SEVENTH GRADE

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent "habits" that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.7.1	*Develop practices to build an ongoing relationship with our loving God*	
	r.b.7.2	Describe one's relationship with God as a life of faith in Jesus Christ and how that life of faith can be lived out through prayer, study, and service.	
	r.b.7.3	Recognize that faith is our response to God who gives himself to us	
	r.b.7.4	Identify and Explain arguments/"proofs" of God's existence from both the physical world (order and beauty) and the human person's openness to truth, beauty, moral goodness, freedom, voice of conscience (CCC 31-34)	
	r.b.7.5	Explain that we can know of God's existence through reason and through experience (CCC 36-39)	
	r.b.7.6	Recognize Jesus Christ as the greatest of God's gifts to us	
	r.b.7.7	Know that God revealed Himself gradually to us in words and actions, though fully by sending his Son; and that our understanding of God continues to grow	
	r.b.7.8	Articulate the kerygma (The Story of salvation) in both summary and narrative forms	
Sacred Scripture	r.b.7.9	Explain that God has revealed Himself to us gradually through Scripture and discuss the reasons why God chose to reveal Himself in this way	

	r.b.7.10	Narrate and relate the importance of key moments in Salvation History from the Bible and the history of the Church	
Trinity	r.b.7.11	Explain how God revealed himself as Trinity, and how this remains the central mystery of our faith.	
	r.b.7.12	Understand that the Trinity is a mystery that continuously draws us into the divine being	
	r.b.7.13	Explain the role each person of the Trinity has in salvation	
Jesus Christ	r.b.7.14	Identify and discuss the role of Christ in salvation	
	r.b.7.15	Narrate and discuss key passages from the Gospels that reveal Jesus' ministry	
	r.b.7.16	Describe the person and ministry of Jesus Christ; e.g., Baptism of Jesus (Mt 3: 13-17); Jesus Calls the Fishermen (Mk 1: 16-20; Mt 9: 9-13); the teachings of Jesus (Mt 5-7; Mt 25: 31-46; Jn 3: 16; Jn 13-17); The Good Shepherd (Jn 10: 1-10)	
Church History			
Creed	r.b.7.17	Explain the Catholic understanding that the Church possesses the fullness of the means of salvation (CCC 816, 824, 836-838)	
	r.b.7.18	Explain how through her Immaculate Conception, Mary, "from the first instant of her conception, was totally preserved from the stain of sin"	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.7.1	*Demonstrate reverent behavior in church*	
	r.w.7.2	Understand that liturgy is the work of Christ through his Church	

Sacraments	r.w.7.3	Associate the sacraments of the Church with life experiences; e.g., family meals and Eucharist, forgiveness and Reconciliation, commitment and Matrimony/Holy Orders	
	r.w.7.4	Recognize sacraments as effective signs of grace given by Christ and entrusted to the Church	
	r.w.7.5	*Discuss and apply how to use reconciliation in daily encounters*	
	r.w.7.6	Explore the many facets of the sacramental life of the Church	
	r.w.7.7	Reflect on the sacramental actions in Scripture: Rebirth (Jn 3: 1-18); Coming of the Spirit (Acts 2: 1-13); Ritual Meal (Mt 26: 26-30; Lk 22: 14-20; 1 Co 11: 23-26; Mk 6: 34-44); Forgiveness (Jn 20: 22-23); Healing (Jas 5: 13-15; Lk 5: 17-25); Ministry (Mt 28: 18-20); Marriage (Gn 2: 21-25; Mk 10: 6-9)	
Eucharist	r.w.7.8	Recognize the importance of participating regularly in Sunday Eucharist	
	r.w.7.9	Describe how the Eucharist helps us grow in relationship with God	
We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace			
Dignity of the Human Person	r.l.7.1	Explain that God desires and initiates a relationship with each person because we are created by God and for God (CCC 27)	
	r.l.7.2	*Recognize the Beatitudes and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life and apply them to one's own life (Mt 5: 3-12, 25: 31-46; Jn 13: 1-20)*	
The Human Community	r.l.7.3	Communicate the nature of justice and its relationship to peace	
	r.l.7.4	Explain that God calls the Church and all its members to the work of the Kingdom and to care for all that he has created	
	r.l. 7.5	Recognize actions that demonstrate how a Christian should respond to social, economic, and political situations	

	r.l.7.6	Articulate and provide positive and negative examples of the principles of Catholic Social Teaching	
	r.l. 7.7	Identify passages from Scripture that model how we are to behave toward others e.g., Mt 19: 13-15; Mt 19: 16-24; Lk 10: 29-37; Lk 10: 38-45; Jn 13: 12-16; Jn 15: 8-10	
	r.l. 7.8	Explain how Mary is the model of Christian holiness	
	r.l. 7.9	Infer how God's power and justice are evident in Mary's response to Elizabeth in the "Magnificat." (Lk 1:46-55)	
Grace	r.l. 7.10	Personalize natural law (a moral law that can be known in principle by every person by reason)	
	r.l.7.11	Identify grace as the power by which we live out the moral life	
	r.l.7.12	Understand that our attitudes toward our neighbor reflect our acceptance or refusal of grace	
Virtue, Sin, and Forming Conscience	r.l. 7.13	Define and explain hope as the theological virtue by which we desire the Kingdom of heaven and eternal life as our happiness	
	r.l. 7.14	Describe how external factors can form the conscience and signal what is right and wrong, as well as how to behave	
	r.l. 7.15	*Associate one's growing sense of moral understanding as part of an emerging identity*	
	r.l. 7.16	Identify and explain the three sources of the morality of human acts: object, intention, and circumstance.	
	r.l. 7.17	Understand that the reality of sin is impossible to ignore	
	r.l. 7.18	Understand that social sin is cooperating in another's sin either directly or by doing nothing	
	r.l.7.19	Distinguish guilt from harm.	
	r.l.7.20	Explain how we are to form our conscience well: following the Word of God, the Church's teaching, the advice of competent people, and the Holy Spirit's inner prompting	
The Ten Commandments	r.l. 7.21	Connect natural law and its expression in the Ten Commandments	
	r.l. 7.22	Understand that intentional euthanasia goes against the Fifth Commandment	
	r.l. 7.23	Understand that Fifth Commandment teaches us that terrorism and torture are gravely wrong	

	r.l. 7.24	Understand that the Fifth Commandment teaches that although innocent human life can never be deliberately taken, there is a legitimate right of self-defense for the individual and society	
	r.l. 7.25	Understand that the Seventh Commandment forbids the misuse of another's goods and requires us to keep promises and contracts	
	r.l. 7.26	Understand that the Seventh Commandment teaches that we are called to show a preferential love for the poor	
	r.l. 7.27	Understand that the Sixth and Ninth Commandments require purity of heart	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.7.1	Understand that prayer is one pathway to knowing God and to deepening understanding of self, others, creation, and God	
	r.p.7.2	Recognize that prayer reflects human hope for union with God	
	r.p.7.3	Explain how prayer can form a relationship with Jesus through both speaking and listening.	
	r.p.7.4	Understand that prayer can console those in need of mercy and healing and develop a practice of praying for the sick and dying	
	r.p.7.5	Recognize that belonging to a spiritual community includes supporting others through prayer and sharing our spiritual gifts. (1 Cor 12:1 - 13:13)	
	r.p.7.6	*Recognize and respond to the needs of others in our world through various modes of prayer.*	
	r.p.7.7	*Describe and practice meditation and contemplative prayer*	
	r.p.7.8	Understand prayer's capacity for praising God and construct prayers of praise	
	r.p.7.9	*Review and practice all prayers previously learned/memorized; e.g., Glory Be; the Our Father, Hail Mary, The Angelus,The Memorare, the Anima Christi, Apostles Creed, Act of Contrition, the Rosary, traditional meal prayer(s), etc.*	
	r.p.7.10	*Utilize Scripture as a source of prayer*	
	r.p.7.11	Articulate how the Our Father summarizes the Gospel	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	r.p.7.12	Understand that God, our Father, does not "lead us into temptation" but guides us through them (see James 1:13)	
	r.p.7.13	Distinguish that at The Visitation, Mary responded to Elizabeth's greeting with the words that are known as the Magnificat, the Canticle of Mary (Luke 1:39-55)	

COMMUNICATION ARTS (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.7.1	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text	☑
	ca.r.7.2	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials	
	ca.r.7.3	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence	☑
	ca.r.7.4	Summarize the text distinct from personal opinions	☑
	ca.r.7.5	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	☑
	ca.r.7.6	Analyze how specific word choices contribute to meaning and tone	
	ca.r.7.7	Analyze how the setting, characters, and plot of a text affect each other and contribute meaning	☑
	ca.r.7.8	Explain how characters and settings reflect historical and/or cultural contexts	
	ca.r.7.9	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently	☑
	ca.r.7.10	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence	☑
	ca.r.7.11	Analyze how a text's organization or overall structure contributes to meaning	
	ca.r.7.12	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others	☑

	ca.r.7.13	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims	☑
	ca.r.7.14	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning	
	ca.r.7.15	Read and comprehend informational text independently and proficiently	
	ca.r.7.16	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts	☑
	ca.r.7.17	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience (i.e. moral, philosophical, ethical, aesthetic)	
	ca.r.7.18	Participate as knowledgeable, reflective, and creative members of a variety of literary communities	
	ca.r.7.19	Establish a personal connection within various forms of literature in regards to personal faith, family, and community	☑
Writing	ca.w.7.1	Conduct research to answer questions by: a. gathering relevant information from multiple print and digital sources b. using search terms effectively c. assessing the credibility and accuracy of sources d. quoting and paraphrasing while avoiding plagiarism e. using a standard format for citation (MLA, APA)	c,e
	ca.w.7.2	Follow a writing process to produce clear and coherent writing by: a. developing, organizing, and using the style appropriate to task, purpose, and audience b. developing and using voice appropriate to the task, purpose, and audience c. developing writing with narrative, expository, and argumentative techniques	a,b

	ca.w.7.3	Develop narratives, including poems, about real or imagined experiences a. establish and maintain consistent point of view b. clearly identify characters c. create well-structured event sequences and relevant descriptive details	
	ca.w.7.4	Use expository writing to inform and explain a topic being examined by a. providing relevant facts, examples, and details b. establishing relationships between ideas and supporting evidence	
	ca.w.7.5	Develop an argument by introducing and supporting a claim by a. using clear reasons and relevant evidence b. acknowledging counterclaims c. establishing relationships between claims and supporting evidence	
	ca.w.7.6	Review, revise, and edit writing with consideration for task, purpose, and audience a. organize content and introduce the topic b. maintain a clear focus throughout the text c. provide a conclusion that follows from the text d. add or delete content to clarify meaning	☑
	ca.w.7.7	Use appropriate and precise language for the style, task, and audience	☑
	ca.w.7.8	Convey the relationship of ideas through varied sentence structure	
	ca.w.7.9	Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts	
	ca.w.7.10	Use technology, including the Internet, to publish writing a. link to and cite sources b. interact and collaborate with others	
Language	ca.l.7.1	Demonstrate command of the conventions of English grammar and usage a. use correct capitalization, punctuation, and spelling b. use correct comma placement c. demonstrate correct usage of simple, compound, complex, and compound-complex sentences to signal different relationships among ideas	☑
	ca.l.7.2	Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	☑

	ca.l.7.3	Ensure that pronouns are in the proper case (nominative, possessive, objective)	
	ca.l.7.4	Use Intensive pronouns	
	ca.l.7.5	Recognize and correct inappropriate shifts in pronoun number and person	
	ca.l.7.6	Use pronouns in agreement with their noun antecedents	
	ca.l.7.7	Use punctuation to set off nonrestrictive/parenthetical elements	
	ca.l.7.8	Use verbs in agreement with subjects in complex sentences	
	ca.l.7.9	Explain and use descriptive and limiting adjectives	
	ca.l.7.10	Explain and use adverbs	
	ca.l.7.11	Explain and use periods, commas, semicolons, colons, quotation marks, apostrophes, hyphens, dashes, question marks, exclamation points, underlining, and capitalization	☑
Speaking & Listening	ca.sl.7.1	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	☑
	ca.sl.7.2	Delineate a speaker's argument and claims, evaluating reasoning in order to 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	☑
	ca.sl.7.3	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views	☑
	ca.sl.7.4	Speak clearly, audibly, and to the point using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume at an understandable pace	☑
	ca.sl.7.5	Face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint	☑
	ca.sl.7.6	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points	☑

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	ca.sl.7.7	Use spoken, written, and visual language to accomplish one's own purpose (i.e. for learning, enjoyment, persuasion, and the exchange of information)	☑
	ca.sl.7.8	Adjust one's use of spoken, written, and visual language (i.e. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes	☑

MATH (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Ratios & Proportional Relationships		*Analyze proportional relationships and use them to solve problems*	
	m.rpr.7.1	Compute unit rates, including those that involve complex fractions, with like or different units	☑
	m.rpr.7.2	Recognize and represent proportional relationships between quantities a. Determine when two quantities are in a proportional relationship b. Identify and/or compute the constant proportionality (unit rate); interpret the unit rate as the slope of the graph c. Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation d. Recognize that the graph of any proportional relationship will pass through the origin	☑
	m.rpr.7.3	Solve problems involving ratios, rates, percentages, and proportional relationships	
	m.rpr.7.4	Graph proportional relationships a. Interpret the unit rate as the slope of the graph b. Compare two different proportional relationships	
Number Sense & Operations		*Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers*	

	m.nso.7.1	Apply and extend previous understandings of numbers to add and subtract rational numbers a. Add and subtract rational numbers b. Represent addition and subtraction on a horizontal or vertical number line c. Describe situations and show that a number and its opposite have a sum of 0 (additive inverses) d. Understand subtraction of rational numbers as adding the additive inverse e. Determine the distance between two rational numbers on the number line is the absolute value of their difference f. Interpret sums and differences of rational numbers	☑
	m.nso.7.2	Apply and extend previous understandings of numbers to multiply and divide rational numbers a. Multiply and divide rational numbers b. Determine that a number and its reciprocal have a product of 1 (multiplicative inverse) c. Understand that every quotient of integers (with non-zero divisor) is a rational number d. Convert a rational number to a decimal e. Understand that all rational numbers can be written as fractions or decimal numbers that terminate or repeat f. Interpret products and quotients of rational numbers by describing real-world contexts	☑
	m.nso.7.3	Explore the real number system a. Know the differences between rational and irrational numbers b. Understand that all rational numbers have a decimal expansion that terminates or repeats	
Expressions, Equations, & Inequalities		*Use of properties of operations to generate equivalent expressions*	
	m.eei.7.1	Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients	☑
	m.eei.7.2	Understand how to use equivalent representation of the same number to clarify quantities in a problem	

		Solve problems using numerical and algebraic expressions and equations	
	m.eei.7.3	Solve multi-step problems posed with rational numbers a. Convert between equivalent forms of the same number b. Assess the reasonableness of answers using mental computation and estimation strategies	☑
	m.eei.7.4	Write and/or solve linear equations in one variable and justify the solution a. Write and solve one-, two-, and multi-step equations (using distributive property and combining like terms) b. Write and solve one-, two-, and multi-step equations with variables on both sides	☑
	m.eei.7.5	Write and/or solve linear inequalities in one variable and justify the solutions a. Write, solve, and graph one-, two-, and multi-step inequalities (using distributive property and combining like terms) b. Write, solve, and graph one-, two-, multi-step inequalities with variables on both sides	☑
Geometry & Measurement		*Draw and describe geometrical figures and describe the relationships between them*	
	m.gm.7.1	Solve problems involving scale drawings of real objects and geometric figures, including computing actual lengths and areas from a scale drawing at a different scale	
	m.gm.7.2	Use a variety of tools to construct geometric shapes a. Determine if provided constraints will create a unique triangle through construction b. Construct special quadrilaterals given specific parameters	
	m.gm.7.3	Understand concepts of circles a. Analyze the relationships among the circumference, the radius, the diameter, the area, and Pi in a circle b. Know and apply the formulas for circumference and area of circles to solve problems	
		Apply and extend previous understanding of angle measure, area, and volume	

	m.gm.7.4	Use angle properties to write and solve equations for an unknown angle	
	m.gm.7.5	Understand the relationship between area, surface area, and volume a. Find the area of triangles, quadrilaterals, and other polygons composed of triangles and rectangles b. Find the area and perimeter of triangles, rectangles, and circles c. Find the volume and surface area of prisms, pyramids, and cylinders	
Data Analysis, Statistics, & Probability		*Use random sampling to draw inferences about a population*	
	m.dasp.7.1	Understand that statistics can be used to gain information about a population by examining a sample of the population a. Understand that a sample is a subset of a population b. Understand that generalizations from a sample are valid only if the sample is representative of the population c. Understand that random sampling is used to produce representative samples and support valid inferences	
	m.dasp.7.2	Use data from multiple samples to draw inferences about a population and investigate variability in estimates of the characteristics of interest	
		Draw informal comparative inferences about two populations	
	m.dasp.7.3	Analyze different data distributions using statistical measures	
	m.dasp.7.4	Compare the numerical measures of center, measures of frequency, and measures of variability from two random samples to draw inferences about the population	☑
		Develop, use, and evaluate probability models	
	m.dasp.7.5	Investigate the probability of chance events a. Determine probabilities of simple events b. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	m.dasp.7.6	Investigate the relationship between theoretical and experimental probabilities for simple events a. Predict outcomes using theoretical probability b. Perform experiments that model theoretical probability c. Compare theoretical and experimental probabilities	
	m.dasp.7.7	Explain possible discrepancies between a developed probability model and observed frequencies a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process	
	m.dasp.7.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations a. Represent the sample space of a compound event b. Design and use a simulation to generate frequencies for compound events	

SCIENCE (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Structure & Function and Information Professing	s.sfip.7.1	Provide evidence that organisms (unicellular and multicellular) are made of cells and that a single cell must carry out all of the basic functions of life. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.] (*Should be taught through the lens of Catholicism. As Catholic, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.)	☑

	s.sfip.7.2	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.] (*Should be taught through the lens of Catholicism. As Catholic, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.)	☑
	s.sfip.7.3	Present evidence that body systems interact to carry out key body functions, including providing nutrients and oxygen to cells, removing carbon dioxide and waste from cells and the body, controlling body motion/activity and coordination, and protecting the body.	☑
	s.sfip.7.4	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]	
Matter & Energy in Organisms & Ecosystems	s.meoe.7.1	Construct a scientific explanation based on evidence for the role of photosynthesis and cellular respiration in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]	☑
	s.meoe.7.2	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]	☑

	s.meoe.7.3	Analyze and interpret data to provide evidence for the effects of resource availability on individual organisms and populations of organisms in an ecosystem. [Clarification statement: emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]	☑
	s.meoe.7.4	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]	☑
	s.meoe.7.5	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]	
Interdependent Relationships in Ecosystems	s.ire.7.1	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]	☑
	s.ire.7.2	Evaluate competing design solutions for maintaining biodiversity and ecosystem services [Clarification statement: examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]	☑

Growth Development & Reproduction of Organisms	s.gdro.7.1	Construct an explanation for how characteristic animal behaviors, as well as specialized plant structures, affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of animal behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds and creating conditions for seed germination and growth. Examples of plant structures that affect the probability of plant reproduction could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]	
	s.gdro.7.2	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth, structure, and function of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.]	☑
	s.gdro.7.3	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.] (*Should be taught through the lens of Catholicism. As Catholics, we believe that God is the creator of all things, including our bodies, and that all change - including natural changes to our genetic material - is a part of HIs divine plan.)	

	s.gdro.7.4	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation [Clarification statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent to offspring and resulting genetic variation]	☑
	s.gdro.7.5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, and farming practices).] (*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.)	☑
Natural Selection & Adaptations	s.nsa.7.1	Analyze and interpret evidence from the fossil record to infer patterns of environmental change resulting in extinction and changes to life forms throughout the history of the Earth. [Clarification Statement: Examples of evidence include sets of fossils that indicate an environment, anatomical structures that indicate the function of an organism in the environment, and fossilized tracks that indicate behavior of organisms.] (*Should be taught through the lens of Catholicism. As Catholics, we believe that God is the creator of all things, yet there is no conflict between this belief and the scientific understanding of the Earth's age.)	
	s.nsa.7.2	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy	☑
	s.nsa.7.3	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships	

	s.nsa.7.4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.] (*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.)	☑
	s.nsa.7.5	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (*Should be taught through the lens of Catholicism. As Catholics we believe that God is the creator of all things, and as such, He has a guiding hand in the evolution of species, and the mechanism through which He does this is natural selection.)	☑
Engineering Design 6-8 (Must be taught throughout grades 6-8 units of study)	s.ed.7.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	
	s.ed.7.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	
	s.ed.7.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	
	s.ed.7.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	

SOCIAL STUDIES (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		WORLD HISTORY- The Missouri Learning Standards call for World History to be taught through 1450 in middle school. These standards appear as World History Part 1 in each domain. The standards that support the content in the period 1450 to Modern Day appear as World History Part 2.	

Civics (Governmental Systems & Principles)		World History Part 1: History to 1450	
		Tools of Social Science Inquiry	
	ss.wh.c.7.1	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c. 1450.	☑
		Early Civilizations: Geography's Impact on History	
	ss.wh.c.7.2	Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties.	
	ss.wh.c.7.3	Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.	
	ss.wh.c.7.4	Explain how the codification of law impacted early civilizations.	
		Classical Civilizations: Foundations of Representative Government	
	ss.wh.c.7.5	Explain the origins, functions, and structure of governmental systems within classical civilizations.	
	ss.wh.c.7.6	Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights, and civic duty.	
	ss.wh.c.7.7	Explain how the rule of law developed from a written code of laws, as well as concepts of separation of powers and checks and balances.	
		Regional Interconnectedness and Conflict	
	ss.wh.c.7.8	Explain the origins, functions, and structure of governmental systems within civilizations.	
	ss.wh.c.7.9	Explain how concepts such as the rule of law, limited government, and due process are developed through the Magna Carta and other influential documents.	
	ss.wh.c.7.10	Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.	
		World History Part 2: 1450 to Modern Day	
		Tools of Social Science Inquiry	

	ss.wh.c.7.11	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450.	☑
	ss.wh.c.7.12	Predict the consequences that can occur when individuals fail to carry out their personal responsibilities.	☑
	ss.wh.c.7.13	Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.	☑
		Accelerated Exchange	
	ss.wh.c.7.14	Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.	
	ss.wh.c.7.15	Explain the influence of the classical revival on governmental systems, including their source of power, how leaders are selected, and how decisions are made.	
		Age of Discovery and Change	
	ss.wh.c.7.16	Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities or an interconnected world.	
	ss.wh.c.7.17	Analyze the style and function of a leader to determine his/her impact on a governmental system.	
		Age of Revolutions	
	ss.wh.c.7.18	Analyze the key ideas of the Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.	
	ss.wh.c.7.19	Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.	
	ss.wh.c.7.20	Compare and contrast government systems resulting from political revolutions.	
		The Modern Era	
	ss.wh.c.7.21	Compare and Contrast evolving governmental systems, including monarchy, theocracy, totalitarianism, and representative government to determine their impact on society.	
	ss.wh.c.7.22	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	

Economics		**World History Part 1: History to 1450**	
		Tools of Social Science Inquiry	
	ss.wh.e.7.1	Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c.1450.	☑
		Early Civilizations: Geography's Impact on History	
	ss.wh.e.7.2	Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.	
	ss.wh.e.7.3	Explain how standardization affects the early stability of a society.	
		Classical Civilizations: Foundations of Representative Government	
	ss.wh.e.7.4	Describe trade patterns and how they influence the movement of resources, goods, and services.	
	ss.wh.e.7.5	Explain how standardization impacts the stability of a civilization.	
	ss.wh.e.7.6	Explain how political and economic stability affects the well-being of individuals and society.	
		Middle Ages- Regional Interconnectedness and Conflict	
	ss.wh.e.7.7	Explain how inter-regional trade intensified the exchange of goods, ideas, and people.	
		World History Part 2: 1450 to Modern Day	
		Tools of Social Science Inquiry	
	ss.wh.e.7.8	Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c.1450.	☑
		Accelerated Exchange	
	ss.wh.e.7.8	Analyze the flow of good and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas, and China.	
		Age of Discovery and Exchange	
	ss.wh.e.7.9	Compare the extent, interaction, and impact of European, American, and Asian trade networks.	
	ss.wh.e.7.10	Compare the origins, development, and effects of coercive labor systems in Asia, Africa, Europe, and the Americas.	

	ss.wh.e.7.11	Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.	
		Age of Revolutions	
	ss.wh.e.7.12	Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions.	
	ss.wh.e.7.13	Examine the connection among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia, and the Americas.	
		The Modern Era	
	ss.wh.e.7.14	Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.	
	ss.wh.e.7.15	Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.	
Geography		**World History Part 1: History to 1450**	
		Tools of Social Science Inquiry	
	ss.wh.g.7.1	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450	☑
	ss.wh.g.7.2	Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450	☑
	ss.wh.g.7.3	Locate major cities of the world and key world nations; the world's continents and oceans; and major topographical features of the world	☑
		Early Civilizations: Geography's Impact on History	
	ss.wh.g.7.4	Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations	
	ss.wh.g.7.5	Analyze the cultural characteristics of civilizations to explain how they are similar and different	
	ss.wh.g.7.6	Explain how various characteristics of civilizations are connected to identities and cultures	

		Classical Civilizations: Founding of Representative Government	
	ss.wh.g.7.7	Explain the significance of physical geography to the development of classical civilizations.	
	ss.wh.g.7.8	Identify the effect of natural forces upon human activities.	
		Middle Ages- Regional Interconnectedness and Conflict	
	ss.wh.g.7.9	Explain how the spread of cultural patterns and economic decisions share and are shaped by environments.	
	ss.wh.g.7.10	Explain how physical geographic characteristics influence human identities and cultures.	
		World History Part 2: 1450 to Modern Day	
		Tools of Social Science Inquiry	
	ss.wh.g.7.11	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010.	☑
	ss.wh.g.7.12	Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.	☑
	ss.wh.g.7.13	Locate major cities of the world and key world nations; the world's continents and oceans; and major topographical features of the world.	☑
		Accelerated Change	
	ss.wh.g.7.14	Analyze physical geography to explain how regions are connected or isolated from each other.	
	ss.wh.g.7.15	Compare and contrast geographic regions by examining their cultural characteristics.	
		Age of Discovery and Exchange	
	ss.wh.g.7.16	Analyze physical geography to explain the availability and movement of resources.	
	ss.wh.g.7.17	Describe major changes in patterns of migration and human settlement in Africa, Asia, and the Americas resulting from European expansion.	
		Age of Revolution	
	ss.wh.g.7.18	Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.	
	ss.wh.g.7.19	Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.	

	ss.wh.g.7.20	Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.	
		The Modern Era	
	ss.wh.g.7.21	Explain how technology has reduced barriers and expanded people's capacity to make use of, or modify, the physical environment.	
	ss.wh.g.7.22	Evaluate the relationship between technological and scientific advancements and increasing global interaction.	
	ss.wh.g.7.23	Analyze major demographic patterns to determine their effect on the human and physical systems.	
History: (Continuity & Change)		**World History Part 1: History to 1450**	
		Tools of Social Science Inquiry	
	ss.wh.h.7.1	Create and use tools to analyze a chronological sequence of related events in world history.	☑
	ss.wh.h.7.2	Explain connections between historical context and people's perspectives at the time in world history.	☑
	ss.wh.h.7.3	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.	☑
	ss.wh.h.7.4	Using an inquiry lens, develop compelling questions about world history prior to c.1450 to determine helpful resources and consider multiple points of view represented in the resources.	☑
	ss.wh.h.7.5	Analyze the causes and consequences of a specific problem in world history prior to c.1450 as well as the challenges and opportunities faced by those trying to address the problem.	☑
		Early Civilizations: Geography's Impact on History	
	ss.wh.h.7.6	Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas.	
	ss.wh.h.7.7	Analyze the role early civilizations had in shaping concepts of government, law, and social order.	
		Classical Civilizations: Foundations of Representative Government	

	ss.wh.h.7.8	Analyze the rise and fall of classical civilizations to determine their significance to future societies.	
	ss.wh.h.7.9	Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.	
		Middle Ages - Regional Interconnectedness and Conflict	
	ss.wh.h.7.10	Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	
	ss.wh.h.7.11	Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia, and Africa.	
	ss.wh.h.7.12	Analyze how the Crusades and Black Death affected existing societies in Europe, Asia, and Africa.	
	ss.wh.h.7.13	Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.	
		World History Part 2: 1450 to Modern Day	
		Tools of Social Science Inquiry	
	ss.wh.h.7.14	Create and use tools to analyze a chronological sequence of related events in world history.	☑
	ss.wh.h.7.15	Explain connections between historical context and people's perspectives at the time in world history.	☑
	ss.wh.h.7.16	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of world history post c.1450 to a contemporary issue.	☑
	ss.wh.h.7.17	Using an inquiry lens, develop compelling questions about world history post c.1450 to determine helpful resources and consider multiple points of view represented in the resources.	☑
	ss.wh.h.7.18	Analyze the causes and consequences of a specific problem in world history post c.1450 as well as the challenges and opportunities faced by those trying to address the problem.	☑
		Accelerated Change	
	ss.wh.h.7.19	Explain the causes and effects of the expansion of societies in Western Africa, the Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.	

	ss.wh.h.7.20	Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas, and the Middle East in ancient and medieval times.	
	ss.wh.h.7.21	Explain how the Crusades, Black Death, and the resulting exchanges that followed impacted Europe and led to the Renaissance and Scientific Revolution.	
		The Age of Discovery and Exchange	
	ss.wh.h.7.22	Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political, and economic impact.	
	ss.wh.h.7.23	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas	
	ss.wh.h.7.24	Explain the challenges and benefits of large land empires, including those found in Russia, China, and the Middle East.	
		Age of Revolution	
	ss.wh.h.7.25	Evaluate the forms of republics over time to determine their implications for pre-revolutionary ideas and expectations during the Age of Revolution.	
	ss.wh.h.7.26	Compare and contrast causes and significant outcomes of political revolutions during this era.	
	ss.wh.h.7.27	Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.	
	ss.wh.h.7.28	Analyze responses and reactions to revolutions in order to predict future conflicts.	
	ss.wh.h.7.29	Evaluate the impact on nationalism on existing and emerging nations post c.1450.	
		Modern Era	
	ss.wh.h.7.30	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	
	ss.wh.h.7.31	Trace the origins and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.	

	ss.wh.h.7.32	Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.	
People, Groups, & Cultures		**World History Part 1: History to 1450**	
		Tools of Social Science Inquiry	
	ss.wh.pgc.7.1	Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.	☑
	ss.wh.pgc.7.2	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	☑
		Early Civilizations: Geography's Impact on History	
	ss.wh.pgc.7.3	Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.	
	ss.wh.pgc.7.4	Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.	
	ss.wh.pgc.7.5	Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.	
	ss.wh.pgc.7.6	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.	
		Classical Civilizations: Foundations of Representative Government	
	ss.wh.pgc.7.7	Explain the significance of art, mythology, literature, and philosophy to the culture and social order of classical civilizations.	
	ss.wh.pgc.7.8	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.	
	ss.wh.pgc.7.9	Analyze the extent and impact of cultural diffusion that results from empire building	
	ss.wh.pgc.7.10	*From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity (Should be taught through the lens of Catholicism)	
		Middle Ages - Regional Interconnectedness and Conflict	
	ss.wh.pgc.7.11	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and Mesoamerican civilizations.	

	ss.wh.pgc.7.12	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.	
	ss.wh.pgc.7.13	Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.	
	ss.wh.pgc.7.14	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures prior to c. 1450.	
		World History Part 2: 1450 to Modern Day	
		Tools of Social Science Inquiry	
	ss.wh.pgc.7.15	Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.	☑
	ss.wh.pgc.7.16	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	☑
		Accelerated Change	
	ss.wh.pgc.7.17	Explain how scientific and technological advancements impacted the interconnectedness within and among regions.	
	ss.wh.pgc.7.18	Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.	
	ss.wh.pgc.7.19	Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism, and Buddhism in order to explain their transformations and roles in conflict and cooperation.	
		The Age of Discovery and Exchange	
	ss.wh.pgc.7.20	Analyze the exchange of people, goods, and ideas to determine their impact on global interdependence and conflict.	
	ss.wh.pgc.7.21	Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.	
	ss.wh.pgc.7.22	Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.	
	ss.wh.pgc.7.23	Trace the development and impact of religious reform on exploration, interactions, and conflicts among various groups and nations.	
		Age of Revolution	

	ss.wh.pgc.7.24	Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.	
	ss.wh.pgc.7.25	Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.	
	ss.wh.pgc.7.26	Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.	
	ss.wh.pgc.7.27	Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.	
		The Modern Era	
	ss.wh.pgc.7.28	Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.	
	ss.wh.pgc.7.29	Analyze the process of globalization to determine its effects on global conflict and cooperation.	
	ss.wh.pgc.7.30	Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.	
	ss.wh.pgc.7.31	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures post c. 1450.	
	ss.wh.pgc.7.32	Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c.1450.	

6-8 TECHNOLOGY

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Computing Systems	t.cs.6-8.1	Evaluate the design of computing devices, based on the characteristics of each device and how users interact with it, to improve the overall user experience	
	t.cs.6-8.2	Design projects that combine hardware and software to collect and exchange data	
	t.cs.6-8.3	Develop a systematic troubleshooting routine to identify the problem, research solutions, and fix problems with computing devices, components, and software	☑

Networks & Internet	t.ni.6-8.1	Model the different ways that data is transferred across a network and the protocols used to transmit the data	
	t.ni.6-8.2	Recognize and determine computer threats and be able to identify programs and methods to protect electronic information	☑
	t.ni.6-8.3	Demonstrate how data is transmitted through multiple methods of encryption	
Data & Analysis	t.da.6-8.1	Represent data using multiple encoding schemes	
	t.da.6-8.2	Collect data using computational tools and display it for the end user in an easy to understand way	☑
Algorithms & Programming	t.ap.6-8.1	Analyze methods to refine computational models based on received data	
	t.ap.6-8.2	Design algorithms with flow charts and/or pseudocode to show solutions to complex problems	
	t.ap.6-8.3	Create clearly named variables to store and manipulate information	
	t.ap.6-8.4	Design and develop combinations of control structures, nested loops, and compound conditionals	☑
	t.ap.6-8.5	Decompose problems and sub problems into parts to facilitate the design, implementation, and review of programs	
	t.ap.6-8.6	Create procedures with parameters to organize code and make it easier to reuse	
	t.ap.6-8.7	Use feedback from team members and users to refine solutions to meet user needs	
	t.ap.6-8.8	Use flowcharts and/or pseudocode to solve problems using algorithms	☑
	t.ap.6-8.9	Test and refine programs using a range of test cases	
	t.ap.6-8.10	Manage project tasks and timelines when collaboratively developing computational artifacts	
Digital Citizenship	t.dc.6-8.1	Compare tradeoffs associated with computing technologies that have impacted people's activities, careers, and lives when solving global problems using the power of computing	☑
	t.dc.6-8.2	Give proper attribution to code, media, etc. that are used in projects	☑
	t.dc.6-8.3	Discuss issues of bias and accessibility in the design of existing technologies	

DOMAIN	CODE		PRIORITY STANDARD
	t.dc.6-8.4	Collaborate through strategies such as crowdsourcing or surveys when creating a computational artifact	
	t.dc.6-8.5	Describe tradeoffs between allowing information to be public and keeping information private and secure	☑
Innovative Designer	t.id.6-8.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems	☑
	t.id.6-8.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk	☑
	t.id.6-8.3	Develop, test, and refine prototypes as part of a cyclical design process	☑

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.7.1	Apply methods to overcome creative blocks	☑
	a.cr.7.2	Develop criteria to guide making a work of art or design to meet an identified goal	☑
	a.cr.7.3	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design	☑
	a.cr.7.4	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats	☑
	a.cr.7.5	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas	
	a.cr.7.6	Reflect on and explain important information about personal artwork in an artist statement or another format	☑
Present	a.p.7.1	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced	☑
	a.p.7.2	Based on criteria, analyze and evaluate methods for preparing and presenting art	
	a.p.7.3	Compare and contrast viewing and experiencing collections and exhibitions in different venues	☑
Respond	a.r.7.1	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued	
	a.r.7.2	Analyze multiple ways that images influence specific audiences	☑

	a.r.7.3	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed	
	a.r.7.4	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria	☑
Connect	a.co.7.1	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community	
	a.co.7.2	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses	☑

MUSIC

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.7.1	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent	☑
	mu.cr.7.2	Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent	
	mu.cr.7.3	Use standard notation and/or audio visual recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences	
	mu.cr.7.4	Evaluate one's own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources	☑
	mu.cr.7.5	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers)	
	mu.cr.7.6	Present the final version of one's documented personal composition, song, or arrangement using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent	

Perform	mu.p.7.1	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each		
	mu.p.7.2	When analyzing selected music in treble and bass clef, read, identify, and perform standard symbols for rhythm, pitch, articulation, dynamics, tempo, form, and harmonic progression	☑	
	mu.p.7.3	Identify how cultural and historical context inform performances and result in different music interpretations	☑	
	mu.p.7.4	Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent		
	mu.p.7.5	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform	☑	
	mu.p.7.6	Perform music with technical accuracy and stylistic expression to convey the creator's intent	☑	
	mu.p.7.7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context	☑	
Respond	mu.r.7.1	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose		
	mu.r.7.2	Demonstrate and explain how responses to music are informed by the structure, the use of elements of music, and context (such and social and cultural)	☑	
	mu.r.7.3	Identify and compare the context of music from a variety of genres, cultures, and historical periods		
	mu.r.7.4	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent	☑	
	mu.r.7.5	Select from teacher-provided criteria to evaluate musical works or performances		
Connect	mu.co.7.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	☑	

	mu.co.7.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	☑

PE & HEALTH (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.7.1	Demonstrate competency in a variety of motor skills and movement patterns	☑
Strategy & Applying Skills	peh.sas.7.1	Analyze and Communicate strategic thinking in a variety of team-oriented games and activities	☑
	peh.sas.7.2	Work cooperatively to apply strategies in team activities	☑
Health & Fitness	peh.hf.7.1	Engage in aerobic physical activity in a variety of individual and team-oriented games and activities	☑
	peh.hf.7.2	Identify the components of health-related fitness and strategies/skills to improve in all areas/components. Implement strategies and reflect on one's progress over time	
	peh.hf.7.3	Establish, measure, and monitor a self-selected physical activity goal for health and skill related components of fitness (i.e. FITT formula, activity log)	☑
	peh.hf.7.4	Identify the major muscle groups used in a variety of physical activities and describe how muscles work in pairs to create movement	☑
	peh.hf.7.5	Identify healthy and unhealthy foods in each basic food group, compare and contrast their nutritional values, and cite evidence when explaining the importance of selecting appropriate servings and portions	☑
	peh.hf.7.6	Explain the importance of being physically active throughout one's life span and how an active lifestyle can reduces the risk of chronic disease	☑
	peh.hf.7.7	Identify positive and negative effects of stress and appropriate strategies to combat and manage/eliminate the negative effects. Implement strategies and reflect on one's progress over time	☑
	peh.hf.7.8	Create an appropriate routine of stretching, warm-up, and cool-down activities	☑
Attitude & Behavior	peh.ab.7.1	Exhibit responsible personal and social behavior that respects self and others	☑

		WORLD LANGUAGES (Updated 2/6/23)	
DOMAIN	**CODE**	**ARCHDIOCESAN STANDARDS**	**PRIORITY STANDARD**
		Novice-Low: With significant teacher support, student can...	
Communication		*Engage in conversations, providing and obtaining information in the target language*	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	☑
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	☑
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	☑
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	☑
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		*Understand written and spoken text in the target language on a variety of topics*	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	☑
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		*Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation*	
		Vocabulary Topics:	
	wl.va.nl.1	calendar	☑
	wl.va.nl.2	cardinal numbers 0-30	☑
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	

	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	☑
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	☑
	wl.va.nl.9	family	☑
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	☑
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		*Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken*	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		*Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking*	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	☑
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	☑
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		*Engage in conversations, providing and obtaining information in the target language*	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	☑
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	

	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	☑
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	☑
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		*Understand written and spoken text in the target language on a variety of topics*	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	☑
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	☑
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		*Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation*	
		Vocabulary Topics:	
	wl.va.nm.1	calendar	☑
	wl.va.nm.2	cardinal numbers 0-2,000	☑
	wl.va.nm.3	weather	☑
	wl.va.nm.4	time (hours + minutes)	☑
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	☑
	wl.va.nm.9	singular and plural possessive adjectives	☑

	wl.va.nm.10	family	☑
	wl.va.nm.11	body	☑
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	☑
	wl.va.nm.15	definite and indefinite articles	☑
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	☑
Geography & Culture		*Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken*	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	☑
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	☑
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		*Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking*	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	☑
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	☑
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	

Communication		*Engage in conversations, provide and obtain information in the target language*	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	☑
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	☑
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	☑
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	☑
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		*Understand written and spoken text in the target language on a variety of topics*	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	☑
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		*Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation*	
		Vocabulary Topics:	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	☑
	wl.va.nh.3	ordinal numbers first-tenth	☑
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	☑

	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	☑
	wl.va.nh.7	singular and plural possessive adjectives and agreement	☑
	wl.va.nh.8	family	☑
	wl.va.nh.9	body	☑
	wl.va.nh.10	descriptive adjectives	☑
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	☑
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	☑
Geography & Culture		*Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken*	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	☑
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	☑
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		*Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking*	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	☑
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	☑
	wl.grc.nh.3	Use all subject pronouns in the target language	☑

	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	☑
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	☑
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	☑
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	☑
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	☑