

## Schoolwide Learning Expectations

As members of the  
St. Bruno Catholic School Community,  
We will...

**B**e responsible

**R**espect ourselves and others

**U**nderstand and appreciate diversity

**N**urture our creative spirit

**O**pen our heart to others

**T**hink as problem solvers

**I**mitate Christ and follow His Church

**G**row as independent learners

**E**xhibit excellence in all that we do

**R**ealize the importance of  
community

**S**trive to be life-long learners

**Go Bruno Tigers!**



## St. Bruno Catholic School



## Seventh Grade Curriculum Standards

*Working in partnership with  
families for the total development  
of our children so that they may  
grow in wisdom, age, and grace,  
in the sight of God and the  
community*

15700 Citrustree Road  
Whittier, California 90603  
(562) 943-8812  
Mrs. Peggy L Vice,  
Principal

## Religion

 Explains the relationship between Old and New Testament scriptures. Locates book / chapter / verse in scripture. Uses the Bible as a source for daily prayer

 Tells stories from scripture that describe the person and ministry of Jesus Christ. Connects scripture stories to life issues

 Names the sacraments of the church and associates them with life experience

 Experiences a relationship with God in individual prayer including meditation and spontaneous prayer

 Recognizes and experiences belonging to a community which prays with and for each other. Participates regularly in Eucharist. Recognizes and understands the real presence of Christ in the Eucharist

 Participates in the sacrament of reconciliation.

 Articulates the cycles of the Liturgical Year including special feasts. Identifies the ritual nature of life and associates it with the ritual of Church

 Names the ten commandments, the beatitudes, and the corporal and spiritual works of mercy as guidelines for living a happy life and applies them to daily life. Describes experiences of conscience which signals what is right and wrong

 Understands and can give examples of what it means to stand in solidarity with our sisters and brothers of the world

 Identifies and begins to develop the virtues that lead to Christian living. (justice, courage, wisdom)

 Understands personal choices in relationship to the Christian moral life. Associates social economic and political choices with Christian morality. Recognizes that some sins are collective and social – the wrongful acts of a group. Begins to integrate the skills of justice and peacemaking into actions.

 Recognizes that the values of our Catholic faith are counter-cultural to the message of some contemporary music and media.

 Describes the major traditions of our roots as Catholic Christians. Describes the contribution of saints and holy people to our faith tradition

 Recognizes the feasts of Mary

*Dear Parents:*

*You are the primary educator of your children. At St. Bruno Catholic School we pledge to work in partnership with you for the total development of your child.*

*We'll communicate standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame questions for parent teacher conferences; select reading and writing materials for the home; and shape your visits to public libraries and other places of interest.*

# English—Language Arts

## READING

### Word analysis, fluency, and systematic vocabulary development



Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words



### Reading comprehension



Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose

### Literary response and analysis



Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works

## WRITING

❖ Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed

❖ Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.

❖ Students write and speak with a command of standard English conventions appropriate to this grade level.

## LISTENING AND SPEAKING

❖ Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication

❖ Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description)

# History—Social Studies

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500 - 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief.

Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today



- Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages
- Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan
- Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe
- Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations
- Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance
- Students analyze the historical developments of the Reformation

- Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions
- Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

## Life Science

### Cell Biology

- All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope

### Genetics

- A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences

### Evolution

- Biological evolution accounts for the diversity of species developed through gradual processes over many generations

### Earth and Life History

- Evidence from rocks allows us to understand the evolution of life on Earth

### Structure and Function in Living Systems

- The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function

### Physical Principles in Living Systems

- Physical principles underlie biological structures and functions

### Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations

## Mathematics

By the end of grade seven, students are adept at manipulating numbers and equations and understand and use factoring of numbers and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute

percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

### Number Sense

- ✓ Students know the properties of, and compute with, rational numbers expressed in a variety of forms
- ✓ Students use exponents, powers, and roots and use exponents in working with fractions

### Algebra

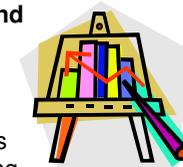
- ✓ Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs
- ✓ Students interpret and evaluate expressions involving integer powers and simple roots
- ✓ Students graph and interpret linear and some nonlinear functions
- ✓ Students solve simple linear equations and inequalities over the rational numbers

### Measurement and Geometry

- ✓ Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems
- ✓ Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale
- ✓ Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures

### Statistics, Data Analysis, and Probability

- ✓ Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program



### Mathematical Reasoning

- ✓ Students make decisions about how to approach problems
- ✓ Students use strategies, skills, and concepts in finding solutions