A Curriculum Guide For Families

Grade Seven

Religion
Language Arts/Reading
Mathematics
Science
Social Studies
Fine Arts
Health & Physical Education
Technology

Office of Catholic Education
Revised 2022

Dear Family,

The purpose of this ***Curriculum Guide for Families*** is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Grade Seven. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support the learning of your child in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The ***Curriculum Guide for Families*** is an overview of the major learning objectives that will be taught in each of the content areas during Grade Seven. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

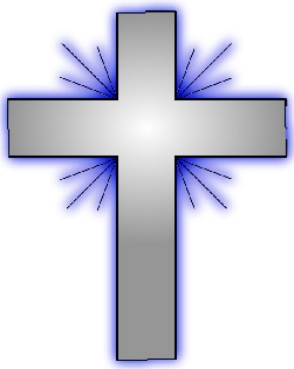
If you have any questions about the progress of your child in the educational program, please contact your the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education
Catholic Diocese of Cleveland

MISSION

The Catholic Schools
of the Diocese of Cleveland
will work together
to provide a faith-centered
Catholic Education
rooted in the Gospel message
and evidenced
in community life,
family life
and
Christian witness
in service to others.



PROFILE
OF A CATHOLIC SCHOOL GRADUATE

A Catholic School Graduate is a faith-filled disciple of Christ who is

Called by Baptism and nourished by the Eucharist;
Active in the sacramental life of the Church through weekly participation in the Eucharist and regular participation in Reconciliation;
Centered in Gospel values;
Prayerful.

(As we describe the faith commitment of the Catholic School graduate, we understand that students of other faiths express these values in alternate faith commitments.)

A Catholic School Graduate is a Christian leader who is

A decision-maker whose conscience is formed by the teachings of the Catholic Church;
A witness to the Faith;
A person of integrity;
Respectful;
Committed to justice;
Collaborative;
A community builder;
A steward of the environment;
Active in parish life.

A Catholic School Graduate is a centered, well-rounded person who is

Self-confident;
Self-disciplined;
Open to growth;
Responsible;
An active and productive citizen.

A Catholic School Graduate is a loving person who is

Compassionate;
Kind;
Appreciative of diversity;
Welcoming;
A peace-filled mediator;
Respectful of the talents and abilities of others.

A Catholic School Graduate is a life-long learner who is

Articulate;
Creative;
Technologically literate;
Academically and spiritually competent;
A critical thinker;
A problem-solver.

A Catholic School Graduate is a healthy person who is

Respectful of life;
Practicing good health habits;
Committed to reaching his/her full potential;
A good sport.

CATHOLIC IDENTIFY

INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

Catholic Social Justice Teachings

Life and Dignity of the Human Person
This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

Call to Family, Community, and Participation
We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

The Rights and Responsibilities of Every Person
This call involves both our personal and societal rights and duties.

The Preferential Option for the Poor and Vulnerable
Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

The Dignity of Work and the Rights of Workers

The right of the worker is key to making a living. Issues involve just wages and safe and healthful working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

Love of Neighbor: Solidarity with All Peoples

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

Care for Creation

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

The Rights of Children

ALL CHILDREN HAVE:

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.

RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

The Profession of Faith

CCC 14. "'Those who belong to Christ through faith and Baptism must confess their baptismal faith before men' (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two)."

The Celebration of Christian Mystery

CCC 15. "The second part of the Catechism explains how God's salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church's liturgy (Section One), especially in the seven sacraments (Section Two)."

Life in Christ

CCC 16. "The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God's Ten Commandments (Section Two)."

Christian Prayer

CCC 17. "The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord's Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us."

As a parent or guardian at home, you can help your child in religion by:

- finding ways to share the corporal and spiritual works of mercy as a family;
- encouraging him or her to participate in Sunday liturgy and the sacrament of Reconciliation regularly;
- allowing time for family prayer and grace before meals;
- helping him or her to identify the presence or absence of Christian values in local and world events;
- discussing Jesus as a model for them living the Gospels in a happy and faith-filled way;
- reading the Gospels together;
- incorporating themes of the Church year in the home in rituals or prayer especially Advent, Christmas, and Lent;
- honoring Mary as the Mother of Jesus and Mother of the Church;
- praying various types of prayer, such as praise, thanksgiving, petition, and sorrow;
- reflecting together on the meaning of the Principles of Social Justice and the Rights of Children.

LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

Informational Text: In addition to literature, students will be reading more non-fiction pieces from across all content areas.
Evidence from Texts: Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.
Complex Text and Academic Language: The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure
- Determine the meaning of words and phrases as they are used in

a text, including figurative and connotative meanings; analyze the impact of 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.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas
- 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).
- 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.

Range of Reading and Level of Text Complexity
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- 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).

Craft and Structure
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- 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.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas
- 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).
- 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.

- 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.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes

- Write arguments to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. 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 when useful to aiding comprehension.
    b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Establish and maintain a formal style.
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 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.
f. Use capitalization and punctuation correctly.

Craft and Structure

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply grade 7 Reading standards to literature (e.g., "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").
    b. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").

Range of Reading and Level of Text Complexity

- 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.

Speaking and Listening

Comprehension and Collaboration

- 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.
- 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.
- 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

- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

- 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.

- 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

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases 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 its 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).
- 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).
- 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.

As a parent or guardian at home, you can help your child in language arts by:

- encouraging your child to use the library for research as well as for personal reading;
- fostering reading and discussion of reading, ideas, and issues from various perspectives;
- expecting attentive listening;
- asking your child to identify criteria for evaluating TV, radio programs, movies, and other media;
- recognizing that first drafts can have imperfections and that writing is a process;
- valuing the writing of your child and encouraging him/her to revise and improve their work;
- reminding your child to use standard English by modeling language (e.g., grammar, spelling, and punctuation skills);
- asking your child to restate ideas of others and then their own perspective;
- monitoring use of the computer for communication, homework, and research.

MATHEMATICS

The Mathematics Curriculum is built upon Ohio's New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Grade Seven instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Three important shifts have occurred in mathematics as a result of the new standards:

Focus: Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.
Coherence: The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.
Rigor: Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

- 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 ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.*
- 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.
- Use proportional relationships to solve multi-step ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

- 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 numbers.

- 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 0s or eventually repeats.
- Solve real-world and mathematical problems involving the four operations with rational numbers.

Expressions and Equations

Use properties of operations to generate equivalent expressions.

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- Solve multi-ste, 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 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 ¾ inches long in the center of a door that is 27 ½ 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.*
- 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 solutions.*

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

- Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. 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.
- Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- 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.
- 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.

Statistics and Probability

Use random sampling to draw inferences about a population.

- Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is

representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

- Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations.

- Informally assess the degree of visual overlap of two numerical data distributions with similar 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, the separation between the two distributions of heights is noticeable.*
- Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

- 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 ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- 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.*
- 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?

- 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?*

As a parent or guardian at home, you can help your child in mathematics by:

- putting emphasis on proportional reasoning;
- creating strategies and problem solving applications for your child;
- pointing out uses of math in everyday life to your child;
- helping your child find use for percents, equations and their application in buying groceries, games, clothing, etc.;
- giving your child mental math problems;
- encouraging your child to play games that involve math;
- noting connections between math and nature, art, and other fields;
- discussing charts and graphs that are found in the newspaper with your child;
- monitoring the use of software by your child that is designed to reinforce traditional math skills;
- presenting a problem to your child such as finding the number of games to be played in a tournament with 60 teams;
- helping your child find a simple architectural design and make drawings from different views;
- finding tables of salaries of possible careers for your child from newspapers, magazines, and the internet and have your child compare the data and draw conclusions.

SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

Science Inquiry and Application

Theme: Order and Organization. This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.

- Identify questions that can be answered through scientific investigations;
- Design and conduct a scientific investigation;
- Use appropriate mathematics, tools and techniques to gather data and information;
- Analyze and interpret data;
- Develop descriptions, models, explanations and predictions;
- Think critically and logically to connect evidence and explanations;
- Recognize and analyze alternative explanations and predictions; and
- Communicate scientific procedures and explanations.

Earth and Space Science ESS

Topic: Cycles and Patterns of Earth and the Moon

- The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.
- Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.

- The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.

- The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.

Physical Science PS

Topic: Conservation of Mass and Energy
- The properties of matter are determined by the arrangement of atoms.
- Energy can be transformed or transferred but is never lost.
- Energy can be transferred through a variety of ways.

Life Science LS

Topic: Cycles of Matter and Flow of Energy
- Matter is transferred continuously between one organism to another and between organisms and their physical environments.
- In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.

As a parent or guardian at home, you can help your child in science by:

- spending time with your child appreciating the outdoors as a creation of God;
- cultivating the perseverance needed in science study and experiments;
- promoting scientific inquiry and respect for earth and the use of its resources;
- pointing out applications of science in the world and advantages in health care;
- encouraging interest in careers related to science;
- discussing science homework or projects and providing support;
- encouraging visits to the Natural History Museum, Planetarium, the Great Lakes Science Center, the Metro Parks, and farms;
- encouraging participation in science fairs/contests;
- discussing with your child the different forms and sources of energy in your home and local community;
- visiting a local pond, stream, river, or lake and discussing the steps the community is taking to preserve these sources of water.

SOCIAL STUDIES

Social Studies is a multi-faceted discipline, integrating the study of social sciences and humanities. The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenship with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

History

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

Topic: Historical Thinking and Skills

- 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.

Topic: Early Civilizations

- 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.

Topic: Feudalism and Transitions

- Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.
- Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.
- 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.
- The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
- 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.

Topic: First Global Age

- Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.
- The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.
- European economic and cultural influence dramatically increased through explorations, conquests and colonization.
- 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. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.

Geography

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

Topic: Spatial Thinking and Skills

- Maps and other geographic representations can be used to trace the development of human settlement over time.

Topic: Human Systems

- Geographic factors promote or impede the movement of people, products and ideas.
- Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
- Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Government

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

Topic: Civic Participation and Skills

- The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

Topic: Roles and Systems of Government

- Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.
- With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

Economics

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

Topic: Economic Decision Making and Skills

- 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.

Topic: Scarcity

- The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

Topic: Markets

- The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

As a parent or guardian at home, you can help your child in social studies by:

- discussing current events and relating them to geography and history;
- visiting historical museums and landmarks with your child;
- asking your child what he or she has learned in relation to an historic event in the news;
- explaining the background or history of local events, buildings, landmarks, celebrations, etc., to your child;
- sharing family history and heritage with your child;
- modeling respect for various cultures and cultural practices;
- discussing early forms of government with your child;
- discussing how economics affects local and world situations;
- discussing how some early inventions and developments are still in use today while others have been forgotten;
- identifying countries or regions that are often in the news and asking your child what he or she knows about these countries or regions.

FINE ARTS
ART AND MUSIC

The Fine Arts play a major role in developing the Christian call to Message, Worship, Community, and Service. Stained glass windows have told biblical stories as cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

ART

Perceiving/Knowing (PE)

- Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.
- Identify professions that use artistic skills and problem-solving.
- Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.
- Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.
- Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.
- Connect various art forms to their social, cultural or political purposes and include regional examples.

Producing/Performing (PR)

- Improve craftsmanship and refine ideas in response to feedback.
- Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.
- Represent depth and volume in their two-dimensional works of art.
- Apply art and design principles in the construction of three-dimensional artworks.

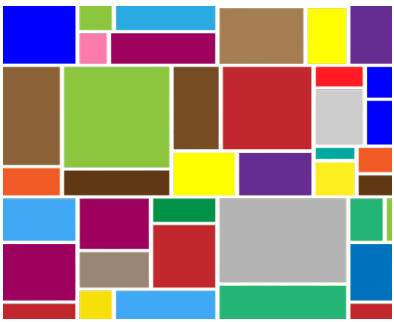
- Create a work of art in collaboration with others to address a social or cultural issue.
- Demonstrate understanding of visual literacy, illustration and graphic communication.

Responding/Reflecting (RE)

- Speculate about an artist's intentions and message in a work using relevant references to the work.
- Compare and contrast diverse viewpoints about works of art.
- Interpret selected artworks and synthesize their interpretations with the interpretations of others.
- Classify and categorize examples of artworks from various eras and cultures.
- Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.
- Develop and use criteria to guide reflection and assessment of selected personal artworks.
- Assess one's own work and working process and the work of others in relation to criteria and standards.

As a parent or guardian at home, you can help your child in art by:

- taking your child to the Cleveland Museum of Art, art galleries, and art shows;
- encouraging your child to engage in creative expression through an art form;
- encouraging your child to create personal works of art using a variety of techniques and materials;
- discussing with your child the role of patrons, dealers, museums, galleries, and religious institutions in supporting the arts in your local area;
- visiting your local parish church with your child to reflect on the art displayed in the church.



MUSIC

Perceiving/Knowing/Creating (CE)

- Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
- Identify the style and historical period of various music examples.
- Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.
- Identify key signatures of major scales.
- Describe a varied repertoire of music with appropriate music vocabulary.
- Identify various careers for musicians (e.g., in education, entertainment and technical support).

Producing/Performing (PR)

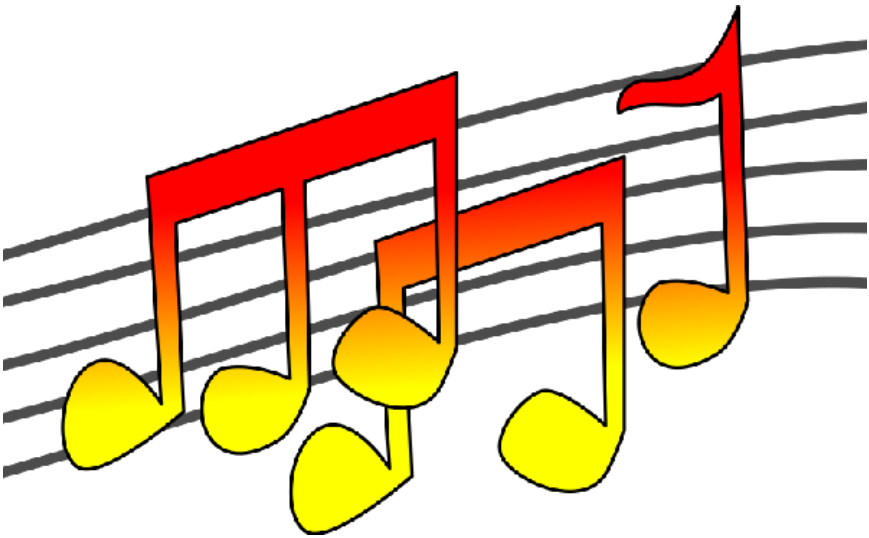
- Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
- Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
- Improvise, compose and arrange music.
- Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
- Notate concert pitch major scales (i.e., Band:
- C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).
- Read and notate melodies in treble and bass clef using key signatures.

Responding/Reflecting (RE)

- Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.
- Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.
- Develop criteria based on elements of music to support personal preferences for specific music works.
- Explain how and why people use and respond to music.
- Compare and contrast the meaning of common terms and processes used in various arts disciplines.

As a parent or guardian at home, you can help your child in music by:

- taking your child to hear concerts by the Cleveland Orchestra or other musical groups;
- listening to your child sing or play an instrument;
- encouraging your child to participate in singing at Sunday Mass;
- encouraging your child to listen to a variety of music;
- encouraging your child to play a musical instrument.



HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles and take responsibility to make healthy choices in an ever changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention and first aid, and health issues and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

Health Promotion and Disease Prevention

- Analyze the relationship between healthy behaviors and personal health.
- Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- Analyze how the environment affects personal health.
- Describe how family history can affect personal health.
- Describe ways to reduce or prevent injuries and other adolescent health problems.
- Explain how appropriate health care can promote personal health.
- Describe the benefits of and barriers to practicing healthy behaviors.
- Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Influence of Factors on Health Behaviors

- Examine how the family influences the health of adolescents.
- Describe the influence of culture on health beliefs, practices, and behaviors.
- Describe how peers influence healthy and unhealthy behaviors.
- Analyze how the school and community can affect personal health practices and behaviors.
- Analyze how messages from media influence health behaviors.
- Analyze the influence of technology on personal and family health.
- Explain how the perceptions of norms influence healthy and unhealthy behaviors.

- Explain the influence of personal values and beliefs on individual health practices and behaviors.
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- Explain how school and public health policies can influence health promotion and disease prevention.

Valid Information, Products and Services

- Analyze the validity of health information, products, and services.
- Access valid health information from home, school, and community.
- Determine the accessibility of products that enhance health.
- Describe situations that may require professional health services.
- Locate valid and reliable health products and services.

Interpersonal Communication Skills

- Apply effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- Demonstrate effective conflict management or resolution strategies.
- Demonstrate how to ask for assistance to enhance the health of self and others.

Decision-Making Skills

- Identify circumstances that can help or hinder healthy decision making.
- Determine when health-related situations require the application of a thoughtful decision-making process.
- Distinguish when individual or collaborative decision making is appropriate.
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- Predict the potential short-term impact of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives when making a decision.
- Analyze the outcomes of a health-related decision.

Goal-Setting Skills

- Assess personal health practices.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Apply strategies and skills needed to attain a personal health goal.

- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Health-Enhancing Behaviors

- Explain the importance of assuming responsibility for personal health behaviors.
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate behaviors to avoid or reduce health risks to self and others.

Advocacy

- State a health-enhancing position on a topic and support it with accurate information.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively to advocate for healthy individuals, families, and schools.
- Identify ways in which health messages and communication techniques can be altered for different audiences.

As a parent or guardian at home, you can help your child in health by:

- instructing your child in and witnessing to good nutrition habits in daily life;
- pointing out false images of health and beauty in the media;
- giving your child advice on healthy living habits and hygiene;
- talking to your child about fad diets and the importance of good nutrition;
- talking to your child about the dangers of using alcohol, tobacco, or other drugs;
- discussing the importance of good health habits in order to avoid communicable diseases;
- talking out feelings, problems, or conflicts with your child;
- discussing healthy ways to have fun with your child.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, cancer.org/bookstore.

PHYSICAL EDUCATION

The Physical Education Curriculum helps our students to acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

Competency of Motor Skills and Movement Patterns

Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.

- Demonstrate a routine that includes a variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.
- Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.
- Perform basic folk/square/line-dance sequences to music.

Demonstrate critical elements of specialized manipulative skills in a variety of settings.

- Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.
- Strike an object with hand or implement using appropriate critical elements in controlled practice and singles/small-sided net/wall games.
- Strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games.
- Send an object to a target in controlled practice and individual/small-sided games.

Knowledge of Movement and Performance

Apply tactical concepts and performance principles in game-like settings.

- Create space and position self in space to create scoring opportunities.

- Defend space and position self in space to prevent opponents from attacking or scoring.
- Select correct decision in game-like settings.

Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

- Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.
- Identify ways to improve movement performance using cues, drills or fitness activities.

Level of Physical Activity and Fitness

Develops a plan to meet the recommendation for daily physical activity.

- Analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
- Identify active alternatives to screen time.
- Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.

Utilizes principles and practices to design a personalized health-related fitness plan.

- Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
- Adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale).
- Apply the principle of specificity to identify exercises to improve muscular strength and endurance.
- Identify activities to improve lower body flexibility.
- Design a fitness plan based on the results of health-related fitness assessment.
- Identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure.

Behavior That Respects Self and Others

Develop and apply rules, safe practices and procedures in physical activity settings.

- Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
- Acknowledge and apply rules to game situations to ensure personal and group safety.
- Engage in activities, stay on task, challenge oneself and take responsibility for actions.

Communicate effectively with others to promote respect and conflict resolution in physical activity settings.

- Offer positive suggestions or constructive feedback to facilitate group progress.

- Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
- Resolve conflict with sensitivity to the rights and feelings of others.
- Accept and respect decisions made by the designated official.

Values of Physical Activity

Makes a connection between participation in physical activity and physical, emotional and intellectual health.

- Identify activities that can provide health benefits for at least three components of fitness.
- Describe how different physical activities have an impact on emotional health.
- Describe how different physical activities have an impact on intellectual health.

Discusses the positive impact physical activity has on his or her life.

- Analyze reasons to enjoy specific physical activities.
- Analyze a specific activity the student plays because he or she finds it challenging.
- Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.

As a parent or guardian at home, you can help your child in physical education by:

- encouraging your child to participate in activities and exercises on a regular basis;
- reminding your child about safety procedures in individual and team sports;
- reminding your child to use care when approaching strangers and urging them to say NO to invitations from strangers;
- participating in exercise/sports activities with your child.

TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

Information and Communications Technology

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

Society and Technology

- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

Design and Technology

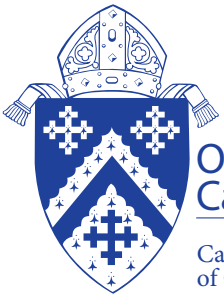
- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.
- Evaluate designs using functional, aesthetic and creative elements.

As a parent or guardian at home, you can help your child in technology by:

- explaining the importance of acting in accord with the Acceptable Use Policies at school, in the library, and other environments;
- monitoring the use of the computer by your child;
- exploring educational sites together;
- encouraging your child to use technology as an educational resource tool;
- regulating the use of e-mail by your child and encouraging him or her to correspond with grandparents, aunts/uncles, and friends.

Notes

Notes



Office of
Catholic Education

Catholic Diocese
of Cleveland