



# **Saint James School**

## **7th grade**

### **Religion**

By the end of Grade 7, students will:

- know the accounts of Jesus' birth as written in the Gospels
- know how The Kingdom of God was revealed to us by Jesus
- understand how to spread the Kingdom of God by living the Gospel message.
- understand how the Holy Spirit calls and guides us to spread the Gospel message.
- know that our conscience helps us to make moral decisions.
- reflect on the 10 Commandments and know that following Jesus means loving as he did.

### **Language Arts**

By the end of Grade 7, students will:

#### **In Literature:**

- Recognize, define and evaluate story elements: plot, setting, and characters in short stories and novels
- Provide evidence from a piece of literature to support understanding

- Critically read and understand non-fiction
- Read to learn more about God, their faith, and their role in the mission of the Church
- Read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner.

## **In Writing:**

- Organize ideas and information in well-developed compositions for various purposes: description, narrative, expositions, and persuasion
- Write a concise summary of a reading selection
- Write a research report, gather relevant information from multiple print and digital sources, using in-text citations with a Works Cited page
- Use Technology to research and to create/produce projects

By the end of Grade 7, students will:

- Have general knowledge of French speaking Africa (culture)
- General review of 6th grade material ( 4 skills)
- Know 4 Irregular verbs: être, avoir, faire, and aller (grammar)
- Know family, food and restaurant vocabulary (vocabulary and speaking)
- Review months and dates, adding in seasons and weather expressions (vocabulary)
- Be able to read simple texts (Reading and comprehension)
- Be able to understand simple children's videos in French (comprehension)
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- Write routinely over extended time frames
- Demonstrate command of the conventions of Standard English grammar when communicating through writing or speaking

## **In Oral Language:**

- Prepare for and participate in a range of conversations and collaborations with diverse partners.
- Present information, findings, and supporting evidence to an audience.

## **Mathematics**

By the end of Grade 7, students will:

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Compute flexibly and fluently and make reasonable estimates; **APPLY TO REAL WORLD SITUATIONS**
- Understand and describe patterns and functional relationships
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Use mathematical models to represent and understand quantitative relationships
- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematical arguments about relationships
- Use properties and characteristics of two-and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems
- Develop and apply appropriate techniques, tools and formulas to estimate and determine measurements
- Collect, organize and display data using appropriate statistical and graphical methods.
- Select and use appropriate statistical methods to analyze data
- Analyze data sets to form hypotheses and make predictions
- Investigate chance processes and develop, use, and evaluate probability models

## **Science**

By the end of Grade 7, students will:

### **In Life Science:**

- Describe how all organisms are made up of one or more cells that have common structures to maintain life.

- Explain that all living things are composed of cells (i.e., “the building blocks of life”) and that cells carry out the functions needed to sustain life (e.g., photosynthesis in plants).
- Describe that regulation for organisms involves sensing their surroundings (external environment) and then using physiological activities at the cell or organism level to survive.
- Describe how many organisms, including humans, have specialized organ systems that interact with each other to maintain dynamic internal balance.
- Describe levels of organization for living systems, starting with cells, then moving to tissues, organs, organ systems, whole organisms, populations, and ecosystems.
- Describe human systems for digestion, respiration, reproduction, blood circulation, excretion, movement and coordination, and protection from disease and ways that these systems interact.
- Correlate behavior as an organism’s response to internal or external stimuli and that all organisms must obtain and use resources, grow, reproduce, and maintain internal conditions.
- Explain how reproduction is a characteristic of all living systems, with some organisms reproducing asexually and others reproducing sexually (through egg and sperm).
- Use examples to show that populations of plants or animals consist of all individuals that occur together in a region.
- Develop a diagram showing sunlight (the major source of energy in ecosystems) entering ecosystems through producers by photosynthesis, then passing to consumers and decomposers through food webs.
- Compare examples of ecosystems with vast numbers of species of animals, plants, and microorganisms in many kinds of habitats.
- Identify and classify key biotic and abiotic interactions in an ecosystem and factors that affect population density.

## **In Physical Science:**

- Describe how energy is a property of substances that is associated with heat, light, solar radiation, electricity, mechanical motion, sound, and chemical substances.
- Describe some of the physical and chemical processes that are used to produce energy and how society uses this natural resource.
- Diagram examples of how waves carry energy and transfer energy when they interact with matter (e.g. seismic, light, electromagnetic, sound).
- Describe how energy provides the ability to do work and can exist in many forms.

## **Social Studies**

By the end of Grade 7, students will:

History Curriculum Standards Grade 7 & 8.

- Develop historical thinking skills, including the following: Chronological thinking, recognizing change over time, and research historical sources.
- Understand major historical periods in Early America by examining historical ideas, beliefs, institutions, and conflicts.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives
- Develop and understand how Catholics and Catholic Church have influenced American History
- Access, gather and interpret information from a variety of primary and secondary sources to create various forms of written work
- Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

## **World Language - French**

By the end of Grade 7, students will:

- Have general knowledge of French speaking Africa (culture)

- General review of 6th grade material ( 4 skills)
- Know 4 Irregular verbs: être, avoir, faire, and aller (grammar)
- Know family, food and restaurant vocabulary (vocabulary and speaking)
- Review months and dates, adding in seasons and weather expressions (vocabulary)
- Be able to read simple texts (Reading and comprehension)
- Be able to understand simple children’s videos in French (comprehension)

## **Computer Technology**

By the end of Grade 7, students will:

- Demonstrate positive social and ethical behaviors when using technology.
- Successfully and responsibly operate multiple technology devices.
- Use a variety of media and technology resources for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Use developmentally appropriate multimedia resources and digital tools for problem solving, communication, illustration of thoughts, ideas, and stories, and to differentiate and personalize learning.
- Work independently, cooperatively and collaboratively with peers, to gather information and communicate with others using telecommunications, with support from teacher and/or family members.

## **Music**

By the end of Grade 7, students will:

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## **Art**

Progressively from Grade 5 through Grade 8, students will:

- expand the range of 2-D and 3-D art processes, techniques, and materials with a focus on the effects possible within each medium.
- create artwork that demonstrates an awareness of the range and purpose of such tools as pens, brushes, markers, etc.
- learn the elements and principles of design and be able to demonstrate knowledge of color, line, texture, shape, space and composition.

## **Physical Education**

By the end of Grade 7, students will:

- Develop the necessary knowledge and performance skills in a variety of team sports, individual, and lifetime activities
- Demonstrate responsible personal and social conduct used in a physical activity setting.
- Demonstrate body strength in many muscle groups.
- Acquire the necessary social skills in order to participate in movement-skill activities.
- Develop the awareness and feelings of others / Become a supportive teammate and classmate

## **Health**

By the end of Grade 7, students will:

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