

Saint Michael School
80 Maple Avenue
North Andover, MA 01845



Phone (978) 686-1862
Fax (978) 688-5144
st-michael@comcast.net
www.SaintMichael.com

GRADE 7 CURRICULUM

[Mathematics](#)

[Science](#)

[Language Arts](#)

[Social Studies](#)

[Religion](#)

[Spanish](#)

[Art](#)

[Computer](#)

[Physical Education](#)

GRADE 7: MATHEMATICS

The 7th grade Pre-Algebra program is designed to reinforce the basic skills from their previous math courses and develop pre-algebra skills of working with symbolic representation of numbers, graphing, and use of formulas. This course allows students the opportunity to use their problem solving skills in areas that become more abstract. The program allows the students to gain a solid foundation for later work in algebraic topics.

OBJECTIVES

Algebra

Students will be able to:

- Substitute numbers for variables
- Solve equations by adding, subtracting, multiplying and dividing
- Solve inequalities by adding, subtracting, multiplying and dividing
- Work with like terms
- Write and graph ordered pairs for the coordinate plane
- Solve multi-step equations
- Solve equations with variables on both sides
- Solve for a variable

Integers and Exponents

Students will be able to:

- Add, subtract, multiply and divide integers
- Solve equations with integers by adding, subtracting, multiplying and dividing
- Solve inequalities with integers by adding, subtracting, multiplying and dividing
- Simplify both positive and negative exponents

Rational and Real Numbers

Students will be able to:

- Identify real number systems
- Classify numbers into real number systems
- Add, subtract, multiply and divide rational numbers
- Solve equations with rational numbers by adding, subtracting, multiplying and dividing
- Solve inequalities with rational numbers by adding, subtracting, multiplying and dividing

Collecting, Displaying and Analyzing Data

Students will be able to:

- Identify representative samples and conduct surveys
- Organize data (stem-and-leaf, back-to-back stem-and-leaf, tables)
- Calculate mean, median, mode
- Identify range and quartiles
- Create and analyze box-and-whisker plots and scatterplots

Plane Geometry

Students will be able to:

- Identify, label and define points, lines, planes, angles
- Identify properties of triangles
- Name polygons and identify their properties
- Write congruence statements
- Identify congruent and similar figures
- Identify and perform transformations
- Identify different types of symmetry

Perimeter, Area and Volume

Students will be able to:

- Calculate the perimeter and area of rectangles, parallelograms, triangles, trapezoids
- Use the Pythagorean Theorem to find sides of right triangles
- Find the area and circumference of circles
- Calculate the volume of prisms, cylinders, pyramids, cones
- Calculate the surface area of prisms, cylinders, pyramids, cones

Ratios

Students will be able to:

- Identify ratios, proportions, rates and unit rates
- Solve proportions
- Identify similar figures and their corresponding parts
- Use a scale for drawings and models

Percents

Students will be able to:

- Relate decimals, fractions and percents
- Estimate percents (tip, tax)
- Calculate percent increase and decrease
- Apply percents to real world situations

Probability

Students will be able to:

- Calculate probability (experimental, theoretical)
- Use the fundamental counting principle
- Calculate permutations and combinations
- Identify independent and dependent events
- Calculate the odds of an event

Functions

Students will be able to:

- Identify linear functions
- Use the slope formula to calculate the slope of a line
- Graph lines
- Confirm solutions to systems of equations
- Solve systems using substitution

TEXT/MATERIALS

- Teacher text: Holt *Pre-Algebra* (2008)
- Student text: Holt *Pre-Algebra* (2008)
- Student practice workbook: Holt *Pre-Algebra* (2008)
- Chapter resource books: Holt *Pre-Algebra* (2008)
- Assessment resource book: Holt *Pre-Algebra* (2008)
- Teacher generated tests/quizzes/worksheets
- SmartBoard presentations
- Graphing and regular calculators
- Class iPads
- Various classroom materials such as pencils, calculators, rulers, protractors, compasses

INSTRUCTION

The teacher will:

- Present lessons through lectures, small group work, class discussions, etc.
- Assess student progress through homework assignments, tests, quizzes, etc.
- Provide extra practice for students
- Use technology such as SmartBoard and iPads to support the program of study
- Provide extra help opportunities for students.

Prepared by Mary Parker, 6-8 Math teacher

GRADE 7: SCIENCE

The 7th grade Science program is centered on the Life Sciences. This course will prepare the students for further studies in these topics in the future. The course includes various labs that have to do with the specific topic being discussed.

OBJECTIVES

Students will be able to:

- Comprehend and Discuss Body Organization
- Comprehend and Discuss the different Body Systems and their Functions
- Comprehend and Discuss Homeostasis
- Comprehend and Discuss Nutrition
- Comprehend and Discuss the Body's Health and the risk factors
- Comprehend and Discuss Cells and their components
- Comprehend and Discuss Heredity
- Comprehend and Discuss Genetics
- Comprehend and Discuss Meiosis and Mitosis
- Comprehend and Discuss Cellular Respiration and Photosynthesis
- Comprehend and Discuss Classifications of Organisms
- Comprehend and Discuss Darwin's Theory of Evolution
- Comprehend and Discuss Environment and how it affects Ecology

TEXT/MATERIALS

- Text Books: Human Body Systems, Cells and Heredity, Ecology and the Environment, and The Diversity of Life
- Daily worksheets for homework
- Weekly assessments (quiz or test)
- Subject appropriate laboratories
- Use of Dissection and Microscopes
- Subject appropriate videos
- Two research projects on an assigned topic
- Science Fair project including a written report and a display board

INSTRUCTION

The teacher will:

- Present lessons with daily lectures and discussions
- Assess student progress through homework, quizzes, and tests
- Provide extra help sessions
- Use technology such as the Smartboard and iPads

*Prepared by Ronald Annand
June 18, 2015*

GRADE 7: LANGUAGE ARTS

The purpose of the seventh grade Language program is to provide a setting where students learn about and practice appropriate use of formal and informal English in writing and speaking.

OBJECTIVES

Discussion

Students will:

- use agreed-upon rules for informal and formal discussions in small and large groups.
- know and apply rules for formal discussions.

Questioning, Listening, and Contributing

Students will:

- pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
- integrate relevant information gathered from group discussions and interviews for reports.

Oral Presentation

Students will:

- make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to conveyed.
- give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.
- give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.

Vocabulary and Concept Development

Students will:

- understand and acquire new vocabulary and use it correctly in reading and writing.
- determine the meaning of unfamiliar words using context clues (definition, example).
- determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- determine pronunciations, meanings, alternate word choices, and parts of speech or words using dictionaries and thesauruses.
- determine the meaning of unfamiliar words using context clues (contrast, cause and effect).
- determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- determine pronunciations, meaning, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

Structure and Origins of Modern English

Students will:

- analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
- identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).
- identify verb phrases and verb tenses.
- recognize that a word performs different functions according to its position in the sentence.
- identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).
- recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).
- distinguish phrases from clauses.
- recognize the makeup and function of prepositional phrases.
- identify simple, compound, and complex sentences.
- recognize appropriate use of pronoun reference.
- identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly places modifiers).
- employ grammar and usage rhetorically combining words, including, reordering, and reducing sentences.
- describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.

Formal and Informal English

Students will:

- describe, analyze, and use appropriately formal and informal English.
- write stories using a mix of formal and informal language.
- identify differences between oral and written language patterns.
- analyze the language styles of different characters in literary works.

TEXT/MATERIALS

- Sadlier *Vocabulary Workshop* Teacher Edition Level B
- Sadlier *Vocabulary Workshop* Student Edition Level B
- Teacher generated quizzes/tests/worksheets
- Loyola Press *Voyages in English* Teacher Edition Grade 7
- Loyola Press *Voyages in English* Student Edition Grade 7
- Examview Test Generator Loyola Press *Voyages in English* Grade 7
- Loyola Press *Voyages in English* Practice Book Grade 7
- Smartboard presentations
- Grammar games and DVD's
- *The Giver*
- *The Call of the Wild*
- *Johnny Tremain*
- *Realms of Gold Vol. 2*
- *The Endless Steppe*
- *Hamlet*

INSTRUCTION

- Journals
- Assigned writing with rubrics
- Sharing of piece- format of presenting written work
- Vocabulary paragraph writing
- Book reviews
- Multi genre research paper
- Creative writing
- Mini lessons
- Alternate story endings
- Group work
- Presentations
- Teacher guided instruction
- Conferencing
- Daily Oral Language

*Prepared by Debra Adam and Ashley Longo
June 2015*

GRADE 7: SOCIAL STUDIES

AMERICA: HISTORY OF OUR NATION: BEGINNINGS THROUGH 1877

The Social Studies program for grade seven a two year program of study. The students will learn about, understand, and appreciate events in history and government that helped shape the United States today. By studying these topics/events, students are preparing to become young adults who are responsible and understanding citizens of the United States. Throughout the year, students will discuss current event topics as they occur.

OBJECTIVES

Unit Title: Review

Student will review key geographical terms and skills from the sixth grade curriculum

Unit Title: Beginnings of American History

Student will explain how the colonists developed their own way of life with strong roots in the past by demonstrating an understanding of the following...

- How different cultures and traditions developed around the world
- What the causes and effects of European exploration of the Americas were
- How the English started colonies with distinct qualities in North America
- How colonial life took shape

Unit Title: Forming a New Nation

Student will explain how the colonists broke away from Britain and created a republican form of government by demonstrating an understanding of the following...

- How the relationship between Britain and the colonies fell apart
- How the American colonist gained their independence
- How the U.S. Constitution overcame the weakness of the Articles of Confederation and provided for the organization of the new government

Unit Title: The New Republic

Student will explain what problems a new nation might face by demonstrating an understanding of the following...

- How Americans responded to internal and external challenges
- How Jefferson and Madison dealt with unresolved problems
- How the nation reflected a growing sense of national pride and identity

Unit Title: The Nation Expands and Changes

Student will explain what forces united and divided a nation by demonstrating an understanding of the following...

- Why Americans took different paths in early 1800s
- How reformers and writers inspired change and sparked controversy
- How westward expansion changed the geography of the Nation and demonstrated the determination of its people

TEXT/MATERIALS

- Teacher Guide: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Student text book: Prentice Hall : *America: History of Our Nation: Beginnings Through 1877* (publisher: Pearson)
- Student Interactive Reading and Notetaking Study Guide: Prentice Hall: *America: History of Our Nation*(publisher: Pearson)
- Interactive Reading and Notetaking Study Guide :Answer Key: Prentice Hall: *America: History of Our Nation*(publisher: Pearson)
- All-In-One Teaching Resources: Units 1-4: Prentice Hall : *America: History of Our Nation*(publisher: Pearson)
- Historian’s Apprentice Activity Packs: Pearson: Prentice Hall
- Assessment Rubrics: Prentice Hall Social Studies (publisher: Pearson)
- Test Prep with Document-Based Assessment: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Teacher’s Resource Library DVD: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Exam View Test Blank CD-ROM: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Presentation Express Premium CD-Rom: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Test, quizzes, study guides, worksheets, and handouts for specific areas of study
- A wide variety of books, teaching books, Smartboard presentations, and posters to enhance the topics covered in the curriculum
- Copies of blank maps and World Maps for the students to study and practice labeling on
- Videos from our school library to enhance areas of study
- Use of iPads apps such as, Evernote, Pages, Notes, Google Earth, etc. for various assignments/projects related to topics of study
- Construction paper, colored pencils, markers, post-its, tape, etc. for various assignments related to topics of study
- A variety of Atlases, book and electronic, to enhance areas of geographical study

INSTRUCTIONS

The teacher will:

- Facilitate classroom discussions/debates based on the topic of study
- Use Smartboard programs to introduce and enhance areas of study
- Use iPads apps to enhance areas of study
- Assign assignments/projects based on the topic of study
- Facilitate role-play / reenactment during certain topics of study
- Assign independent reading on material covered in class discussion
- Facilitate debates
- Lecture/handouts
- Read to students from a variety books to enhance their knowledge of the topic of study

*Prepared by Christine Nagle
January 16, 2015*

GRADE 7: RELIGION

The grade seven religion program focuses on the New Testament. Catholic doctrine and morality is learned through the study of the gospels, prayer, and worship. Students will be encouraged to imitate the life of Christ by participating in worship through personal prayer, Liturgy, and the Sacraments, and by living a Christian way of life. Students will learn that Jesus calls His followers to live lives of compassion, care, and concern for their fellow human beings, particularly those in need.

OBJECTIVES

Unit 1: The Mystery of the Incarnation

The Gospel accounts of Jesus' birth and early life give us clues to his true identity as the Son of God. Students will be able to demonstrate an understanding of the following...

- Recognize that our personality traits and what we consider the needs of listeners influence the way we communicate
- Distinguish between the narratives about the birth of Jesus that the Gospel writers Luke and Matthew wrote and identify the different needs of their audiences
- Learn that through the Incarnation Jesus Christ became man while continuing to be God
- Explain the ways in which Mary, the Mother of God, is our spiritual mother and role model of faith
- Pray a selection from Handel's The Messiah
- Recognize that symbols help us express and understand important concepts
- Discover the rich symbolism found in the Rite of Baptism
- Understand that Baptism gives us new life in Christ and unites us with the Christian community
- Suggest ways that we can show that we are baptized Christians through our behavior
- Renew our baptismal promises
- Reflect upon experiences of participating in charitable works
- Learn about the Christian responsibility to imitate Christ, follow the commandments, avoid sin, and pursue good
- Describe the role of conscience in Christian life and forms of God's guidance in our lives
- Identify ways to take responsibility for moral choices and to develop Christlike qualities
- Reflect upon doing good works through prayer
- Contemplate the meaning and importance of prayer
- Name and describe various forms of prayer
- Give examples of how prayer can help a person do God's will and strengthen his or her relationship with God
- Appreciate the value of prayer in our daily lives
- Meditate on God's presence in our lives

Unit 2: The Meaning of the Kingdom

Jesus taught us about our relationship with God and revealed the Kingdom of God. We are called to spread the Gospel by living the values of God's kingdom.

Students will be able to demonstrate an understanding of the following...

- Offer ways to help create a just and peaceful society
- Explore the meaning of God's kingdom as presented in parables found in Matthew's Gospel
- Describe the role of members of the Church in doing the work of God's kingdom
- Give examples of actions that can reflect the values of God's kingdom
- Pray for the fulfillment of God's kingdom and for guidance in spreading justice and love to others

- Consider how our strengths, goals, and ambitions reveal the type of vocation to which God calls us
- Identify the effects and characteristics of the sacraments of Matrimony and Holy Orders, and the commitments of marriage and the priesthood
- Recognize that everyone is called to follow Jesus' command to love
- Pray for the ability to use our gifts to serve others
- Develop an awareness of human suffering and suggest actions to promote justice
- Learn how grace and conscience help us apply the lesson of the Good Samaritan: to love our neighbors
- Recognize Jesus' call to build a just society that honors and promotes human dignity
- Ascertain models of acting justly and lovingly toward others
- Pray for the grace to love others
- Write a basic prayer of petition
- Explore the Beatitudes as a guide to the values of God's kingdom, and the Lord's Prayer as a series of petitions for our needs and for the kingdom
- Acknowledge the need to trust God, and recognize the Lord's Prayer as a prayer of confidence in God's mercy and goodness
- Learn the role that trust in God played in the life of St. Peter
- Pray the Lord's Prayer with a greater understanding of its seven petitions

Unit 3: The Christian Life

Jesus made it clear to His followers that they were to model their lives after His. Our own call to discipleship involves putting the Gospel first in our relationships with God and neighbor.

Students will be able to demonstrate an understanding of the following...

- Ways that young people can respond to Jesus' call to give alms
- Define almsgiving and learn how giving alms and imitating Christ can help us grow in certain virtues
- Recognize that God created us to live in harmony with one another and that the greatest virtue we are called to develop is charity
- Discover models of practicing charity, particularly in the person of St. Francis of Assisi
- Express awareness of and appreciation for the traditions of different cultures
- Learn that Christ is ever-present in the liturgy of the Church, which adapts to cultural traditions without changing its essential meaning or mystery
- Identify the spiritual effects of the Eucharist in our lives
- Give examples of the transformative power of Christ's presence in the Eucharist
- Pray a prayer of Eucharistic adoration
- Name ways to live in Christ's love by caring for God's creation
- Understand that following Christ involves self-sacrifice and tough moral decisions
- Identify the roles the Ten Commandments and the Church in our moral decision-making
- Give examples of Christ-like responses to situations of injustice or immorality
- Pray for the grace to share Christ's love with others
- Explore the experience of trusting others and God
- Learn about the healing miracles of Jesus in the Gospels and the sources of Christ's healing in our lives today
- Understand that prayer and trust in God can be powerful sources of healing, and identify five basic forms of prayer
- Describe situations in which prayer and trust in God can help people find healing
- Write a prayer for healing and pray the Jesus Prayer

Unit 4: The Paschal Mystery

Begun with the events celebrated in the Easter Triduum, our salvation in Christ was made complete by the coming of the Holy Spirit, which we commemorate with the feast of Pentecost.

Students will be able to demonstrate an understanding of the following...

- Identify degrees, difficulties, and benefits of sacrifice
- Learn about the events that preceded Jesus' Passion and understand that his sacrifice freed us from the power of sin and death
- Recognize that we decide how we will respond to Jesus' sacrifice and therefore choose the kind of eternal life we will have
- Discover a model of sacrifice in St. Joan of Arc and further appreciate the importance of Jesus' sacrifice on the cross
- Meditate on the Passion of Christ by praying the Stations of the Cross
- Name ways we fortify friendships and ways we can strengthen our relationship with God
- Learn the story of the Passion from Mark's Gospel and explain how the Church celebrates the Paschal mystery and the forgiveness Christ offers
- Interpret the Gospel story about Peter's denial of Jesus and recognize that the risen Christ offers forgiveness and strength to repentant sinners
- Identify ways to remain in Christ's friendship and honor His sacrifice, gaining inspiration from a story about the apostle John
- Celebrate Christ's mercy and sacrifice, and reflect on our response to these gifts
- Develop an awareness of opportunities to help people
- Learn about the risen Christ's appearances to the disciples and promise to send the Holy Spirit to help them with the challenges of discipleship
- Describe how to overcome temptations and accept our responsibilities as disciples of Christ
- Identify the challenges of discipleship
- Pray for good discipleship, proclaiming Matthew's story about Jesus' commissioning of the disciples and promise of the Spirit
- Describe factors that help resolve difficult or overwhelming situations
- Learn about Pentecost, when Jesus fulfilled His promise to send the Holy Spirit to help the disciples with the overwhelming challenge of discipleship
- Explain the role of the Trinity in guiding the Church's efforts to bring love and the message of salvation to others
- Identify the graces that come from the Holy Spirit
- Pray the sequence for Mass for Pentecost Sunday

Unit 5: The Good News

The first Christians, filled with the Holy Spirit, spread the Gospel message throughout their world. The same Spirit calls us to be witnesses of the message of Christ in our world today.

Students will be able to demonstrate an understanding of the following...

- Ways to be a witness to Christ in everyday life
- Explore the epistles and understand that all members of the Church are called to share in its mission to bring Christ to others
- Discover ways to participate in the mission of the Church and be ready for the Second Coming of Christ
- Identify models of Christians who fulfill the mission of the Church
- Proclaim Mark's story about commissioning the disciples and reflect on meeting the challenges of discipleship
- Consider factors that make a person ready for Confirmation

- Learn how the sacrament of Confirmation is celebrated in the Church and describe the seven gifts of the Holy Spirit
- Recognize that, in Confirmation, the spirit unites us more perfectly to Christ and the Church
- Identify examples of the Holy Spirit at work in familiar life situations
- Pray the Prayer to the Holy Spirit
- Perceive connections between the functions of a mascot and the evangelizing role of a Christian
- Construe the meaning of Christian love from two epistles and identify the role of love in evangelization
- Describe ways to evangelize others in our roles as students, citizens, and ordinary members of society
- Praise God with a psalm and reflect upon the presence of God's love
- Evaluate the role of prayer in the Church and in our lives
- Learn that the Church should be a community of love whose purpose is to glorify God by interpreting a passage from the Book of Revelation
- Recognize that the dignity of human life must be protected because every person is created in God's image and shows forth God's glory at all stages of life
- Offer ways to glorify God in our work and prayer
- Pray petitions for God's love, peace, and justice in the world

TEXT/MATERIALS

- RCL Benziger: Blest Are We: The Story of Jesus, textbook ISBN 978-0-7829-1286-9
- RCL Benziger: Blest Are We: The Story of Jesus, resource booklet
- ISBN 978-0-7829-1472-6
- RCL Benziger: Blest Are We: The Story of Jesus, test booklet
- ISBN 978-0-7829-1470-2
- RCL Benziger: Blest Are We: The Story of Jesus, teacher's manual
- ISBN 978-0-7829-1288-3
- Blestarewe.com: student study quizzes, chapter and unit resources
- New American Bible and the Catechism of the Catholic Church

INSTRUCTION

The teacher will employ methods to maintain interest and enthusiasm for learning Catholic doctrine.

The teacher will instruct in various ways:

- Reading the textbook, scripture, any work of literature that will enhance the concept
- Group discussion and teacher-led discussion
- Lecture
- Writing
- Individual and group research and presentation projects
- Art
- Prayer
- Worship
- Visits to St. Michael Church to enhance instruction
- Computer technology using a Smart board and iPad

*Prepared by Elizabeth E. Gill
Revised January 16, 2015*

GRADES 6, 7 AND 8: SPANISH

The purpose of the Spanish program for middle school (grades 6, 7 & 8) is to increase the students' ability to use Spanish via the four language skills of listening, speaking, reading and writing. Students will be encouraged to use primarily Spanish in the classroom. In addition to the four language skills, students will learn about cultural practices and perspectives through authentic materials, reading selections, and grammatical concepts. High frequency words will be emphasized for vocabulary and the language will be used in context to increase comprehension and retention.

Understanding that some students may be new to the program and/or may have acquired the previous years' vocabulary and structures at differing levels, the students will be given review and repetition as they transition into the Middle School program.

Students will have in-class and homework assignments and their abilities to use the language will be assessed: they should expect to demonstrate their understanding of the spoken and written language, and speak and write at their level of Spanish. Students will be challenged to use higher level vocabulary and structures in each subsequent grade.

Students in grades 6 and 7 meet twice a week all year long; Grade 8 students meet three times a week all year long.

TOPICS/OBJECTIVES

In Grades 6, 7 and 8 students will be able to use Spanish learned in lower levels and:

- Understand and respond appropriately to interrogative words; form questions in Spanish
- Respond appropriately to spoken commands
- Recognize informal positive and negative commands
- Listen to a story and answer questions about it (oral or written)
- Retell a story or describe a series of events in Spanish, including description words
- Participate in spontaneous conversations in Spanish using vocabulary at their level*
- Develop strategies for reading in Spanish (i.e. use of cognates, dictionaries)
- Read short stories and novice-level novels and answer questions to demonstrate understanding (oral or written)
- Write an original story/essay or respond to a writing prompt using vocabulary and structures at their level*
- Recite authentic poetry to understand rhyme and syntax in Spanish written by well-respected poets (syntax, pronunciation and culture)
- Use the appropriate verb forms for 5 persons (1st person singular & plural, 2nd person singular, 3rd person singular & plural) in the present tense
- Use generalized rules of conjugating regular *-ar*, *-er*, and *-ir* present tense verbs
- Use the verbs *ser* and *estar* accurately with the vocabulary at their level*
- Use the verbs *gustar* and *encantar* accurately with the vocabulary at their level*
- **Students in grade 8** will be introduced to the past tense (preterit and imperfect) of Spanish verbs – including the formation and general usage of common regular and irregular verbs
- Explain and reflect on cultural and linguistic products, practices and perspectives, including those between the various Spanish-speaking countries themselves and in relation to the students' native culture(s)
- Vocabulary/topics that will be *used in context* at this level typically include, but are not limited to: telling time and date, using weather expressions, clothing, food, body parts, locations, family members, home and school, and describing self and others, likes/dislikes and needs

RESOURCES

- *Sing, Dance, Laugh and Eat Tacos* CD series by Barbara MacArthur
- Gale Mackey's grammar songs CD
- TPRS resources (includes Blaine Ray, Carol Gaab, Mira Canion, Karen Rowan, and other authors); including novels, teacher guides, and on-line forum and teacher materials for *Look I'm talking!*
- SeñorWooly.com materials
- Authentic poetry
- Authentic music
- Various Internet resources (i.e. YouTube song videos, teacher resources)
- Teacher's personal library of authentic rhymes and children's songs
- Flash cards, teacher-generated manipulatives and realia
- Teacher iPad/Apple TV (where available)
- Authentic music from teacher's music library

INSTRUCTION

The teacher will:

- Present the new vocabulary and structures and use them in context
- Provide multiple opportunities to practice new vocabulary and structures via listening, speaking, reading and writing
- Recycle/review past vocabulary
- Create scenarios for students to act out a story using the vocabulary
- Ensure that students understand spoken and written Spanish
- Use Smartboard for presentation of materials
- Use iPad and other applications to assist in creation and presentation of materials
- Provide handouts to students
- Teach reading strategies – i.e. looking for cognates, when to look up an unfamiliar word, reading for general meaning
- Provide manipulatives, realia and visuals to enhance comprehension
- Use authentic music and teaching songs that reinforce culture and class topics
- Use the target language to personalize the lesson whenever possible
- Use Spanish predominantly in class

*Prepared by Amy O'Leary, Spanish Teacher
January 2015*

GRADE 7: ART

The purpose of the art program is to allow the student, through self-directed projects, to showcase their acquired abilities in the arts. A wide variety of choices will be made available and the students will be responsible for researching, creating, and publicly displaying one of two projects created through the second semester. Knowledge of art history, principles of design, and identity will all need to be applied to their finished projects. Critical thinking and creative problem solving are encouraged in the art process.

OBJECTIVES

Art Elements

Students will:

- draw upon the combined art knowledge from their previous years in the program.
- focus on the use of line as a means of expression and description
- learn the difference between positive and negative shapes and apply knowledge to a project.
- indicate understanding of value and how to create value using different techniques.
- study concepts of linear perspective and create artwork that shows knowledge of these concepts.
- apply their knowledge of color theory in both a 2D and 3D piece of artwork..
- call upon their knowledge of drawing and or sculpting the human figure..
- learn about story telling through visual means rather than using type.
- Create artwork that speaks of identity, society, and their place in society.

Art and History

Students will:

- Through research develop deeper understanding of the elements of art as found in various cultures from around the world, both current and ancient.
- explore some of the different movements in art history including, modernism, pop art, folk art, and abstract expressionism.
- discover various periods of art history from the Renaissance to Surrealism and apply applicable techniques to their creations.

Art Experiences

Students will:

- explore alternative techniques in art such as collage, and creating silhouettes, photography, printmaking, animation, and digital art.
- Create sculptures using clay showing their knowledge space and functional art.

MATERIALS

- Art posters
- Library books
- Art reference materials in art room
- Internet searches
- Slides/PowerPoint presentations
- Computer/computer projector
- Magazines
- Art Media: pencils, paints, pastels, clay, plaster of paris, recycled material, cameras, digital media, paper and other related materials

INSTRUCTION

Teacher will introduce the two self-directed projects, one 2D and one 3D to the class and the appropriate rubrics and assessment tools used to grade the student work. The students will be given weekly assignments researching their selected art project and demonstrate adequate progress throughout the semester. Meeting times will be set up by the teacher and students to discuss progress and any challenges that the students may be having with their work. Open student run critiques will be held at the midway point of each project.

*Updated by Jeff Moses
August 27, 2014*

GRADE 7: COMPUTER

The purpose of the computer curriculum for grade seven is that students will be able to integrate Google Applications. Also that students use a classroom network to share information. The purpose is also to practice proper typing techniques and to practice grade level skills using available software. Students come to the computer lab once a week for 45 minutes and work with the computer teacher.

OBJECTIVES

Students will be able to:

- Practice correct keyboarding techniques
- Create a spreadsheet using interest formulas
- Save import and export original documents
- Perform multitasking using two or more programs
- Practice file management
- Share work over the classroom network
- Cut, copy and paste from one document to another document using keyboard shortcuts
- Create web designs (basic html)
- Discuss computer ethics
- Discuss Internet skills and safety
- Use digital video and still camera as they work on the project. Research a topic and use this information to write a script. Students will use iMovie to complete their project. (iPad)

MATERIALS

- Dell Core i5, there is one for each student. Each student computer has a 17 inch monitor, keyboard, mouse and headphones.
- Smart Board
- Apple iPad Air

SOFTWARE

- Google Applications
- Microsoft Office
- Notepad
- Apple Apps

INSTRUCTION

The teacher will:

- Use direct instruction and demonstration of software to present lesson. This can include Smartboard and/or other available technology
- Facilitate classroom discussion related to material being presented
- Oversee students as they work independently

*Updated by Kerrie Abate
October 10, 2014*

GRADES 6-8: PHYSICAL EDUCATION

The purpose of the physical education program for grades 6-8 is to reinforce sport specific skills, introduce team based games, and focus on body development. This is accomplished through individual and team based activities.

OBJECTIVES

Students will:

- practice different sports skills (jogging, sprinting, jumping, etc.)
- use skills to play team sports (baseball, soccer, basketball, hockey, lacrosse, football, handball, volleyball, etc.)
- practice coordination skills for sport specific games, i.e. soccer (kicking), baseball (throwing and catching), hockey (stick handling), basketball (dribbling and shooting).
- perform physical fitness testing, shuttle run, push-ups, sit-ups, sprinting and distance running.
- learn team building exercises
- learn cooperative games for team work.

MATERIALS

- outside play area covered with Field Turf
- outdoor basketball court, indoor basketball court, and playground
- multicolored disks and cones
- rubber dots and bases
- multicolored pinnies
- basketballs, soccer balls, floor hockey sticks, playground balls, tennis balls,
- wiffle balls, etc.
- cd player

INSTRUCTION

Students in grades 6-8 come to Phys. Ed. twice a week for 45 minutes and work with the phys.ed.teacher. The first five minutes of the class are spent in warm-up lines with monthly leaders leading the warm-up. Students gather to listen to the instructions and demonstrations. Class is ended with a 2-3 minute cooling down and review.