

GRADE 7 RELIGION EXIT EXPECTATION BOXES

MORAL LIFE

- *Describes experiences of conscience which signal what is right and wrong: a moral compass which guides us toward the Kingdom of God*
- *Identifies personal and moral choices as expressions of a Catholic moral life*
- *Associates social, economic and political choices with Christian morality*
- *Recognizes that some sins are collective and social-the wrongful acts of a group*
- *Integrates the skills of justice and peacemaking into actions*
- *Knows the value and the good acts of sacrifice, penance and self denial as part of Christian discipleship*

- *Recognizes that the values of our Catholic faith are contrary to the message in some contemporary music and media*
 - *Names and describes the Ten Commandments, the Beatitudes and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life and applies them to daily life (Matthew 5:3-12, Matthew 25:31-46, John 13:1-20)*
 - *Associates Jesus as a model of how we are to behave toward others (Luke 8:1-3, Luke 10:38-45, Matthew 19:13-15, John 13:12-16, John 13:34-35, John 15:8-10)*
 - *Connects Scripture to life issues: Rich Young Man (Matthew 19:16-24)*
- *Recognizes that God's plan calls us to refrain from sexual activities outside of marriage**

CHRISTIAN PRAYER

- *Experiences a relationship with God in individual prayer, including meditation and spontaneous prayer*
- *Recognizes and experiences belonging to a community which prays with and for each other*
- *Recognizes that prayer is rooted in hope and is a "surge of the heart" toward God*
- *Knows that the Lord's Prayer summarizes the Gospel and prays it often*
- *Prays the Jesus Prayer "Lord Jesus Christ, Son of God, have mercy on me a sinner"*

- *Grows in the knowledge of God's loving Presence through retreat experiences*

- *Knows and prays all prayers memorized through the grade levels such as the Glory*

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CREEDAL CHURCH

- *Recognizes that faith is our response to God who gives Himself to us*
- *Recognizes Jesus Christ as the greatest of God's gifts to us*
- *Knows that God revealed Himself gradually in words and actions*
- *Knows the Church's description of the Trinity as God in three divine persons*
- *Describes the major traditions of our roots as Catholic Christians, e.g., marks of the Church, Church hierarchy, lay leadership, ecumenism*
- *Explains how "Catholic" means global, universal*
- *Knows the role of Mary, the apostles, saints and holy people in our faith traditions*
- *Identifies one's self as being a unique creation made in God's image*
- *Recognizes that we are called to cooperate freely with God's plan*
- *Knows that Mary remained free from sin her whole life from conception to death*
- *Knows that Christ is the heavenly high priest always interceding for us*
- *Knows that at the end of time we will rise with our glorified bodies*
 - *Uses stories from Scripture that describe the person and ministry of Jesus Christ: Baptism of*

LITURGY/SACRAMENT

- *Knows that liturgy is the work of Christ through his Church*
- *Names the sacraments of the Church and associates them with life experiences, e.g., family meals and Eucharist, forgiveness and Reconciliation, commitment Matrimony/Holy Orders/Confirmation*
- *Grows in understanding the many facets of the sacramental life of the Church*
- *Participates regularly in Sunday Eucharist*
- *Participates regularly in Sunday Eucharist*
- *Recognizes and understands the real presence of Christ in the Eucharist*
- *Participates in the Sacrament of Reconciliation*
- *Articulates the cycles of the Liturgical Year, including special feasts*
- *Identifies the ritual nature of life and associates it with the ritual of the Church, e.g., seasons of nature and the seasons of the Church Year*
- *Recognizes sacraments as effective signs of grace given by Christ and entrusted to the Church*
 - *Identifies sacramental actions in Scripture:*

7TH GRADE LANGUAGE ARTS EXIT EXPECTATIONS BOXES

Pre/During Reading

READING STRATEGIES

- *Activate prior knowledge through multiple strategies independently*
- *Predict and infer logically and realistically to aid in pre-reading showing some independence*
- *Identify purpose for reading using various genres (fiction and nonfiction)*

WORD DEVELOPMENT

- *Identify and begin to apply vocabulary prior to reading story*

TYPES OF WRITTEN MATERIAL/GENRES

- *Distinguish among different genres*
- *Exhibit Christian values when selecting reading materials*

7TH GRADE LANGUAGE ARTS EXIT EXPECTATIONS BOXES
During/Post Reading

READING STRATEGIES

- *Identify and use effective reading strategies: make connections; self-monitor comprehension by asking questions, visualizing, making predictions, and making inferences*
- *Understand structure of expository materials including main idea, and text patterns; understand structure of narrative stories by comparing and contrasting elements of plot*
- *Summarize, synthesize, and form opinions*
- *Evaluate texts for specific purposes and audiences*
- *Analyze appropriate materials for research*

PRINT/TEXT STRUCTURE

- *Make inferences using text resources such as: charts, tables, pictures, glossaries, indices, appendices, etc.*

**WORD DEVELOPMENT AND
DECODING STRATEGIES**

- *Demonstrate word recognition strategies (context clues, word origins, and decoding) to pronounce and understand unfamiliar words and clarify passages in the text*

**TYPES OF WRITTEN
MATERIAL/GENRE**

- *Choose, discuss, and evaluate a variety of genres at an appropriate reading level*
- *Interpret literary and non-literary texts in order to understand human experiences through historical, social, cultural themes and issues*

INDEPENDENT READING

- *Self select developmentally appropriate materials to read silently and provide a reading response*

**STORY STRUCTURE AND LITERARY
ELEMENTS**

- *Interpret literary elements and defining features of multiple works of literature*
- *Analyze theme, concepts, and literary elements found in various forms of literature using contextual evidence to support conclusions*

ORAL READING

- *Show developmentally appropriate oral reading through stress on words, pausing, phrasing, intonations, and use of punctuation that reflects understanding*

GRADE 7 MATH EXIT EXPECTATIONS BOXES

<u>Number Operations and Relationships</u>	<u>Probability and Statistics</u>	<u>Algebraic Relationships</u>
<ul style="list-style-type: none"> ▪ Identify decimals to millionths ▪ Read and represent decimals in expanded form ▪ Use exponential notation to solve problems ▪ Develop and use order relationships for whole numbers, fractions, decimals, and percents ▪ Convert between fractions, decimals, and percents ▪ Use divisibility rules to find GCF, LCM, and prime numbers ▪ Identify prime and composite numbers to 100 ▪ Add and subtract integers ▪ Multiply and divide integers ▪ Understand and apply four operations to whole numbers, fractions, and decimals ▪ Extend and apply estimation skills to all operations involving whole numbers, fractions, and decimals ▪ Extend and apply mental math skills to all operations involving whole numbers, fractions, and 	<ul style="list-style-type: none"> ▪ Analyze tables, graphs, and charts ▪ Create tables and graphs ▪ Construct circle graphs ▪ Determine the likelihood of occurrence of simple events using a variety of strategies (experimentation, simulation, and theoretical) ▪ Create and interpret box and 	<ul style="list-style-type: none"> ▪ Generalize arithmetic and geometric patterns in simple algebraic expressions ▪ Write multi-step number sentences to solve word problems ▪ Apply ratios/percents to problem solving ▪ Evaluate multi-step variable expressions ▪ Understand concepts of expression, equation, and variable ▪ Solve equations and inequalities using order of operations ▪ Plot ordered pairs in all four quadrants ▪ Use whole number exponents and powers ▪ Understand concepts of ratio and
	<u>Measurement</u>	
	<u>Geometry</u>	
	<ul style="list-style-type: none"> ▪ Classify figures as plane or solid ▪ Identify symmetry of geometric figures ▪ Apply proportions in relation to congruent figures ▪ Apply proportions in relation to similar figures ▪ Describe and represent adjacent, supplementary, complementary, vertical, and congruent angles ▪ Describe and construct lines in a plane as transversal lines ▪ Identify transformations as reflections, translations, and rotations 	

GRADE 7 ART EXIT EXPECTATIONS BOXES

Aesthetic Perception

- The student:
 - *Is socially aware & sensitive to peer opinion.*
 - *Is extremely self-critical due to growing self-awareness. (Stage at which many students give up drawing.)*
 - *Is more concerned with product than process.*
 - *Explores original ideas & carries them through to completion.*
 - *Is interested in developing personal style.*
 - *Notices classroom environment.*
 - *Makes connections between images & thoughts, feelings, memories & ideas.*

Aesthetic/Spiritual Valuing

- The student:
 - *Handles own & others' work with respect.*
 - *Describes, interprets, analyzes & reflects on the meaning of an unfamiliar & challenging work of art.*
 - *Discusses cross-cultural aesthetics & values.*
 - *Explores the difference between creative process & skill development.*
 - *Respects different kinds & styles of art.*
 - *Explores environmental, aesthetic & ethical issues related to design of packaging, industrial products & city planning.*
 - *Draws on personal, cultural & spiritual values & concerns as subjects or themes for*

Historical/Cultural Integration

- The student:
 - *Knows & compares the characteristics of artworks from various eras & cultures.*
 - *Identifies & discusses the work of a variety of artists, including: Monet, Chagall, Van Gogh, Picasso, Gauguin & Kandinsky*
 - *Explores styles in art: impressionism, expressionism, modern, pop, op, surrealism & abstract expressionism.*
 - *Explores how choices in art are shaped by culture & society.*
 - *Is familiar with the history, public art, and unique architecture of the local community.*
 - *Explores the similarities & differences of*

Environmental Integration

- The student:
 - *Respects & cares for art tools, work areas & materials.*
 - *Participates in creating an attractive & aesthetic learning environment.*
 - *Recognizes & applies design elements from the natural & constructed environment.*
 - *Develops skills for matting & framing works of art for exhibition.*
 - *Explores how clothing, costumes & fashion from around the world are influenced by environment.*

GRADE 7 ART EXIT EXPECTATIONS BOXES

Creative Communication and Expression

- The student:
 - *Expresses ideas about art & design in clear & appropriate language.*
 - *Uses increasing sensitivity, perception & visual expression in artwork.*
 - *Identifies & uses problem-solving techniques in artwork.*
 - *Uses thumbnail sketches to experiment and develop visual ideas.*
 - *Explores how artwork makes him/her feel.*
 - *Works independently & collaboratively to produce ideas & works of art.*
 - *Uses a variety of visual expressions, including: drawing, painting, printmaking, sculpting, modeling, building, photography, film, video, & computers.*
 - *Develops a portfolio of artwork that shows the beginning of individual style & line of visual inquiry initiated by student.*
 - *Develops an on-going sketchbook/journal with drawings, clippings & writing that includes observations, ideas & information about art & artists.*
 - *Integrates visual thinking & communication skills in other learning contexts.*
 - *Uses multiple resources to research an original idea about art & design.*
 - *Uses 3 dimension, shading & subtle color combinations.*
 - *Applies principles of art:*
 - *Rhythm*
 - *Movement*
 - *Balance*
 - *Proportion*
 - *Unity*
 - *Harmony*
 - *Emphasis*
 - *Uses the elements of art:*
 - *Line*
 - *Color*
 - *Value*
 - *Shape*
 - *Texture*
 - *Space*