

Saint John the Baptist Catholic School

Middle School Curriculum

2017-2018



Saint John the Baptist Catholic School
Waunakee, Wisconsin

A Blessed Foundation

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Saint John the Baptist Catholic School Middle School Standards

Updated: June 2017

This is an outline of the standards for the Middle School Curriculum. This is evolving work and standards will be revised to meet the changing needs of the students as they prepare to be productive citizens in the 21st century.

All standards will be taught and the highlighted standards will be part of your child's report card. The standards selected to be on the Middle School Report Card are identified as essential learning and skills that will be taught during the school year.

These standards are based on:

The Mission Statement of Saint John the Baptist Catholic School:

"The Mission of Saint John the Baptist Catholic School is to empower our students to be faithful Catholics by nurturing and educating each individual to become compassionate leaders in an ever-changing global community."

The Diocese of Madison Catechetical Standards and Benchmarks for Middle School Students:

- Profession of Faith: Catholic school/religion education students in the Diocese of Madison will know and understand the fundamental teachings of Jesus Christ in His Church, according to the articles of our Profession of Faith.
- Liturgy and Sacraments: Catholic school/religion education students in the Diocese of Madison will know and appreciate the centrality of the Eucharist and the importance of sacraments in the life of Catholics.
- Life in Christ: Catholic school/religion education students in the Diocese of Madison will understand and reflect the dignity of the human person and his vocation to freely know, love and serve God and neighbor. With the help of grace, they will seek holiness by avoiding sin, growing in virtue and entrusting themselves to the mercy of God.
- Christian Prayer: Catholic school/religion education students in the Diocese of Madison will understand the revelation and tradition of the Catholic life of prayer.

The Diocese of Madison Academic Standards

Religion Standards

Units of Study Include:

Exploring YOUCAT

Exploring YOUCAT is a course based on the YOUCAT, the new Youth Catechism of the Catholic Church, written in the language of our youth. Fr. John Sims Baker of Vanderbilt, Fr. Tony Stephens of the Fathers of Mercy, and Fr. Jim Kelleher will all three guide the students through the inner workings of the YOUCAT expanding upon and preaching upon some of the most important questions and topics posed.

The Teen Bible Time Line

This is a an 8 part DVD exploration of the Old Testament covering the following topics:

1. Introduction
2. Early World
3. Patriarchs
4. Egypt, Exodus, Desert Wanderings, Conquest and Judges
5. Royal Kingdom, Divided Kingdom
6. Exile, Return, Maccabean Revolt
7. Messianic Fulfillment
8. The Church

Main Curriculum Resources: [The Newman Connection: Exploring YouCat](#)
[Ascension Press: The Team Timeline](#)

Highlighted Standards Appear on the Report Card

CAT.7.A Understand revelations as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus

- Know and tell the Story of Salvation History
- Explain that God has revealed himself to us gradually, by communicating his own mystery in words and actions
- Memorize and explain the meaning of: "The New Testament lies hidden in the Old and the Old Testament is unveiled in the New.
- Support why "Sacred Scripture must be read and interpreted in the light of the same Spirit by whom it was written".

CAT.7.B Understand Faith as an assent to God who reveals himself

- Explain that faith is both a personal adherence to God and a free assent to the Truth that God has revealed. Faith is our response to God, who reveals himself and gives himself to us.
- Apply that faith always seek to understand better what God has revealed.
- Demonstrate that in all cultures of our world, the Catholic faith is one and the same everywhere.

CAT.7.D Be familiar with the structure and contents of Sacred Scripture and be able to use it.

- Retell stories from Sacred Scripture that describe the person and mystery of Jesus Christ:
- Baptism of the Lord (Matthew 3:13-17)
- Jesus calls the Fisherman (Mark 1:16-20, Matthew 9: 9-13)

- Teachings of Jesus (Matthew 5-7; 25: 31-46, John 3:16, 13-17)
- Good Shepherd (John 10:1-10)
- Transfiguration (Matthew 17: 1-8)

CAT.7.E Know and understand the articles of the Apostles Creed

- Explain why the Apostles Creed is an ancient baptismal creed of the Church of Rome.
- Support: Even after God reveals himself, he remains a mystery. Although something remains a mystery it is still knowable.
- Explain the special words the Church has found to describe the mystery of the Trinity: God is three persons in one nature.
- Illustrate how the Father's plan uses creatures as cooperators; human beings cooperate freely with God's design.
- Explain how God made man and woman in his image; they are equal in dignity but complementary as masculine and feminine. Marriage is the first form of human community.
- Explain why the reality of sin is impossible to ignore, and any alternate explanations are inadequate. Especially the denial of original sin, such denial undermines the redemption won by Christ
- Demonstrates how when we love Christ, we want to know him better and to proclaim him.
- Explain that "The title 'Son of God' signifies the unique and eternal relationship of Jesus Christ to God his Father. To be a Christian one must believe that Jesus Christ is the Son of God.
- Explain how the Church has found a special way to describe this mystery: "Jesus Christ possesses two natures, one divine and the other human, not confused, but united in the one person of God's son."
- Explain how through her Immaculate Conception, Mary, "from the first instant of her conception, was totally preserved from the stain of original sin, and she remained pure from all personal sin throughout her life."
- Explain that "By the expression 'He descended into hell,' the Apostles' Creed confesses that Jesus did really die and through his death for us conquered death and the devil 'who has the power of death.'"
- Explain that the holy women and the disciples came to believe in Christ's Resurrection through the discovery of the empty tomb, and especially through the appearance of the Risen One.
- Summarize that in the New Testament in the fullness of time, the Holy Spirit prepares for the coming of Jesus Christ in special and unique ways through John the Baptist and Mary.
- Explain that the Holy Spirit is one of the persons of the Holy Trinity. The Holy Spirit has the one, same nature as the Father and Son, yet is distinct from them; with them he is adored.
- Explain why believing that the Church is holy, catholic, one and apostolic is inseparable from belief in God the Father, Son and Holy Spirit.
- Demonstrate how the Church links us in a special way to the poor and suffering.
- Paraphrase: "The Church is the temple of the Holy Spirit. The Spirit is the soul, as it were, of the Mystical Body, the source of life, of its unity in diversity, and the richness of its gifts and charisms.
- Give examples of how the whole Church is missionary by nature, a vocation in which all her members share.
- Recognize that the bishop is the vicar, not of the Pope, but of Christ, and is the source of unity in his own diocese.
- Recall that the bishop's first duty is to proclaim the Word of God; he also sanctifies and governs. His faithful should be closely attached to him.
- Defend that because of our link with the Communion of Saints, it is a holy and wholesome thought to pray for the dead.

- Explain that Christ wills to use priests and sacraments as his instruments to forgive sins.
- Explain that belief in the resurrection of the dead is essential to Christianity.
- Explain that we will rise with our own bodies but they will be glorious and spiritual.
- Defend that salvation is through the flesh, which gives a dignity to the human body.
- Explain that it is possible to choose hell, which is principally eternal separation from God. God wills everyone to be saved: no one is willed by God to go to hell.

CAT.7.F: Understand and participate in liturgical seasons, feasts and celebrations

Memorize: "The sacraments are efficacious signs of grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed to us."

- Evaluate ways in which the Liturgy of the Word makes a remembrance of all that God and his son, Jesus Christ, have done for us.
- Explain how in keeping the memorials of the saints, first of all the holy Mother of God, then the apostles, martyrs, and other saints, on fixed days of the liturgical year, the Church on earth shows that she is united with the liturgy in heaven.
- Explain that every Catholic is called to actively participate in the liturgy, which is the work of Christ and His Church
- Correlate the proper form and symbol to each sacrament. Baptism, Eucharist, Penance, Anointing of the Sick, Holy Orders, Matrimony)
- Explain the mission of the Holy Spirit in the liturgy of the Church.

CAT.7.G Name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each. (Baptism, Confirmation, Eucharist, Reconciliation, Anointing of the Sick, Holy Orders, Matrimony)

- Explain that Confirmation completes the process begun in Baptism.
- Explain that all Christians, regardless of their denomination, are initiated into their faith through baptism.
- Recall that Christ is fully present under either form of bread or wine.
- Describe how the Eucharist helps us grow in relationship with God.
- Explain that repentance [also called contrition] must be inspired by motives that arise from faith; and the difference between 'perfect' and 'imperfect' contrition.
- Explain that spouses give the Sacrament of Marriage to each other and the priest is the witness for the Church.
- Compare and contrast a covenant and a contract, and identify why Marriage is a covenant with God.
- Justify why only priests and bishops can give the Sacrament of the Anointing of the Sick.
- Justify why it is bishops who confer the Sacrament of Holy Orders to deacons, priests or bishop.
- Recognize that Catholics must receive the sacrament of Reconciliation at least once a year, if they have serious sin.
- Defend where Jesus entrusted his Church with the power to forgive sins and why this power is validly exercised by the bishops and priests by virtue of priestly ordination.
- Explain that the "sacramental seal" of confession binds priests to keep sins confessed by penitents absolutely secret, and admits of no exceptions.
- Explain that ultimately, Jesus Christ is the one priest, and ordained ministers share in his priesthood. Because of this, even the sacraments of an unworthy minister are valid.

CAT.7.H: Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection.

- Explain how the Eucharist represents the sacrifice of the cross, with which it is one single sacrifice.
- Explain why the mass can be offered for the living and the dead.
- Explain that only validly ordained priests can consecrate the Eucharist.
- Explain that anyone aware of having committed a mortal sin must not receive Holy Communion without having first received sacramental absolution.

CAT.7.I: Understand the dignity of every human person stemming from their creation in the image and likeness of God.

- Justify that the basis of all moral teaching is the person of Jesus Christ who possesses perfect holiness and the perfection of every virtue.
- Explain why charity, love of God, and neighbor is the supreme virtue.
- Explain the contentment, joy, fulfillment, and fullness of heaven as being supernatural, surpassing anything we are able to do or merit on our own.
- Define and explain hope as the theological virtue by which we desire the Kingdom of heaven and eternal life as our happiness.

CAT.7.J: Understand that the human person is made for communion, both with God and the human community.

- Summarize the principle of subsidiarity: problems are best solved at the lowest level of authority.
- Give examples of our obligation as Catholics to further the Kingdom of God through participation in public life (e.g. an informed voter, volunteering, etc.).

CAT.7.K: Understand that wounded by sin, man needs salvation by God who comes to him in Christ who teaches us the law of love and recreates us in his image through the gift of his grace.

- Analyze how we can merit additional grace through the power of the Holy Spirit and charity.
- Defend the Church's right and duty to speak in defense of basic human rights and natural justice.

CAT.7.L: Relate a life situation in which a well-formed conscience guides behavior.

- Apply the way we witness to the dignity of the human person by following the moral law in a real life situation.

CAT.7.M: Understand the Ten Commandments.

- Explain that while the Ten Commandments are a gift and a revelation of God, the moral life is a response to God's love.
- Explain that the first commandment binds us to hope in God. Sins opposed to it include despair, presumption and tempting God.
- Explain that we are called to worship God, and sins opposed to this true worship are idolatry, sacrilege and simony.
- Explain that the family is based on marriage, which exists for the good of the spouses, and the procreation and education of children.
- Articulate that grown children have a moral duty to support their parents in old age.
- Explain why the use of drugs, except on strictly therapeutic grounds, is a grave offense.
- Discuss the right to life of every human being from the moment of conception and the definition of mortal (even canonical) gravity of direct abortion.

- Discuss the effect of general culture and the media on sexual morality (pornography, prostitution, divorce, etc.).
- Support the reservation of sexual activity to marriage in regard to the dignity of the human person; this includes masturbation, fornication, sex for engaged couples, "living together", trial marriage, and adultery.
- Recognize that every marriage act must be open to children; this excludes contraception.
- Explain how one's reputation and honor are aspects of a person's human dignity, and how each of the following sins injure them: rash judgment, detraction, and calumny.

CAT.7.N: Understand what prayer is and the revelation of prayer

- Analyze prayer as a "surge of the heart" toward God; it is a relationship of love expressed through all circumstances of life.
- Explain that prayer arises from faith, hope, and love.

CAT.7.O.: Understand the Catholic Christian tradition of prayer

- Give examples of Mary as a model of prayer, particularly in her Fiat and at the foot of the Cross.

CAT.7.P: Understand and experience the Catholic Christian life of prayer

- Describe ways to turn the heart back to God when distracted in prayer.
- Recite Acts of Faith, Hope, and Love and the Jesus prayer.

CAT.7.Q: Understand the Lord's prayer as a summary of the whole gospel and its many uses within the Christian life.

- Defend the Lord's Prayer as the summary of the whole Gospel.

Language Arts Standards

Units of Study Include:

Learning Objectives	Performance Tasks	Vocabulary	Language/Style
Identify, analyze Make inferences Form/Use of Alliteration Folk Tales Figurative Language Summarize Text Compare Script to Performance Shakespearean Language Evaluate an Argument Paraphrase Extend Metaphors Cause and Effect Author's Style Theme and Irony Science Fiction Elements Chronological Order	Write a Short Story Oral Commentary Dramatic Reading Discussions Demonstration Opinion Essay Expository Essay Analysis Oral Report Poetry Analysis Write a Memoir Research Report Informal Debate Persuasive Speech Short Story Multimedia Presentation Oral Presentation Critique	Latin Roots Connotation Denotations Latin Suffixes Greek Prefixes Reference Aids Figures of Speech Glossary Use Context Clues Prefixes Greek Roots Domain-Specific Words Synonyms Antonyms Verifying Meaning Analogies Multiple Meanings Dictionary	Sentence Structure Coordinate Adjectives Subordinate Clauses Adverb Clauses Spell Correctly Precise Language Prepositional Phrases Capitalization Adjective Clauses Verbal Phrases Eliminate Redundancy Noun Clause Phrases Dangling Modifiers Misplaced Modifiers

Analyze Genres Point of View Determine Theme Flashback	Photo Documentary		
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Main Curricular Resources:

Houghton Mifflin Harcourt: Collections

Houghton Mifflin Harcourt: Write Source

Renaissance Learning: Accelerated Reader

Highlighted standards appear on the Report Card

LA.7.A: Use effective reading strategies to achieve their purposes in reading.

- Apply word recognition skills to increase vocabulary through the study of multiple meanings, context clues, and word structure.
- Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
- Use knowledge of word affixes (suffixes and prefixes) and root words to develop and increase vocabulary.
- Use knowledge of the visual features and structure of texts to aid in comprehension.
- Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions reflecting our faith.
- Read aloud with fluency, accuracy and expression.

LA.7.B: Read, interpret, and critically analyze literature.

- Interpret the defining features and structure of texts in literature, including conflict, characterization, plot structure (exposition, rising action, climax, falling action, resolution), and point of view (1st person, 3rd person omniscient).
- Analyze criteria to understand literary merit and explain critical opinions about a text orally and/or in writing.
- Select, summarize, paraphrase, and communicate orally and in writing, passages of texts chosen for specific purposes.
- Interpret the effect of characters, character dialogue, plot, setting, mood, language, theme, style, tone, purpose, and point of view on the overall impact of literature.
- Interpret the meaning of a literary work including work from various sources to utilize a broad base of knowledge about the genres of literature, including the structure and conventions.

LA.7.C: Read and discuss literary and informational texts to gain understanding.

- Evaluate how a text draws on themes, patterns of events or character types, from a variety of sources to extend real life experiences.
- Compare and contrast common historical, social, religious and cultural themes and issues in literary works and selected passages.
- Evaluate literary and informational content (text and digital media) presented in diverse format.

LA.7.D: Read to acquire information.

- Interpret and use a variety of informational resources (i.e. charts, bible, tables, graphs, diagrams, travel schedules, timelines, and manuals).
- Identify and explain main idea, details, and organization found in a variety of informational passages.
- Compare and contrast, and understand the relative accuracy and usefulness of information from different sources.

LA.7.E: Create or produce writing to communicate with different audiences for a variety of purposes.

- Write narratives to develop real or imagined experiences or events using descriptive language, sequence of events, coherent plot, transitions, dialogue, and logical conclusion.
- Write a persuasive piece that includes a clear position and a coherent argument with reliable evidence.
- Write a coherent and complete expository piece, with detail and evidence to support its purpose, language appropriate for its intended audience.
- Write in a variety of situations and adapt strategies, such as revision, digital editing, and the use of reference materials.
- Write for a variety of readers, including peers, teachers and other adults, adapting content, style and structure to audience and situation.
- Use a variety of writing technologies including pen and paper as well as computers.

LA.7.F: Plan, revise, edit, and publish clear and effective writing.

- Identify questions and strategies for improving drafts in writing conferences with others.
- Produce and revise multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
- Use prewriting strategies to organize information.
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote, summarize or paraphrase the data and conclusions of others while avoiding plagiarism and providing bibliographic information for sources.

LA.7.G: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, and relative pronouns.
- Employ the conventions of capitalization and punctuation.
- Punctuate compound, complex, and compound-complex sentences correctly.
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.
- Understand and employ principles of agreement, including subject-verb and pronoun-noun.
- Use correct tenses to indicate the relative order of events.

LA.7.H: Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- Orally present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Perform expressive oral readings of prose, poetry, and drama.
- Orally present a coherent report on differing viewpoints on an issue, evaluating the content of the material presented and organizing the presentation in a manner appropriate to the audience.
- Prepare and conduct interviews.
- Engage effectively in a range of collaborative discussions.

LA.7.I: Listen and comprehend oral communications.

- Apply the rules of good listening as part of an audience.
- Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
- Recall significant details and sequence accurately
- Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others.

LA.7.J: Participate effectively in discussion.

- Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
- Evaluate the stated ideas and opinions of others, seeking clarification through questions.
- Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions.
- Participate in discussion without dominating.
- Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.
- Attend to the content of discussion rather than the speaker.
- Explain and advance opinions by citing evidence and referring to sources.
- Distinguish between supported and unsupported statements.

LA.7.K: Develop a vocabulary of words, phrases, and idioms as a means of improving communication.

- Utilize general and specialized references, both print and digital when choosing words, phrases, and expressions for use in oral and written presentations.
- Demonstrate understanding of figurative language, word relationships and nuances to interpret figures of speech in context.
- Choose words purposefully and evaluate the use of words in communications.

LA.7.L: Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- Determine the style, formal/informal, which is appropriate to task, purpose, or audience when speaking or writing (i.e. church, digital, work, home, or school).

LA.7.M: Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources.
- Develop a personal study plan for time management to complete a long-term project.
- Use multiple sources to identify and locate information pertinent to research and appropriate to an investigation.
- Formulate research questions and focus investigation on relevant and accessible sources of information.
- Produce an organized written and/or oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions and gives proper credit to sources.
- Review and evaluate the usefulness of information gathered in an investigation.

Algebra Math Standards

Units of Study Include:

Basic Concepts of Algebra
Linear Equations
Linear Inequalities
Relations and Functions
Linear Functions
Systems of Linear Equations and Inequalities
Operations with Polynomials
Factoring Polynomials
Radical Expressions and Equations
Quadratic Functions and Equations
Ratio, Proportion and Trigonometry
Rational Expressions and Equations
Exponential and Other Nonlinear Functions
Data Analysis and Probability

Main Curricular Resource:

Sadlier Oxford: Algebra One

Renaissance Learning: Accelerated Math

Highlighted standards appear on the report card

Mathematics Standards– Algebra

Highlighted standards appear on the report card

8.A - Analyze proportional relationships and use them to solve real-world and mathematical problems.

- A.1 - Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
- A.2 - Recognize and represent proportional relationships between quantities.
 - A.2a - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - A.2b - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - A.2c - Represent proportional relationships by equations
 - A.2d - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, y)$ where y is the unit rate.
 - A.3 - Use proportional relationships to solve multistep ratio and percent problems.

8.B - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

- B.1 - Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - B.1a - Describe situations in which opposite quantities combine to make 0.
 - B.1b - Understand $a + b$ as the number located a distance $|b|$ from a , in the positive or negative direction depending on whether b is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts
 - B.1c - Understand subtraction of rational numbers as adding the additive inverse, $a - b = a + (-b)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - B.1d - Apply properties of operations as strategies to add and subtract rational numbers.
- **B.2 - Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.**
 - *B.2a - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.*
 - *B.2b - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If a and b are integers, then $-(a/b) = (-a)/b = a/(-b)$. Interpret quotients of rational numbers by describing real-world contexts.*
 - B.2c - Apply properties of operations as strategies to multiply and divide rational numbers.*
 - B.2d - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.*

B.3 - Solve real-world and mathematical problems involving the four operations with rational numbers.

8.C - Use properties of operations to generate equivalent expressions.

- C.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- C.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
- C.3 - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- C.4 - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
- C.5 - Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
 - C.5a - Solve word problems leading to equations of the form $ax + b = c$ and $a(ax + b) = c$, where a , b , and c are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
 - C.5b - Solve word problems leading to inequalities of the form $ax + b > c$ or $ax + b < c$, where a , b , and c are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

8.D - Use random sampling to draw inferences about a population.

- D.1 - Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- D.2 - Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.

8.E - Draw informal comparative inferences about two populations.

- E.1 - Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
- E.2 - Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

8.F - Investigate chance processes and develop, use, and evaluate probability models.

- F.1 - Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

- F.2- Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
- F.3 - Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - F.3a - Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
 - F.3b - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

8.G - Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation

- G.1 - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- G.2 - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
- G.3 - Design and use a simulation to generate frequencies for compound events.

Mathematics Standards– Geometry

Units of Study Include:

Algebra Review: including Whole Numbers, Fraction, Decimals. Signed Numbers, Evaluating Expressions and Properties of Real Numbers, Linear Equations, Solving Formulas for a Variable, Percentages, Inequalities, Exponents and Polynomials, Radicals and Introduction to Perimeter and Area
Segments and Angles: including Points. Lines and Angles, Distances and Midpoints on a Number Line, Ordered Pairs. Distances and Midpoints in the Coordinate Plane, Angles, Segments and Angle Construction
Reasoning: Including Patterns and Inductive Reasoning, Conditional Statements and Deductive Reasoning, Proofs Involving Segments and Angles
Lines: including Parallel Lines and Transversals, Line Construction, Proofs Involving Parallel Lines, Graphing Lines, Slope of Lines, Equations of Lines, Parallel and Perpendicular Lines, Systems of Equations.
Triangles: including Classifying triangles, Angles of triangles, Congruent Triangles, Proving Triangle Congruence, Isosceles and Equilateral Triangles, Segments within Triangles, Triangle Construction and Triangle Inequalities
Polygons and Quadrilaterals: including Angles of Polygons, Parallelograms and Trapezoids
Similarity: including Ratios and Proportions, Similar Figures, Proving Triangle Similarity, Scale Factors and Scale Drawings
Right Angles and Trigonometry: including The Pythagorean Theorem, Similar Right and Special Right Triangles, Right Triangle Trigonometry, Laws of Sines and Cosines

Transformations: including translations, Reflections, Rotations, Symmetry, Congruence Transformations, Dilations

Area and Volume: including Areas of Parallelograms and Triangles, Areas of Trapezoids, Rhombi and Kites, Areas of Regular Polygons and Similar Polygons, Circumferences and Areas of Circles, Solids and Cross Sections, Surface Areas of Prisms and Cylinders, Volumes of Prisms and Cylinders, Volumes of Pyramids and Cones, Surface Area and Volume of Spheres, Similar Solids

Circles: including Segments in a Circle and Tangent Line, Chords and Arcs, Inscribed Angles and Polygons, Angle and Segment Relationships in Circles, Graphs and Equations of Circles, Graphs and Equations of Parabolas

Probability: including Counting, Theoretical and Experimental Probability, Modeling Randomness and Simulations, Two-way Tables, Probabilities of Independent and Dependent Events, Probabilities of the Union of Two Events

Main Curricular Source:

ALEKS Corporation: ALEKS Online Geometry Course

Renaissance Learning: Accelerated Math

Highlighted standards appear on the report card

Congruence:

8.G.A - Experiment with transformations in the plane

- A.1 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- A.2 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- A.3 - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- A.4 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- A.5 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

8.G.B - Understand congruence in terms of rigid motions

- B.1 - Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- B.2 - Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- B.3 - Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

8.G.C - Prove geometric theorem

- C.1 - Prove theorems about lines and angles.

- C.2 - Prove theorems about triangles.
- C.3 - Prove theorems about parallelograms.

8.G.D - Make geometric constructions

- D.1 - Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).
- D.2 - Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles and Trigonometry

8.G.E - Understand similarity in terms of similarity transformations

- E.1 - Verify experimentally the properties of dilations given by a center and a scale factor
 - E.1a - A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - E.1b - The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- E.2 - Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- E.3 - Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

8.G.F – Prove Theorems involving similarity

- F.1 – Prove theorems about triangles
- F.2 – Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

8.G.G – Define trigonometric ratios and solve problems using right triangles

- G.1 – Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definition of trigonometric ratios for acute angles.
- G.2 – Explain and use the relationship between the sine and cosine of complementary angles.
- G.3 – Use trigonometric ratio and the Pythagorean Theorem to solve right triangles in applied problems.

8.G.H – Apply trigonometry to general triangles

- H.1 – Derive the formula $A = \frac{1}{2}bc \sin(A)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
- H.2 – Prove the Laws of Sines and Cosines and use them to solve problems.
- H.3 – Understand and apply the Lines of Sines and Cosines to find unknown measurements in right and non-right triangles (e.g, surveying problems, resultant forces).

Circles

8.G.I – Understand and apply theorems about circles

- I.1 – Prove that all circles are similar
- I.2 – Identify and describe relationships among inscribed angles, radii, and chords.
- I.3 – Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
- I.4 – Construct a tangent line from a point outside a given circle to the circle.

8.G.J – Find arc lengths and areas of sectors of circles

- J.1 – Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations

8.G.K – Translate between the geometric description and the equation for a conic section

- K.1 – Derive the equation of a circle of given center and radius using the Pythagorean Theorem, complete the square to find the center and radius of a circle given by an equation.
- K.2 – Derive the equation of a parabola given a focus and directrix.
- K.3 – Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

8.G.L – Use coordinates to prove simple geometric theorems algebraically

- L.1 – Use coordinates to prove simple geometric theorems algebraically.
- L.2 – Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- L.3 – Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- L.4 – Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimensions

8.G.M – Explain volume formulas and use them to solve problems

- M.1 – Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid and cone.
- M.2 – Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.

8.G.N – Visualize relationships between two-dimensional and three-dimensional objects.

- N.1 – Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry

8.G.O – Apply geometric concepts in modeling situations

- O.1 – Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
- O.2 – Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic feet).
- O.3 – Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ration).

Music

Highlighted standards appear on the report card

ME.1 - Singing, alone and with others, a varied repertoire of music

- ME.1.A.6-8 - Sing melodic phrases in various types of texture, including 2-part harmony
- ME.1.D.6-8 - Sing accurately using a variety of rhythmic patterns, tempos, and meters
- ME.1.E.6-8 - Demonstrate proper vocal technique with appropriate expression
- ME.1.F.6-8 - Sing and understand music representing various cultures, genres, and styles

ME.2 - Performing on instruments, alone and with others, a varied repertoire of music

- ME.2.A.6-8 - Play a variety of pitched and unpitched instruments in an ensemble, performing multiple parts at the same time with proper technique
- ME.2.B.6-8 - Identify and play harmonies that change intervals as a member of an ensemble
- ME.2.D.6-8 - Perform rhythms accurately using a variety of patterns, tempos, and meters
- ME.2.E.6-8 - Perform and understand music representing various cultures, genres, and styles

ME.4 - Composing and arranging music within specified guidelines

- ME.4.A.6-8 - Compose within specified guidelines in a standard form
- ME.4.C.6-8 - Understand how composed music communicates text, ideas, meanings, and emotions
- ME.4.D.6-8 - Arrange simple pieces for voices and instruments other than those for which the pieces were written

ME.5 - Reading and notating music

- ME.5.A.6-8 - Sight read music in treble and/or bass clefs written in simple and compound meter
- ME.5.B.6-8 - Notate musical ideas, such as dynamics, tempo, articulation, and expression
- ME.5.C.6-8 - Dictate melodic and rhythmic phrases that have been performed by someone else

ME.6 - Listening to, analyzing, and describing music

- ME.6.A.6-8 - Analyze how musical elements contribute to literature in sacred and secular music
- ME.6.C.6-8 - Compare and contrast music of various styles and genres

ME.8 - Understanding relationships between music, the other arts, other subject areas, and Catholic Identity

- ME.8.A.6-8 - Understand the relationship between music and other works of art, including but not limited to events, emotions, and ideas
- ME.8.B.6-8 - Understand the relationship between music and other subjects, including but not limited to events and ideas
- ME.8.C.6-8 - Understand the context and value of music within the Catholic Tradition, especially within the order of the Mass

ME.9 - Understanding music in relation to history and culture

- ME.9.A.6-8 - Understand the influence of composers and performers on music styles, traditions, and performance practices
- ME.9.B.6-8 - Understand the uniqueness and importance of music in society
- ME.9.C.6-8 - Demonstrate appropriate responses to varied performers in a variety of musical settings

Physical Education

Highlighted standards appear on the report card

PE.1 - The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns

- PE.1.B.7 - Demonstrate correct rhythm and pattern for various dance forms
- PE.1.C.7 - Apply appropriate timing while performing activities involving balance and weight transfer
- PE.1.D.7 - Apply ability to manipulate a variety of implements within organized settings
- PE.1.E.7 - Apply ability to manipulate a variety of implements within organized settings

PE.2 - The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

- PE.2.A.7 - Demonstrate creating and reducing space within an organized game activity
- PE.2.B.7 - Demonstrate movement concepts while varying placement, force, timing, and pacing within an activity
- PE.2.C.7 - Demonstrate how movement concepts are related to offensive and defensive tactics and strategies

PE.3 - The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- PE.3.A.7 - Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers
- PE.3.B.7 - Distinguish between skill-related and health-related fitness
- PE.3.C.7 - Develop strategies for balancing healthy food, snacks, and water intake, along with daily physical activity

PE.4 - The physically literate individual will exhibit responsible personal and social behavior that respects self and others

- PE.4.A.7 - Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates
- PE.4.B.7 - Provide corrective feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills
- PE.4.C.7 - Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts
- PE.4.D.7 - Demonstrate knowledge of rules and etiquette by self-officiating activities
- PE.4.E.7 - Independently use physical activity and exercise equipment appropriately and safely

PE.5 - The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- PE.5.A.7 - Explain differing health benefits of participating in various physical activities
- PE.5.B.7 - Identify positive mental and emotional aspects of participating in a variety of physical activities
- PE.5.C.7 - Understand how to cope with team challenges in a positive manner
- PE.5.D.7 - Describe the relationship between self-expression and lifelong enjoyment through physical activity
- PE.5.E.7 - Demonstrate the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates

Science Standards

Unit of Study Include

Weather and Water:

- Students are introduced to the concept of weather and the tools that meteorologists use to measure and study weather factors.
- Students learn that weather occurs in the atmosphere and that the atmosphere is composed of air, that has mass and can be compressed.
- Students investigate the relationship between changing air pressure and wind. They develop a particle model for air pressure, then make inferences about wind movement on a large scale.
- Students develop the concept of density on their way to understanding convection as a process of mass movement of fluids and a mechanism for energy transfer,

Electronics Course:

- Students learn the basics of circuits, using 9-V batteries, lamps and a spring board to discover open and closed circuits, series and parallel circuits, conductors, insulators and shorts. They learn to represent their circuits with schematic drawings.
- Students explore resistors to discover their effect in circuits. They decode the color bands to quantify resistors and observe that greater resistance reduces the brightness of lamps. They use an ohmmeter to measure resistance.
- Students use a voltmeter to measure voltage across different resistors. They discover voltage drop proportional to its resistance, and the sum of the voltage drops across the components equals source voltage.
- Students open and inventory broken electronic devices to look for familiar components and discover new components and printed circuits. They view a video of the history of television and ponder its influence on American society.
- Students explore the total resistance imposed by resistors in series and parallel. They use formulas to calculate total resistances of resistors in series and parallel to solve problems.

Populations and Ecosystems

- In an 8-week investigation, students raise milkweed bugs in a supportive habitat to study the insect's reproductive biology. The information from this study is used to study the milkweed-bug population dynamics in investigation 6.
- Students use ecosystem sorting cards to reflect on organizing concepts in ecology and develop the vocabulary associated with those concepts. Through a Jane Goodall video, students become familiar with a specific population of chimpanzees.
- Students construct aquatic and terrestrial ecosystems in the classroom and observe interactions. They use a group scientific log to observe, describe and monitor changes in biotic and abiotic factors.
- Students use Mono Lake, an important alkaline lake, as a simple ecosystem case study. They study the functional roles of populations to construct food webs.
- Students measure energy in food by burning it. They learn food is produced by photosynthetic organisms and explore how food energy moves from one trophic level to another through feeding relationships.

Highlighted standards appear on the report card

SCI.MS.H. - Models, graphs, and diagrams

- **SCI.MS.H.5 - Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show how the**

design (or re-design) might work, including potential side effects. (i.e., Rube Goldberg, a compound machine)

SCI.MS.J. - Careers

- SCI.MS.J.1 - Identify the skills needed to pursue careers in Earth and environmental science.
- SCI.MS.J.2 - Identify the skills needed to pursue careers in physical science.
- SCI.MS.J.3 - Identify the skills needed to pursue careers in life science.
- SCI.MS.J.4 - Identify and investigate the skills people need for a career in science or technology and the academic courses that a person pursuing such a career would need.

SCI.MS.B. - Current events

- **SCI.MS.B.3 - Investigate and report on a local scientific issue.**

SCI.MS.L. - Forms and properties of energy

- SCI.MS.L.1 - Describe nuclear energy.
- **SCI.MS.L.2 - Describe the properties of electromagnetic waves.**
- **SCI.MS.L.3 - Identify and utilize the electromagnetic spectrum.**
- **SCI.MS.L.4 - Show how electrical circuits provide a means of transferring energy.**
- **SCI.MS.L.5 - Demonstrate the Law of Conservation of Energy through experiments.**

SCI.MS.N. - Weather and Climate

- **SCI.MS.N.1 - Recognize how local weather is affected by global atmospheric patterns.**
- **SCI.MS.N.2 - Observe and predict local weather and the factors which cause it.**
- **SCI.MS.N.3 - Observe and explain the interactions of global weather and climate.**
- **SCI.MS.N.4 - Demonstrate how water moves through the water cycle.**
- SCI.MS.N.5 - Interpret the symbols on a weather map.
- SCI.MS.N.6 - Identify severe weather and challenges it presents.
- SCI.MS.N.7 - Relate how oceans affect climate.
- SCI.MS.N.8 - Predict the climate of an area based on the relationship between elevation, distance to the equator and proximity to a body of water.

SCI.MS.R. - Ecology

- **SCI.MS.R.1 - Explain that an ecosystem is composed of all populations of organisms living together and the non-living things with which they interact.**
- **SCI.MS.R.2 - Identify and explain the different symbiotic relationships. (i.e., symbiosis, mutualism, parasitism)**
- **SCI.MS.R.3 - Describe the importance of habitat in an ecosystem.**
- SCI.MS.R.4 - Categorize populations of organisms as producers and consumers.
- SCI.MS.R.5 - Identify and describe the biomes of Earth.
- SCI.MS.R.6 - Describe the interactions of living and nonliving things in an ecosystem.
- SCI.MS.R.7 - Define limiting factors and predict how they affect animal behavior.
- **SCI.MS.R.8 - Explain how natural changes and diversity affect an ecosystem.**
- **SCI.MS.R.9 - Explain how the cycles of nature affect life forms.**
- **SCI.MS.R.10 - Recognize that ecosystems are not static.**

Health Education Standards

Units of Study Include:

<p>Conflict Resolution</p> <ul style="list-style-type: none">● L1 Conflicts in Your Life● L2 The Nature of Conflicts● L3 Conflict Resolution Skills● L4 Peer Mediation
<p>Violence Prevention</p> <ul style="list-style-type: none">● L1 Conflicts in Your Life● L2 The Nature of Conflicts● L3 Conflict Resolution Skills● L4 Peer Mediation
<p>Nutrition</p> <ul style="list-style-type: none">● Nutrients Your Body Needs● Creating a Healthy Eating Plan● Managing Your Weight● Body Image and Eating Disorders
<p>Physical Activity</p> <ul style="list-style-type: none">● L1 Becoming Physically Fit● L2 Creating Your Fitness Plan● L3 Performing At Your Best● L4 Preventing Sports Injuries
<p>The Life Cycle</p> <ul style="list-style-type: none">● L1 Changes During Puberty● L2 The Male Reproductive System● L3 The Female Reproductive System● L4 Infant and Child Development● L5 Staying Healthy As You Age
<p>Personal Health Care</p> <ul style="list-style-type: none">● L1 Personal Hygiene and Consumer Choices● L2 Taking Care of Your Skin and Hair● L3 Caring For Your Mouth and Teeth● L4 Protecting Your Eyes and Ears
<p>Your Body Systems</p> <ul style="list-style-type: none">● L1 Your Skeletal and Muscular Systems● L2 Your Nervous System● L3 Your Circulatory and Respiratory Systems● L4 Your Digestive and Excretory Systems● L5 Your Immune Systems

Main Curricular Source: McGraw Hill/Glencoe Teen Health

Highlighted standards appear on Report Card

HE.1 Students will understand concepts of health promotion and disease prevention

- HE.1.7.A. Analyze the relationship between healthy behaviors and personal health
- HE.1.7.B. Describe the interrelationships of health in adolescence including spiritual, mental, intellectual, emotional, physical and social
- HE.1.7.C. Analyze how environment and family history affects personal health
- HE.1.7.D. Describe ways to reduce or prevent injuries and other adolescent health problems including engaging in unhealthy behavior
- HE.1.7.E. Understand how appropriate health care can promote personal health

HE.2 Students will understand the external influences on health behavior.

- HE.2.7.A. Understand how the family influences the health of adolescence
- HE.2.7.B. Understand the influence of culture on health practices and behaviors
- HE.2.7.C. Understand the influence of technology on personal and family health, including values and beliefs
- HE.2.7.D. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors

HE.3 Students will access valid information, products and services to enhance health.

- HE.3.7.A. Understand the attributes and requirements for careers associated with health-related fields
- HE.3.7.B. Understand the validity of health information, products and services

HE.4 Students will demonstrate the ability to use decision-making skills to enhance health.

- HE.4.7.A. Understand when an individual or collaborative decision is appropriate in making health-related decisions
- HE.4.7.B. Understand the options and outcomes of health-related decisions

HE.5 Students will demonstrate the ability to use goal-setting skills to enhance health.

- HE.5.7.A. Understand personal health practices
- HE.5.7.B. Develop a goal to adopt, maintain or improve a personal health practice
- HE.5.7.C. Demonstrate advocacy for improving personal, family and community health

Social Studies Standards

Units of Study Include:

<p>The Geographer's World</p> <ul style="list-style-type: none"> ● The Tools of Geography ● A Spatial Way of Thinking
<p>Canada and the United States</p> <ul style="list-style-type: none"> ● Settlement Patterns and Ways of Life in Canada ● The Great Lakes: The US and Canada's Freshwater Treasures ● Urban Sprawl in North America: Where Will it End? ● Natural Parks: Saving the NATural heritage of the US and Canada ● Consumption Patterns in the US: The Impact of Living Well ● Migration to the US: The IMpact on People and Places
<p>Latin America</p> <ul style="list-style-type: none"> ● Spatial Inequality in Mexico City: From Cardboard to Castles

- Indigenous Cultures: The Survival of the Maya of Mesoamerica
- Dealing with Extreme Weather: Hurricanes in the Caribbean
- Land Use Conflict in the Amazon Rainforest
- Life in the Central Andes: Adapting to a Mountainous Region

Europe and Russia

- Supranational and Cooperation in the European Union
- Population Dilemmas in Europe
- Invisible Boundaries: Transboundary Pollution in Europe
- Russia's Varied Landscape: Physical Progress at Work
- New Nation-States form the Old Soviet Empire: Will They Succeed?

Africa

- The Nile River: A Journey from Source to Mouth
- Life in the Sahara and Sahel: Adapting to a Desert Region
- Micro-entrepreneurs: Women's Role in the Development of Africa
- Nigeria: A Land of Many Cultures
- Resources and Power in Post-apartheid South Africa

Southwest and Central Asia

- Oil in Southwest Asia: How "Black Gold" Has Shaped a Region
- Istanbul: A Primate City Throughout History
- The Aral Sea: Central Asia's Shrinking Water Source

Monsoon Asia

- Waiting for the Rains: The Effects of Monsoons in South Africa
- Tech Workers and Time Zones: India's Comparative Advantage
- Mount Everest: Climbing the World's Tallest Physical Feature
- China: The World's Most Populous Country
- Population Density in Japan: Life in a Crowded Country
- The Global Sneaker: From Asia to Everywhere

Oceania and Antarctica

- Relative and Absolute Location: What Makes Australia Unique
- The Pacific Islands: Adapting to Life Surrounded by Ocean
- Antarctica: Researching Climate Changes at the Coldest Place on Earth

Main Curricular Resource: Teacher's Curriculum Institute: Geography Alive! Regions and People
Highlighted standards appear on report card

SS.7.A: Understand and utilize geographic tools.

- Use physical, political, and special purpose maps to compare and contrast information about various places.
- Use resources to identify dominant patterns of climate and land use and compute population density.
- Draw maps from memory using relative location, direction, size and shape.

SS.7.B: Understand how geographic and human characteristics create culture and define regions.

- Compare and contrast the physical and human characteristics of a region.

SS.7.C: Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.

- Identify and summarize how environmental consequences have changed the physical environment of a place.
- Describe the cause and effect of the movement of people, ideas and products throughout the world.
- Describe the effect of science, technology and the media on the physical and human environment.

SS.7.D: Understand how and why people create, maintain, or change systems of power, authority, and governance.

- Explain the need for laws and policies and how they affect individuals and groups.

SS.7.E: Understand how cultures, groups, and individuals influence society and government.

- Explain how and why events may be interpreted differently depending upon the various cultural, political and religious values of participants, witnesses, reporters, and historians.

SS.7.F: Understand the effects of geography on historical events.

- Analyze how geography impacted historical events.

SS.7.G: Understand the historical sources in the order to interpret events and issues.

- Interpret the past using a variety of primary sources (i.e. biographies, diaries, journals, artifacts).
- Select and use appropriate resources for historical research.

SS.7.H: Understand the historical patterns, periods of time, and the relationship among these elements.

- Identify significant events and people in major historical eras.
- Describe the relationships between and among significant events, like the causes and consequences of wars.
- Formulate cause and effect arguments to demonstrate how significant events have influenced the past and the present.
- Recognize patterns in major historical eras.

SS.7.I: Understand the roles of innovation on the development and interaction of societies.

- Describe the significance of inventions and technological advancements that have influenced changes throughout the course of history.
- Describe the relationships between and among significant events, like the causes and consequences of wars.

SS.7.L: Understand the concepts of various political systems around the world.

Give examples of various political systems around the world.

SS.7.N: Understand how economic needs and wants influence individual and group decisions.

- Demonstrate how the hierarchy of human needs influences economic decisions.

SS.7.O: Understand how economic conditions impact people's lives.

Analyze how various economic conditions (i.e. depression, recession) impact people's lives.

- Identify possible roles and contributions to help the needy in the local and global community.
- Define advocacy.
- Identify causes and conditions for which people advocate.
- Research and summarize saints who were advocates.

SS.7.T: Understand the role an individual in group dynamics.

- Identify and examine early leaders of our Catholic Church.
- Research and summarize the contributions of individuals and groups that contributed to the growth of the Catholic Church in the United States.

SS.7.U: Understand the process of how humans develop, learn, and internalize their culture.

- Analyze the role of the Catholic Church in the life of various ethnic groups.
- Research and illustrate the contributions made by various ethnic groups to the growth of the Catholic Church around the world.
- Give examples of laws, rules, and peer pressure that influence people in the society.

SS.7.V: Understand current social issues and respond to them according to Catholic identity.

- Justify ranking current social issues according to their impact on the quality of life within the community or state.
- Compose a letter to be sent to an elected representative proposing solutions to a current social issue.
- Read and summarize any Letter of St. Paul that addresses Christian obligation to helping those in need.

Technology Education

Units of Study Include:

Social Media Awareness
Various Google Tools (Google Drive, Forms, Classroom, Sites, Plus, Blogger, Hangout)
Information Literacy - the ability to locate, evaluate, select, use and share information effectively.
Blogging with Other Select and Approved Schools
Video Recording Software - Making a Mini-Movie
Coding (Various Sites)
Robotics (Collaboration with Staff)
Computer Image Design
Citing Sources
Journey Inside the Computer
Various Google Tools (ex. Gmail, Docs, Slides, Sheets including formulas, Sites, Classroom, Hangout)
Information Literacy ("Big Six" Tools)
Presentation Tools (ex: Slides, iMove)
Current Events Research and Presentation

Main Curricular Resources:

Many projects.activities are collaboratively planned with other curricular areas and staff members.
Highlighted standards appear on the report card

Technology Education Standards

IT.1 Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology

- IT.1.8.A. Apply existing knowledge to generate new ideas, products or processes.

IT.2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

T.3 Students apply digital tools to gather, evaluate and use information.

- IT.3.8.A. Appropriately cite credible sources within original work.

IT.4 Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

IT.5 Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

- IT.5.8.A. Advocate and practice safe, legal and responsible use of information and technology.
- IT.5.8.B. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.
- IT.5.8.C. Demonstrate personal responsibility for lifelong learning.

IT.6 Students demonstrate an understanding of technology concepts, systems and operations.

- IT.6.7.A Efficiently utilize available digital tools appropriate for specific tasks.

World Language Standards

Units of Study Include

Communication: <ul style="list-style-type: none">● Interpersonal (speak with a partner, work in small groups, interview classmates)● Interpretive (dictations, listening comprehension, reading comprehension)● Presentational (speaking, presenting and writing)
Cultural: <ul style="list-style-type: none">● Authentic Culture Exposure (art, photographs, popular sayings, tongue twisters, songs, hands-on projects, readings and authentic literature)
Connections: <ul style="list-style-type: none">● Cross Curricular and Connections to Target Culture
Comparisons: <ul style="list-style-type: none">● Language Comparisons● Cultural Comparisons
Communities <ul style="list-style-type: none">● Outside of the Classroom:(use Spanish beyond the classroom, in their community and the world)

- Lifelong Learners: (engage learners and encourage them to continue Spanish exploration)

Main Curricular Resource: Pearson - Realidades B that will be covered in this level include:

- Talk about families, and about parties and celebrations.
Describe family members.
Writing Component: students will be able to write a 75 word composition.
- Talk about rooms in the house, and about household chores. Tell someone to do something.
- Talk about plans, desires and preferences. Talk about things done in the past. Talk about travel and vacation. - - Real estate ad (brochure) assessment.
- Student will talk about clothes, Shopping, and prices, describe your plans, talk about what you want and what you prefer, point out specific items, understand cultural perspectives on shopping. Student will talk about buying gifts.
- Student will be able to discuss volunteer work and ways to protect the environment.

Highlighted standards appear on report card

7.WL.A - Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

- 7.WL.A.1 - Students will ask and answer questions, including biographical information
- 7.WL.A.2 - Students will state personal preferences and feelings
- 7.WL.A.3 - Students will ask for repetition and repeat to ensure understanding
- 7.WL.A.4 - Students will ask for simplification and clarification.
- 7.WL.A.5 - Students will ask for clarification and suggest alternative words to ensure understanding.

7.WL.B - Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

- 7.WL.B.1 - Students will understand spoken language on familiar topics that has strong visual support
- 7.WL.B.2 - Students will comprehend the main idea of selected, short authentic written materials
- 7.WL.B.3 - Students will understand spoken language that incorporates familiar vocabulary and structures
- 7.WL.B.4 - Students will understand more complex written materials on a variety of topics and formats

7.WL.C - Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

- 7.WL.C.1 - Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues
- 7.WL.C.2 - Speeches: Students will write and present a short narrative about themselves
- 7.WL.C.3 - Students will write personal journals and/or brief messages to friends (postcard, letter, or e-mail)

7.WL.D - Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- 7.WL.D.1 - Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied

- 7.WL.D.2 - Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)
- 7.WL.D.3 - Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation
- 7.WL.D.4 - Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation

7.WL.E - Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- 7.WL.E.1 - Students will identify countries, regions, and geographic features where the target language is spoken

7.WL.F - Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.

- 7.WL.F.1 Students will read material, listen to and/or watch programs in the language studies on topics from other classes

7.WL.G - Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

- 7.WL.G.1 - Accessing resources: Students will access information in the language studied in order to gain greater insight about other cultures and/or their own

7.WL.H - Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- 7.WL.H.1 - Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning
- 7.WL.H.2 - Students will identify expressions that cannot be translated word for word in order to derive meaning
- 7.WL.H.3 - Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language

7.WL.J - Students in Wisconsin will use the language both within and beyond the school setting.

- 7.WL.J.1 - Students will provide service to their school and community through such activities as tutoring,

teaching, translating, interpreting, and assisting speakers of other languages

7.WL.K - Students in Wisconsin will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- 7.WL.K.1 - Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art