

## 2023-2024 Grade 7

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Evangelization and Missionary Discipleship	Discipleship	7.E.1.1	Recognize that God knows and loves us personally and has a plan for our lives.
		7.E.1.10	Understand that missionary disciples are called to bring Christ into every aspect of their lives and share Christ with others.
		7.E.1.2	Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.
		7.E.1.3	Recognize that Jesus wants to be in a relationship with each of us.
		7.E.1.4	Articulate the Good News that Jesus died on the cross for our sins in accordance with the Scriptures so that we can go to heaven.
		7.E.1.5	Recognize that Jesus' gift of salvation requires an ongoing response on the part of the believer and that this response affects one's particular judgment.
		7.E.1.6	Reflect on the degree to which Jesus is a part of our lives.
		7.E.1.7	Discuss what discipleship and virtuous living look like for a 7th grade student.
		7.E.1.8	Express the joy of being a disciple of Jesus Christ.
Knowledge of Faith	Creed	7.E.1.9	Recognize that the role of a missionary disciple is to live the teachings of Christ in the world as guided by Scripture and the teachings of the Church.
		7.K.1.1	Review the Trinitarian mystery at the heart of the Catholic faith which reveals God as Father, Son, and Holy Spirit, one God yet three persons, unified yet not to be confused or divided in substance.
		7.K.1.10	Explain how God prepared Mary, beginning at the moment of the Immaculate Conception, to become the mother of his Incarnate Son, Jesus, the second person of the Holy Trinity.
		7.K.1.11	Recognize that the four reasons why God sent His Son in the incarnation are: to be a model of holiness, reconcile us with God, make us partakers of Divine Nature, and restore us to communion with God.
		7.K.1.12	Describe the Paschal Mystery as Christ's suffering, death, Resurrection, and Ascension and how it accomplished the salvation of humanity.
		7.K.1.13	Express that the Communion of Saints consists of all members of the Church - those living (Church Militant), those in purgatory (Church Suffering), and those in heaven (Church Triumphant).
		7.K.1.14	Identify the four last things, death, judgment, heaven, and hell, in order to explain that our personal judgment after death is the result of our actions during our earthly life, and understand that God respects our freedom to choose him or reject him.

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		7.K.1.15	Recognize that purgatory is a temporary state where men and women are purified of the temporal effects of sin in preparation for eternal life in heaven.

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	<b>Creed (cont)</b>	7.K.1.16	Know that there can never be any discrepancy between faith and reason since truth cannot contradict truth.
		7.K.1.17	Understand that faith and reason are two modes of learning truth.
		7.K.1.18	Explain how faith supports reason and reason supports faith.
		7.K.1.19	Explain that even after the Fall, creation remains a good gift and is not totally corrupted; it is able to be redeemed.
		7.K.1.2	Review the covenants of the Old Testament.
		7.K.1.20	Describe how the body, by its mere existence, communicates that the human person is a gift just by the fact that it exists.
		7.K.1.3	Explain the economy of salvation, as it relates to God's plan for the salvation of humanity in the person and work of Jesus and His Body, the Church.
		7.K.1.4	Discuss the Incarnation and who Jesus Christ is.
		7.K.1.5	Recognize that Faith is a free gift from God that enables us to respond to Divine Revelation and develop a personal relationship with Him.
		7.K.1.6	Review the four marks of the Church.
		7.K.1.7	Describe all three divine persons in the Trinity as being eternal, omniscient, omnipotent, and omnipresent.
		7.K.1.8	Identify the Holy Spirit as the third person of the Holy Trinity.
		7.K.1.9	Recognize the titles and images used to refer to Holy Spirit in Scripture and tradition.
	<b>Scripture</b>	7.K.2.1	Understand that the Magisterium has the authority to teach and interpret the Word of God in Scripture and Tradition.
		7.K.2.10	Express that epistles are letters written to encourage the early Christian communities to follow Jesus and identify common themes of the epistles (community, law, grace, salvation, Body of Christ, love, etc.).
		7.K.2.2	Know that a canon is a collection of books in order to identify the canon of Scripture as the 73 books in both the Old (46) and New (27) Testaments.
		7.K.2.3	Recognize and explain what it means that the Scriptures are inspired and distinguish between the human and divine authorship of Scripture.
		7.K.2.4	Recognize that Divine Revelation begins in the Old Testament and unfolds throughout the Old and New Testaments and explain that Jesus is the fulfillment of God's promises and his covenant with His chosen people.
		7.K.2.5	Differentiate between the literal sense and the spiritual sense and define the three spiritual senses of Scripture (allegorical, anagogical, moral).

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Liturgy and Sacraments	Scripture (cont)	7.K.2.6	Identify the Gospels of Matthew, Mark, and Luke, as synoptic Gospels and compare and contrast their style, focus, audience, and content.
		7.K.2.7	Examine key events of Jesus' life in the Gospels (birth, public ministry, Baptism Passion, Death, Resurrection, and Ascension).
		7.K.2.8	Differentiate between the Passion and Resurrection narratives in the synoptic Gospels.
		7.K.2.9	Identify significant women in their role in the Gospels including Elizabeth, Anna, Mary, women healed, and witnesses at the Resurrection.
	Sacraments	7.L.1.1	Describe how all Christians by Baptism are incorporated into the priesthood of Christ and differentiate between the common priesthood and the ministerial priesthood.
		7.L.1.10	Identify the gifts and fruits of the Holy Spirit.
		7.L.1.11	Explain why Reconciliation is called the sacrament of conversion, because the penitent takes the first step in returning to the Father after straying through sin.
		7.L.1.12	Know that rites are prescribed actions of the Church.
		7.L.1.2	Describe what is necessary for the validity of each sacrament.
		7.L.1.3	Introduce the three ranks of Holy Orders: episcopate, presbyterate, and diaconate as seen in the New Testament.
		7.L.1.4	Identify the priesthood as an apostolic call that comes from Jesus Christ, who commissioned the apostles to continue to do the work of the Church.
		7.L.1.5	Recognize that men ordained to the priesthood act in the person of Christ when they celebrate and administer the Sacraments.
		7.L.1.6	Explain the Real Presence of Christ in the Eucharist and the Mass as the representation of the sacrifice of Christ on the cross.
		7.L.1.7	State the belief that the Church has the power and authority to forgive all sins through the sacraments of Baptism, Reconciliation, Anointing of the Sick, and venial sins through the sacrament of Eucharist.
		7.L.1.8	Explain sacraments as visible signs of God's grace and actions of the Holy Spirit at work in the Church.
		7.L.1.9	List the charisms as outlined in 1 Corinthians 12.

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Morality	Liturgy	7.L.2.1	Describe why every Catholic has the obligation to attend Mass on all Sundays and Holy Days of Obligation.
		7.L.2.10	Explain how the Church remembers all of the saints in the Mass.
		7.L.2.2	Identify the Roman Missal.
		7.L.2.3	Analyze the main prayers of the liturgy and reflect on their meaning.
		7.L.2.4	Explain why we have appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bowing, kneeling, processions) and understand why we do them.
		7.L.2.5	Indicate how Catholics are called to participate in liturgical ministries and parish life.
		7.L.2.6	Describe the funeral Mass as a liturgy of blessing for the departed and commendation to God of the deceased person by the Church.
		7.L.2.7	Identify Scripture readings for Sundays in the liturgical year and trace the life of Christ through these readings.
		7.L.2.8	Understand the importance of properly preparing for and participating in the Sacrament of Reconciliation.
		7.L.2.9	Describe that only validly ordained priests can preside at the Eucharist and consecrate the bread and the wine so that they become the Body and Blood of the Lord.
	Conscience	7.M.1.1	Identify the natural law as the law of God written on the human heart and give examples of where we see this in our lives.
		7.M.1.10	Differentiate between actual grace and sanctifying grace.
		7.M.1.11	Identify and explain the gifts and fruits of the Holy Spirit.
		7.M.1.12	Evaluate examples of human actions to determine if they are moral, neutral, or immoral, based on the three components of a moral act.
		7.M.1.13	Explain that one may never do evil so good can result.
		7.M.1.14	Identify the Beatitudes and Ten Commandments as the biblical basis for forming conscience and a guide for continual conversion.
		7.M.1.15	Know the Beatitudes provide the foundation for understanding the moral teaching of Jesus.
		7.M.1.16	Point out that as a result of original sin man experiences concupiscence and needs to bring emotions and desires into harmony with what is truly good.
		7.M.1.17	Describe what 'life according to the Spirit is and how following the law of God leads to true freedom and happiness.
		7.M.1.18	Provide examples of rightly ordered desire, given by God, and disordered "desire."
		7.M.1.19	Explain how Christ does not accuse but instead appeals to the human heart to be pure.
		7.M.1.2	Recognize that conscience is formed by the Church's teaching.

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	Conscience (cont)	7.M.1.3	Identify that morality refers to the goodness or evil of human acts.
		7.M.1.4	Differentiate between what is meant by original sin and personal sin.
		7.M.1.5	Explain each of the seven capital (deadly) sins: pride, avarice, envy, anger, gluttony, lust, and sloth.
		7.M.1.6	Identify the cardinal virtues that oppose the seven deadly sins, and help us to resist and overcome temptation.
		7.M.1.7	Distinguish between the theological virtues as freely given by God in Baptism and the cardinal virtues which grow in us by human effort and habitually choosing to do the good.
		7.M.1.8	Explain that because of original sin we experience temptation and inclination toward sin (concupiscence).
		7.M.1.9	Recognize that experiencing temptation is not a sin.
	Christian Living	7.M.2.1	Recognize that the Incarnation is foundational for understanding that each human person has an innate dignity and right to life from natural conception to natural death.
		7.M.2.2	Explain why both abortion and the use of contraception are contrary to human dignity and our understanding of human sexuality.
		7.M.2.3	Discuss stewardship and how members of the Church are called to give of their time, talent, and treasure at the service of the Gospel and for the common good of society.
		7.M.2.4	Describe how prejudice and discrimination are contrary to living as a disciple of Jesus Christ and explain the Christian understanding of human dignity and our creation in the image and likeness of God.
		7.M.2.5	Differentiate between abstinence, chastity, and celibacy.
		7.M.2.6	Explain the precepts of the Church, and recognize that these minimum expectations assist us in living as disciples of Jesus Christ, in building up the Kingdom of God here on earth, spurring us on to greater holiness, service, and commitment to Christ.
		7.M.2.7	List spiritual and corporal works of mercy.
		7.M.2.8	Evaluate actions for self-mastery and describe how actions of self-mastery free one to make a full gift-of-self.
		7.M.2.9	Explain the body-soul unity in the human person from the standpoint of the "language of the Body."

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	Vocation	7.M.3.1	Identify the three evangelical counsels lived by Jesus during his life on earth; as the three vows professed by men and women in consecrated life.
		7.M.3.10	Recognize that every baptized person is called to lead a chaste life, regardless of one's vocation or state in life.
		7.M.3.11	Propose how a "communion of persons" involves the loving gift-of-self (i.e. the Trinity, but also the unity of the Church, the family, and the unity of man and woman).
		7.M.3.12	Evaluate how love, as a power, is a participation in the love of God himself: How it is total. How it is faithful. How it is fruitful. How it is generous.
		7.M.3.2	Differentiate between the contemplative life and the apostolic life lived by consecrated men and women.
		7.M.3.3	Differentiate between vocation and career (avocation).
		7.M.3.4	Demonstrate an understanding of how all baptized persons are called to live chastely and compare and contrast how the virtue of chastity is lived in the various states of life.
		7.M.3.5	Describe how each vocation (married, ordained, consecrated), builds up the body of Christ and has both benefits and challenges.
		7.M.3.6	Examine a variety of Christian vocations as a response to the baptismal call to holiness and mission.
		7.M.3.7	Understand that various vocations and states in life are all ordered toward enabling the baptized to live their call to build the Kingdom of God on earth and the Body of Christ.
Christian Prayer	Prayer	7.M.3.8	Describe the family as a source of spiritual values, religious practices, customs, and traditions that help shape a person spiritually, physically, psychologically, and socially.
		7.M.3.9	Define discernment as a prayerful identification of one's talents, gifts, and charisms, acknowledging them before God and placing them at the service of the Church.
		7.P.1.1	Understand that prayer is a conversation with God, a response to his call, and means of deepening our relationship with him.
		7.P.1.10	Identify the scriptural sources for common Catholic prayers and liturgical prayers (such as the Lord's prayer and the Hail Mary).
		7.P.1.11	Identify the elements of and seven petitions of the Lord's Prayer as outlined in the Catechism of the Catholic Church.
		7.P.1.12	Explain the different types and ways of prayer especially as they relate to participation in the liturgy (adoration, praise, thanksgiving, and petition).
		7.P.1.13	Identify various forms and styles of meditation: reading, thinking, reflection, meditation, and contemplation.

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Community Life	Prayer (cont)	7.P.1.14	Understand that humans as both spiritual and material beings use mind, body, and soul in prayer and can engage in speaking, singing, and movement as ways to pray.
		7.P.1.15	Articulate how engaging in Lectio Divina, reading of sacred Scripture and other writings of Saints and other spiritual authors as a means of leading to communication with God in personal prayer.
		7.P.1.16	Recite the Nicene Creed; Memorize the Prayer to the Holy Spirit; Outline the steps for Lectio Divina and participate in this way of praying with Scripture.
		7.P.1.2	Know that in prayer we respond to an invitation from God to be in relationship with him and receive his strength and grace.
		7.P.1.3	Know that prayer is a means of growing in grace, ongoing conversion, and growth in charity and virtue.
		7.P.1.4	Understand that devotions are essential to engaging in an authentic relationship with God in prayer and
		7.P.1.5	Participate in common Catholic devotions appropriate to various liturgical seasons.
		7.P.1.6	Identify liturgical prayer as the prayer of the Universal Church.
		7.P.1.7	Identify the Mass as the community's central act of worship.
		7.P.1.8	Distinguish between liturgical prayer, communal prayer, and personal prayer.
		7.P.1.9	Describe the cycle of the liturgical seasons as the means for drawing Christians deeper into the mysteries of Christ's redemptive work.
	Catholic Church	7.C.1.1	Explain the images of the Church as "People of God", "Body of Christ", Bride of Christ, and "Temple of the Holy Spirit."
		7.C.1.10	Know that Mary and the Saints exemplify the work of evangelization.
		7.C.1.11	Recognize that Jesus founded the Catholic Church that reflects the unity of the Trinity: Father, Son, and Holy Spirit, a mystery of divine love which exists as a sign of the Reign of Christ in our midst.
		7.C.1.12	Retell how the Apostles were selected and commissioned and how bishops are their successors.
		7.C.1.13	Trace the establishment of the Church from the preaching of Jesus, through the Paschal mystery, Pentecost, and apostolic succession, and examine the role and power of the Holy Spirit within the early Church.
		7.C.1.2	Understand that by baptism we are called to evangelize, to be missionaries, and united in faith with Christ as our head.
		7.C.1.3	Explain and give examples of how the Church is missionary by nature.



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		7.C.1.4	Explain that the Catholic faith is one and the same everywhere in belief and creed, yet expressed uniquely in many cultures.

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	<b>Catholic Church (cont)</b>	7.C.1.5	Identify ways various cultures express the Faith through music, art, language, and celebration.
		7.C.1.6	Explain why the Church names Mary as Mother of God and Mother of the Church.
		7.C.1.7	Recognize the four marks of the Church in the Nicene Creed and compare and contrast the ways in which they are or are not present in Christian denominations.
		7.C.1.8	Explain that all the living and dead form the Communion of Saints in the Church.
		7.C.1.9	Recognize the guidance and work of the Holy Spirit in the foundation and ongoing formation of The Church and identify elements of continuity between the early Church and the Church of today (e.g. Sacraments, Prayer, Apostolic Teaching, devotion to the Blessed Mother).
	<b>Ecumenism</b>	7.C.2.1	Understand that the Church calls its members to share the truths of the Faith so that all may come to conversion and be saved while also respecting the religious beliefs of others.
		7.C.2.2	Understand that the Catholic Church acknowledges her special relationship with the Jewish people.
		7.C.2.3	Identify that the Eastern Catholic Churches call their sacraments "mysteries" and Confirmation "Chrismation."
		7.C.2.4	Know that ecumenical dialogue includes that Catholics are called to work and pray for unity in the Church because Jesus also prayed "that they all may be one".
	<b>Catholic Social Teaching</b>	7.C.3.1	Explain how disciples follow Jesus who is the way, the truth, and the life, by giving examples of the Seven Principles of Catholic social teaching as he lived them in his ministry and mission.
		7.C.3.2	Identify ways in which Christians actively participate in society and work for the Common Good through stewardship and service to others.
		7.C.3.3	Identify examples from the Gospels of how Jesus demonstrated the dignity of the human person.
		7.C.3.4	Articulate that the innate dignity of every human person guarantees them rights and responsibilities within society.
		7.C.3.5	Know that prejudice and discrimination are contrary to Christian living.
		7.C.3.6	Understand that world peace is the work of justice and the effect of charity.
		7.C.3.7	Know that the Scriptures teach us the importance of working for justice, peace, equality, and stewardship in our lives.

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Fluency and Accuracy	Range of Reading and Level of Text Complexity	7.RI.10	By the end of the year, read and comprehend literary nonfiction (including Scripture and other Catholic works) in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		7.RL.10	By the end of the year, read and comprehend literature, including Scripture, stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text and text-to-world connections that deepen understanding of the text.
Reading-Literature	Key Ideas and Details	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		7.RL.2	Analyze literary text development.a. Determine a theme of a text and analyze its development over the course of the text.b. Incorporate the development of a theme and other story details into an objective summary of the text.
		7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	Analyzing Text	7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
		7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet, psalm) contributes to its meaning.
		7.RL.6	Analyze how an author uses the point of view to develop and contrast the perspective of different characters or narrators in a text.
		7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
		7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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Reading- Informational Text	Key Ideas and Details	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		7.RI.2	Analyze informational text development.a. Determine two or more central ideas in a text and analyze their development over the course of the text.b. Provide an objective summary of the text that includes the central ideas and their development.
		7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Reading- Informational Text	Analyzing Text	7.RI.4	Determine the meaning of words and phrases as they are used in a text, (including Scripture and other Catholic works) including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
		7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
		7.RI.6	Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.
		7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
		7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
		7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Language	Grammar and Usage	7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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	Conventions of standard English (capitalization, punctuation, spelling, etc.)	7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).b. Spell correctly.
	Knowledge of Language	7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose language that expresses ideas precisely and concisely.b. Recognize and eliminate wordiness and redundancy.
	Vocabulary Acquisition and Use	7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 7 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
		7.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
		7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Writing	Writing Arguments	7.W.1	Write arguments to support claims with clear reasons and relevant evidence.a. Establish a thesis statement to present an argument.b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the argument presented.
		7.WA.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		7.WA.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		7.WA.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.
	Writing-Informative/Explanatory	7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Establish a thesis statement to present information.b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension .c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.f. Establish and maintain a formal style.g. Provide a concluding statement or section that follows from and supports the information or explanation
		7.WI.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		7.WI.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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		7.WI.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Writing	Writing-Narrative	7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
		7.WN.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Writing-Narrative (cont)	7.WN.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		7.WN.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge	7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	Writing for Different Purposes and Audiences	7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Speaking and Listening	Comprehension and Communication	7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
		7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
		7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas	7.SL.4	Present claims and findings, including from a Catholic perspective emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
		7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
		7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate to the situation.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Health	Alcohol, Tobacco and Drugs		<p>7.ATOD.1.1 Describe the dangers of experimentation with AOD.</p> <p>7.ATOD.1.2 Distinguish between proper use and abuse of over-the-counter and prescription medicines, including opioids.</p> <p>7.ATOD.1.3 Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using alcohol and other drugs including riding with a driver under the influence.</p> <p>7.ATOD.1.4 Describe the benefits of being alcohol and drug free.</p> <p>7.ATOD.1.5 Describe positive alternatives to using alcohol and other drugs.</p> <p>7.ATOD.1.6 Describe situations that could lead to the use of alcohol and other drugs.</p> <p>7.ATOD.1.7 Explain school policies and community laws about alcohol, and other drugs.</p> <p>7.ATOD.1.8 Explain the possible dangers of using multiple substances simultaneously.</p> <p>7.ATOD.2.1 Explain the influence of school rules and community laws on alcohol and other drug use.</p> <p>7.ATOD.2.2 Explain how perceptions of norms can influence alcohol and other drug use.</p> <p>7.ATOD.2.3 Explain how social expectations can influence alcohol and other drug use.</p> <p>7.ATOD.2.4 Explain how personal values and beliefs can influence alcohol and other drug use.</p> <p>7.ATOD.2.5 Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.</p> <p>7.ATOD.2.6 Analyze how media can influence alcohol and other drug use.</p> <p>7.ATOD.4.1 Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them).</p> <p>7.ATOD.4.2 Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</p> <p>7.ATOD.4.3 Demonstrate effective peer resistance skills to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them).</p> <p>7.ATOD.8.1 State a health-enhancing position about being tobacco, alcohol-and other drug-free, supported with accurate information, to improve the health of others.</p> <p>7.ATOD.8.2 Persuade others to be tobacco (vaping/e-cig), alcohol, or drug-free.</p> <p>7.ATOD.8.3 Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</p> <p>7.ATOD.8.4 Develop a plan of action to encourage peers to be ATOD free.</p>

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Healthy Eating	7.HE.1.1	Describe the source and function of the six essential nutrients.
		7.HE.1.10	. Describe the benefits of eating in moderation.
		7.HE.1.2	Explain the similarities and differences among protein fats and carbohydrates regarding nutritional value and food sources.
		7.HE.1.3	Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.
		7.HE.1.4	Summarize the benefits of drinking plenty of water.
		7.HE.1.5	Differentiate between nutritious and non-nutritious beverages.
		7.HE.1.6	Summarize the benefits of limiting the consumption of solid fat added sugar and sodium.
		7.HE.1.7	Describe the importance of eating breakfast every day.
		7.HE.1.8	Explain how to select healthy foods when dining out.
		7.HE.1.9	Analyze the benefits of healthy eating.
		7.HE.2.1	Explain the influence of family on food choices.
		7.HE.2.2	Explain how perceptions of norms can influence food choices.
		7.HE.2.3	Explain the techniques that fad diets use to try to influence food choices.
		7.HE.2.4	Explain how social expectations can influence food choices.
		7.HE.2.5	Explain the influence of personal values on food choices.
		7.HE.3.1	Analyze the validity and reliability of nutrition information, products, and services.
		7.HE.3.2	Access valid and reliable nutrition information from home, school, or community.
		7.HE.3.3	Locate valid and reliable nutrition products and services.
	Mental and Emotional Health/Healthy Relationships	7.MEH/HR.1.1	Describe characteristics of healthy relationships.
		7.MEH/HR.1.1	Describe the signs symptoms and consequences of common eating disorders.
		7.MEH/HR.1.1	Summarize feelings and emotions associated with loss and grief.
		7.MEH/HR.1.1	Explain the importance of a positive body image and self-perception.
		7.MEH/HR.1.1	Explain why people with eating disorders need professional help.
		7.MEH/HR.1.1	Recognize that new opportunities or unfamiliar situations may require productive struggle. (SEL E4.3c)
		7.MEH/HR.1.1	Explain how others' responses to current events can impact emotions. (SEL A1.4c)

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Mental and Emotional Health/Healthy Relationships (cont)	7.MEH/HR.1.1	<p>Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.</p> <p>7.MEH/HR.1.1 Explain the negative consequences of sending sexually explicit pictures or messages by e- mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e- mail, texting, websites, phone and tablet applications).</p> <p>7.MEH/HR.1.1 Determine the benefits of being sexually abstinent in light of our Catholic faith and beliefs.</p> <p>7.MEH/HR.1.1 . Explain why individuals have the right to set personal boundaries.</p> <p>7.MEH/HR.1.2 Explain the qualities of a healthy dating relationship.</p> <p>7.MEH/HR.1.2 Explain the importance of setting personal limits to avoid risky behaviors.</p> <p>7.MEH/HR.1.2 Describe the factors that contribute to engaging in sexual risk behaviors.</p> <p>7.MEH/HR.1.2 Describe the factors that protect against engaging in sexual risk behaviors.</p> <p>7.MEH/HR.1.2 Describe the relationship between using alcohol and other drugs and risky behaviors.</p> <p>7.MEH/HR.1.2 Explain why it is wrong to tease or bully others.</p> <p>7.MEH/HR.1.2 Describe ways to show courtesy and respect for others different than you.</p> <p>7.MEH/HR.1.3 Differentiate healthy and unhealthy relationships.</p> <p>7.MEH/HR.1.4 Describe healthy ways to express affection, love, friendship, and concern.</p> <p>7.MEH/HR.1.5 Explain the importance of talking with parents and other trusted adults about issues related to</p> <p>7.MEH/HR.1.6 Describe ways to manage interpersonal conflict nonviolently.</p> <p>7.MEH/HR.1.7 Describe how mental and emotional health can affect health-related behaviors.</p> <p>7.MEH/HR.1.8 Explain the causes symptoms and effects of depression.</p> <p>7.MEH/HR.1.9 Explain the causes symptoms and effects of anxiety.</p> <p>7.MEH/HR.3.1 Analyze the validity and reliability of mental/emotional health information.</p> <p>7.MEH/HR.3.2 Analyze the validity and reliability of mental/emotional health services.</p> <p>7.MEH/HR.3.3 Describe situations that call for professional mental/emotional health services.</p> <p>7.MEH/HR.3.4 Access valid and reliable mental/emotional health information from home, school or community.</p> <p>7.MEH/HR.3.5 Locate valid and reliable mental/emotional health services.</p>

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	<b>Mental and Emotional Health/Healthy Relationships (cont)</b>	7.MEH/HR.4.1	Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental/emotional health; a. Use a non-judgmental voice during conflict resolution to maintain safe relationships. (SEL.3.2c); b. Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others. (SEL D1.2c).
		7.MEH/HR.4.2	Demonstrate how to effectively ask for assistance to improve personal mental/emotional health.
		7.MEH/HR.4.3	Demonstrate how to effectively communicate empathy and support for others.
		7.MEH/HR.4.4	Demonstrate inclusiveness in relationship building. (SEL D2.2c).
	<b>Personal Health and Wellness</b>	7.PHW.1.1	Explain the difference between infectious, noninfectious, acute, and chronic diseases.
		7.PHW.1.2	Summarize ways that common infectious diseases are transmitted.
		7.PHW.1.3	7.Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact.
		7.PHW.1.4	Describe food safety strategies that can control germs that cause food borne illnesses.
		7.PHW.1.5	Describe how an inactive lifestyle contributes to chronic disease.
		7.PHW.1.6	7.Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases.
		7.PHW.1.7	Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
		7.PHW.3.1	Analyze the validity and reliability of online information about infectious and chronic diseases.
		7.PHW.3.2	Describe situations in which a trained professional health professional should be contacted regarding infectious or chronic conditions.
	<b>Safety</b>	7.SAFE.1.1	Not addressed in Grade 7.
	<b>Violence Prevention</b>	7.VP.1.1	Describe strategies to avoid physical fighting and violence.
		7.VP.1.2	Analyze how impulsive behaviors can lead to violence.
		7.VP.1.3	Describe situations that could lead to physical fighting and violence.
		7.VP.1.4	Describe how the presence of weapons increases the risk of serious violent injuries.
		7.VP.1.5	Summarize how participation in gangs can lead to violence.
		7.VP.1.6	Analyze how impulsive behaviors can lead to violence.
		7.VP.2.1	Explain the influence of school rules and community laws on violence prevention practices and behaviors.
		7.VP.2.2	Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Violence Prevention (cont)	7.VP.2.3	Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
		7.VP.2.4	Analyze how relevant influences of family and culture affect personal violence practices and behaviors.
		7.VP.2.5	Analyze how relevant influences of school and community affect personal violence practices and behaviors.
		7.VP.2.6	Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
		7.VP.2.7	Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.
		7.VP.8.1	State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
		7.VP.8.2	Persuade others to prevent violence.
		7.VP.8.3	Collaborate with others to advocate for individuals, families, and schools to prevent violence.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Ratios and Proportional Reasoning	Proportional Relationships	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1}{2} \div \frac{1}{4}$ miles per hour, equivalently 2 miles per hour.
		7.RP.2	Recognize and represent proportional relationships between quantities.a. 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.b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.c. Represent proportional relationships by equations. For example, if total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$ , the relationship between the total cost and the number of items can be expressed as $t = pn$ .d. 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 $(1, r)$ where $r$ is the unit rate.
		7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
The Number System	Multidigit Computation	7.NS.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.a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.b. Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ 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.c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . 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.d. Apply properties of operations as strategies to add and subtract rational number
		7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.a. 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. 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 $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.c. Apply properties of operations as strategies to multiply and divide rational numbers.d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0
		7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.
Expressions and Equations	Algebraic Expressions	7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
		7.EE.2	In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related. For example, a discount of 15% (represented by $p - 0.15p$ ) is equivalent to $(1 - 0.15)p$ , which is equivalent to $0.85p$ or finding 85% of the original price.



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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Geometry	Multi-step problems with Algebraic Equations	7.EE.3	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. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
		7.EE.4	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.a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ 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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the s
	Angle Relationships	7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
	Area and Circumference of a Circle	7.G.4	Work with circles.a. Explore and understand the relationships among the circumference, diameter, area, and radius of a circle. b. Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	<b>Geometric Figures and Similarities</b>	7.G.1	Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals. a. Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale. b. Represent proportional relationships within and between similar figures.
		7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions.a. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.b. Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions.
		7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	<b>Word Problems - 2D and 3D Figures</b>	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Statistics and Probability	Statistical Analysis	7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population.a. Differentiate between a sample and a population.b. Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias.
		7.SP.2	Broaden statistical reasoning by using the GAISE model. a. Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. For example, "How do the heights of seventh graders compare to the heights of eighth graders?" (GAISE Model, step 1) b. Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. (GAISE Model, step 2) c. Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. (GAISE Model, step 3) d. Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question. (GAISE Model, step 4)
		7.SP.3	Describe and analyze distributions.a. Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point. b. Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot (line plot), the separation between the two distributions of heights is noticeable.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Probability	7.SP.5	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.
		7.SP.6	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. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
		7.SP.7	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.a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
		7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.a. 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.b. 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.c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Earth and Space Science	Cycles and Patterns of the Earth and Moon	7.ESS.1	The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.
		7.ESS.2	Thermal energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.
		7.ESS.3	The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.
		7.ESS.4	The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.
		7.ESS.5	The relative positions of Earth and the sun cause patterns we call seasons.
Life Science	Cycles of Matter and Flow of Energy	7.LS.1	Energy flows and matter is transferred continuously from one organism to another and between organisms and their physical environment.
		7.LS.2	In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.
Physical Science	Conservation of Mass and Energy	7.PS.1	Elements can be organized by properties.
		7.PS.2	Matter can be separated or changed but in a closed system, the number and types of atoms remains constant.
		7.PS.3	Energy can be transformed or transferred but is never lost.
		7.PS.4	Energy can be transferred through a variety of ways.
Scientific Inquiry, Practice and Application	Nature of Science	7.NaS.1	Students will apply practices of scientific inquiry,, specifically, students will be able to do the following: a. Apply knowledge of science content to real world challenges; b. Identify questions that can be answered through scientific investigations; c. Design and conduct scientific investigations; d. Use appropriate mathematics, tools and techniques to gather data and information; e. Analyze and interpret data; f. Develop descriptions, models, explanations, and predictions; g. Think critically and logically to connect evidence and explanations; h. Recognize and analyze alternative explanations and predictions; i. Communicate scientific procedures and explanations; j. Design technological/engineering solutions; k. Apply Catholic values to development and application of science concepts.
	Nature of Science (cont)	7.NaS.2	Students through experimentation and observation discover that science is a way of knowing about the world and is both a body of knowledge and a set of processes to discover new knowledge. Students through measurement and observation determine that objects and events occur in consistent patterns that are understandable while carefully considering outliers. Science disciplines share common rules of obtaining and evaluating empirical data.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
		7.NaS.3	Students will see the importance of human interaction in contributing to science knowledge. Specifically: a. Individuals from different social, cultural, and ethnic backgrounds work as scientists and engineers. b. Scientists and engineers are guided by habits of mind, such as intellectual honesty, tolerance of ambiguity, skepticism and openness to ideas. c. Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, imagination, and creativity.
		7.NaS.4	Science explanations are subject to revision and improvement in light of scientific evidence or new understanding of scientific evidence.

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Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age	Early Civilizations	7.HIS.2	The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.
	Feudalism and Transitions	7.HIS.3	The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.&nbsp;
		7.HIS.4	The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.
		7.HIS.5	Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.
		7.HIS.6	The decline of feudalism, the rise of nation states and The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
		7.HIS.7	The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.
	First Global Age	7.HIS.10	European economic and cultural influence dramatically increased through explorations, conquests and colonization.
		7.HIS.11	The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.
		7.HIS.8	Empires in Africa and Asia grew as commercial and cultural centers along trade routes.
		7.HIS.9	The advent of the transSaharan slave trade had profound effects on both West and Central Africa and the receiving societies
	Historical Thinking and Skills	7.HIS.1	Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

## 2023-2024 Grade 7

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Geography		7.GEO.12	Maps and other geographic representations can be used to trace the development of human settlement over time.
		7.GEO.13	Geographic factors promote or impede the movement of people, products and ideas.
		7.GEO.14	Trade routes connecting Africa, Europe and Asia foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) that impacted the Eastern Hemisphere.&nbsp;
		7.GEO.15	Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world
Government		7.GOV.16	The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.
		7.GOV.17	Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.
		7.GOV.18	With the decline of feudalism, consolidation of power resulted in the emergence of nation states.
Economics		7.ECO.19	Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.
		7.ECO.20	The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence
		7.ECO.21	The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.
Financial Literacy		7.FL.9	Planning for and paying local, state and federal taxes is a financial responsibility.
		7.FL.10	An informed consumer makes decisions on purchases that may include a decision- making strategy to determine if purchases are within their budget.
		7.FL.11	Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.
		7.FL.12	Compare bank terms before opening an account.
		7.FL.13	Consumer protection laws help safeguard individuals from fraud. and potential loss.
		7.FL.14	Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.)