright laws
 - Discusses basic issues related to responsible use of technology and information and describes personal consequences of inappropriate use
 - Effectively uses media resources to display information
 - Discusses common uses of technology in daily life and the advantages and disadvantages those uses provide
 - Understands the history of computers and related careers
4. Understands the nature of technological design (NETS 2, 4, 5)
 - Knows that the design process is a slow, methodical process of test and refinement
 - Knows that invention is the process of creating a new system or object out of an idea while innovation is the process of modifying an existing system to improve it
 - Implements and evaluates product and design and makes modifications
5. Understands the nature and operation of systems (NETS 1, 2, 3, 4, 5, 6)
 - Gathers information and communicates with others using telecommunications, with support from teachers, family members, or student partners
6. Understands the nature and uses of different forms of technology (NETS 3, 6)
 - Uses technology productivity tools to support personal productivity, remediate skill deficits, and facilitate

learning throughout the curriculum

- Uses telecommunications efficiently and effectively to access remote information, e.g. internet and other online resources

GUIDANCE/HUMAN SEXUALITY

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills
- Demonstrates understanding of various careers as they apply to content areas

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Sexuality - derived in part from *Growing in Love*, Harcourt Religion Publishers

- Understands tenets of Safe Environment lesson
- Understands that each person has dignity and worth
- Recognizes that the attraction between the sexes is part of God's plan for new life
- Recognizes that respect for others is shown in honoring the whole person
- Recognizes that authentic love contains elements of physical attraction, mutual friendship, and selfless, unconditional caring
- Understands that self control is an important part of growing in love as a whole person, physically and spiritually
- Understands that the sexual drive is natural and good and can be misused
- Recognizes that marriage is a covenant of faithful and fruitful love

PERSONAL DEVELOPMENT/SOCIAL RESPONSIBILITY/CITIZENSHIP

- Interacts respectfully with others
- Works effectively as a team member
- Makes an effort to solve social problems
- Participates appropriately
- Follows directions
- Works independently
- Completes high quality work
- Completes homework assignments