

Holy Cross Academy 7th Grade Curriculum Map

| 7th Grade Religion | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|------------------|------------------|------------------|------------------|
| Faith Concepts/Catholic Beliefs | | | | |
| Church and Sacraments | | | | |
| Unit 1 | | | | |
| Recognize the Church as the People of God and the Body of Christ | x | | | |
| Compare and contrast the Laypeople, Ordained Ministers and Consecrated Life of the Church | x | | | |
| Describe the Mystery of Faith | x | | | |
| Explain the Marks of the Church as One, Holy, Catholic, and Apostolic | x | | | |
| Understand the purpose of the Magisterium | x | | | |
| Discover the missionary journeys of St. Paul in his work to evangelize | x | | | |
| Recognize the types of prayer: Vocal, Meditative, and Contemplative | x | | | |
| Compare the styles of Christian music and its impact on worship | x | | | |
| Recognize the obstacles to prayer and ways to overcome them | x | | | |
| Unit 2 | | | | |
| Recognize each Sacrament as making us sharers in the Paschal Mystery | | x | | |
| Identify the seasons of the Liturgical Year | | x | | |
| Create a Liturgical Calendar | | x | | |
| Summarize the events of the interaction between Nicodemus and Jesus | | x | | |
| Evaluate the Jewish leadership of the Sanhedrin and Pharisees | | x | | |
| Recognize the Sacraments of Initiation: Baptism, Eucharist and Confirmation | | x | | |
| Describe the Celebration of the Eucharist through the Liturgy of the Word and Eucharist | | x | | |
| Evaluate the importance of bread in Scripture and Eucharist | | x | | |
| Recognize the Sacraments of Healing: Anointing of the Sick and Penance and Reconciliation | | x | | |
| Examine the power of conversion | | x | | |
| Recognize the Sacraments at the Service of Communion: Holy Orders and Matrimony | | x | | |
| Jesus in the New Testament | | | | |
| Unit 1 | | | | |
| Recognize the Sacred Scripture as the inspired word of God | | | x | |
| Summarize the covenant relationship God had with the first people | | | x | |
| Differentiate between the Old and New Testaments | | | x | |
| Examine the four Gospels | | | x | |
| Compare and contrast the synoptic Gospels | | | x | |
| Identify an Evangelist | | | x | |
| Recognize and distinguish the major differences in the openings to the four Gospels | | | x | |

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| Distinguish the similarities and differences in the Gospel writers' literary styles | | | x | |
| Describe the ministry of Jesus | | | x | |
| Recognize the importance of the Torah/Old Testament as referrals in the Gospels | | | x | |
| Describe the Beatitudes as told during the Sermon on the Mount | | | x | |
| Recognize the infancy narratives as depicted in the Gospels | | | x | |
| Identify the use of parables by Jesus as a means of a teaching tool | | | x | |
| Explain how salvation is for all people | | | x | |
| Evaluate and interpret the 'I Am' sayings that Jesus used | | | x | |
| Recognize the humanity and divinity of Jesus | | | x | |
| Unit 2 | | | | |
| Compare and contrast the epistles (letters) Paul wrote to the different communities | | | | x |
| Recognize the 'catholic' letters as written by James, Peter, John, and Jude | | | | x |
| Evaluate how to be a doer of the Word | | | | x |
| Examine the importance of social justice in respecting the dignity of all people | | | | x |
| Identify martyrs and saints in the Church | | | | x |
| Recognize the Mass as a sacrifice | | | | x |
| Understand the apocalyptic writing style in the Book of Revelation | | | | x |
| Living the Faith | | | | x |
| Church and Sacraments | | | | |
| Unit 1 | | | | |
| Examine the importance placed upon vocations | x | | | |
| Evaluate the importance of belonging to a group and working together | x | | | |
| Formulate ideas to incorporate zeal and optimism in attitudes | x | | | |
| Discover ways to use the power of meditation as prayer | x | | | |
| Unit 2 | | | | |
| Recognize the presence of God in our daily lives | | x | | |
| Evaluate fears that interfere with connecting to God and learn how to overcome them | | x | | |
| Discover the value and gift of hospitality in welcoming people to a group | | x | | |
| Formulate ideas that show gratitude for blessings | | x | | |
| Examine ways to share our blessings | | x | | |
| Develop ways to forgive and heal | | x | | |
| Identify the Corporal and Spiritual Works of Mercy and ways to implement them | | x | | |
| Jesus in the New Testament | | | | |
| Unit 1 | | | | |

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| Identify God as the center of life | | | x | |
| Examine ways to commit to God | | | x | |
| Distinguish how to show love for neighbors | | | x | |
| Relating through actions the Gospel to others | | | x | |
| Discover ways to sacrifice time as a means of spreading the Gospel | | | x | |
| Identify ways that positive peer pressure can be used to advance God's kingdom on earth | | | x | |
| Examine ways to be an apostolic witness | | | x | |
| Use discernment to discover God's plan | | | x | |
| Unit 2 | | | | |
| Develop a plan to serve others | | | | x |
| Identify ways to solve problems respectfully | | | | x |
| Use the Gospel to assist in making decisions | | | | x |
| Discover strategies in putting faith into practice | | | | x |
| Examine ways to make a commitment to aid the poor | | | | x |
| Identify ways to use the Theological Virtues to help others | | | | x |
| Relate the Our Father in staying rooted in the virtues | | | | x |
| Prayer and Worship | | | | x |
| Identify with God through daily prayer | x | x | x | |
| Model worship by participating in Mass | x | x | x | |
| Illustrate prayer by leading the class | x | x | x | |
| Produce a prayer service for others | | | | x |
| Use scripture as a means to examine a relationship with God | | | x | x |
| Family Life | | | x | x |
| | | | | |
| 7th Grade English | | | | |
| The Parts of Speech - Grammar | | | | |
| Nouns | | | | |
| Identify and correctly use Singular and Plural Nouns | x | | | |
| Recognize and correctly use Nouns as Subjects and Subject Compliments | x | | | |
| Correctly use Nouns as Objects and Object Compliments | x | | | |
| Identify and correctly use Appositives | x | | | |
| Correctly use Possessive Nouns | x | | | |
| Adjectives | | | | |
| Identify and correctly use Descriptive Adjectives, Position of Adjectives | x | | | |

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| Recognize and correctly use Demonstrative, Interrogative, and Indefinite Adjectives | x | | | |
| Correctly use "Few" and "Little" with Count and Noncount Nouns | x | | | |
| Identify and correctly use Adjective Phrases and Clauses | x | | | |
| Pronouns | | | | |
| Identify Person, Number and Gender of Pronouns | x | | | |
| Correctly use Subject Pronouns | x | | | |
| Correctly use Object Pronouns | x | | | |
| Use Pronouns after "Than" or "As" | x | | | |
| Use Possessive Pronouns and Adjectives | x | | | |
| Identify and correctly use Intensive and Reflexive Pronouns | x | | | |
| Use correct Agreement of Pronouns and Antecedents | x | | | |
| Identify and correctly use Interrogative Pronouns and Demonstrative Pronouns | x | | | |
| Recognize and correctly use Relative Pronouns | x | | | |
| Identify and correctly use Indefinite Pronouns | x | | | |
| Use Agreement with Indefinite Pronouns | x | | | |
| Verbs | | | | |
| Recognize and correctly use Principal Parts of Verbs | | x | | |
| Identify and correctly use Transitive and Intransitive Verbs | | x | | |
| Distinguish and correctly use Troublesome Verbs | | x | | |
| Correctly use Linking Verbs | | x | | |
| Distinguish between and be able to convert between Active and Passive Voices | | x | | |
| Identify and correctly use Simple, Progressive, and Perfect Tenses | | x | | |
| Identify and correctly use Indicative and Imperative Moods | | x | | |
| Recognize and correctly use Subjunctive Mood | | x | | |
| Identify and correctly use Modal Auxiliaries | | x | | |
| Demonstrate Agreement of Subject and Verb | | x | | |
| Verbals | | | | |
| Identify and correctly use Participles | | x | | |
| Use correct Placement of Participles | | x | | |
| Identify and correctly use Gerunds as Subjects and Complements | | x | | |
| Identify and correctly use Gerunds as Objects and Appositives | | x | | |
| Correctly use Possessives with Gerunds, Using "-ing" Verb Forms | | x | | |
| Recognize and correctly use Infinitives as Subjects and Complements | | x | | |
| Identify and correctly use Infinitives as Objects | | | x | |

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| Identify and correctly use Infinitives as Appositives | | | x | |
| Identify and correctly use Infinitives as Adjectives | | | x | |
| Identify and correctly use Infinitives as Adverbs | | | x | |
| Recognize and correctly use Hidden and Split Infinitives | | | x | |
| Adverbs | | | | |
| Distinguish Types of Adverbs | | | x | |
| Identify and correctly use Interrogative Adverbs and Adverbial Nouns | | | x | |
| Identify and correctly use Comparative and Superlative Adverbs | | | x | |
| Correctly use Troublesome Adverbs | | | x | |
| Identify and correctly use Adverb Phrases and Clauses | | | x | |
| Prepositions | | | | |
| Correctly use Single and Multiword Prepositions | | | x | |
| Recognize and correctly use Troublesome Prepositions | | | x | |
| Correctly use Prepositional Phrases as Adjectives | | | x | |
| Correctly use Prepositional Phrases as Adverbs | | | x | |
| Correctly use Prepositional Phrases as Nouns | | | x | |
| Sentences | | | | |
| Distinguish different Kinds of Sentences | | | x | |
| Identify and correctly use Adjective and Adverb Phrases | | | x | |
| Identify and correctly use Adjective Clauses | | | x | |
| Distinguish and correctly use Restrictive and Nonrestrictive Clauses | | | x | |
| Identify and correctly use Adverb Clauses | | | | x |
| Correctly use Noun Clauses as Subjects | | | | x |
| Correctly use Noun Clauses as Subject Complements | | | | x |
| Correctly use Noun Clauses as Appositives | | | | x |
| Correctly use Noun Clauses as Direct Objects | | | | x |
| Correctly use Noun Clauses as Objects of Prepositions | | | | x |
| Distinguish and correctly use Simple, Compound, and Complex Sentences | | | | x |
| Conjunctions and Interjections | | | | x |
| Identify and correctly use Coordinating Conjunctions | | | | x |
| Identify and correctly use Correlative Conjunctions | | | | x |
| Identify and correctly use Conjunctive Adverbs | | | | x |
| Recognize and correctly use Subordinate Conjunctions | | | | x |
| Correctly use Troublesome Conjunctions | | | | x |

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| Correctly use Interjections | | | | x |
| Punctuation and Capitalization | | | | x |
| Correctly use Periods and Commas | | | | x |
| Correctly use Exclamation Points, Question Marks, Semicolons, and Colons | | | | x |
| Correctly use Quotation Marks and Italics | | | | x |
| Correctly use Apostrophes, Hyphens, and Dashes | | | | x |
| Correctly use Capitalization | | | | x |
| Diagramming | | | | x |
| Diagram Simple Sentences | | | | x |
| Diagram Appositives | | | | x |
| Diagram Compound Sentences | | | | x |
| Diagram Compound Sentence Elements | | | | x |
| Diagram Participles | | | | x |
| Diagram Gerunds | | | | x |
| Diagram Infinitives | | | | x |
| Diagram Adjective Clauses | | | | x |
| Diagram Adverb Clauses | | | | x |
| Diagram Noun Clauses | | | | x |
| Written Expression | | | | |
| Draft and Revise according to the rubric - Creative Writing | x | | | |
| Draft and Revise according to the rubric - Professional Writing | | x | | |
| Draft and Revise according to the rubric - Essays and Research | | | x | |
| Draft and Revise according to the rubric - Reviews | | | | x |
| The Editing and Revising Process | | | | |
| Correct Punctuation and Capitalization | x | x | x | x |
| Correct Grammar | x | x | x | x |
| Correct and Improve Word Choice | | x | x | x |
| 7th Grade Literature | | | | |
| Reading | | | | |
| Identifies different literary genres | x | x | x | x |
| Identifies points of view of a text | x | x | x | x |
| Compares and contrasts two works of literature | x | x | x | x |
| Identify and/or explain stated or implied main ideas and relevant supporting details from text | x | x | x | x |

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| Summarize the key details and events of a fictional text as a whole | x | x | x | x |
| Reads and comprehends different types of literature | x | x | x | x |
| Determine a theme or central idea of a text and how it is conveyed through particular details | x | x | x | x |
| Describe how a particular story or drama's plot unfolds in a series of episodes | x | x | x | x |
| Describe how characters respond or change in a text | x | x | x | x |
| Use details from the text to identify the plot structure of a text | x | x | x | x |
| Use details from the text and prior knowledge to make inferences | x | x | x | x |
| Cite evidence from text to support generalizations | x | x | x | x |
| Summarize and paraphrase the major points and/or events of a nonfiction text | | | | x |
| Describe causes and effects of actions or events | | | | x |
| Explain, describe and/or analyze examples of a text that supports the author's intended purpose | x | x | x | x |
| Written and Oral Communication | | | | |
| Demonstrate command of the conventions of standard English capitalization and punctuation | x | x | x | x |
| Correctly spells previously studied words and spelling patterns in written work | x | x | x | x |
| Plans and organizes ideas before beginning to write | x | | x | x |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) | x | x | x | x |
| Follow rules for discussions, set specific goals and deadlines and defined individual roles as needed | | | x | x |
| Uses media and technology to create a written product | x | | x | x |
| Use appropriate public speaking techniques such as rate, pace and enunciation | | x | | x |
| Word Study | | | | |
| Identify and/or apply multiple meaning words used in text | x | x | x | x |
| Uses context clues to understand the meaning of unfamiliar words | x | x | x | x |
| Identify and/or generate antonyms and synonyms | x | x | x | x |
| Spells words correctly | x | x | | x |
| Apply learned vocabulary in sentences | x | x | x | x |
| 7th Grade Math (Pre-Algebra) | | | | |
| Algebraic Expressions and Integers | | | | |
| Variables and Expressions | x | | | |
| Order of Operations | x | | | |
| Evaluating Expressions | x | | | |
| Integers and Absolute Value | x | | | |
| Adding Integers | x | | | |
| Subtracting Integers | x | | | |

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| Multiplying and Dividing Integers | x | | | |
| The Cooredinate Plane | x | | | |
| Equations and Inequalities | | | | |
| Distributive Property | x | | | |
| Variable Expressions | x | | | |
| Variables and Equations | x | | | |
| Solving Equations by Adding or Subtracting | x | | | |
| Solving Equations by Multiplying or Dividing | x | | | |
| Inequalities and Their Graphs | x | | | |
| Solving One Step Ineqaulities by Adding or Subtracting | x | | | |
| Solving One Step Inequalities by Multiplying or Dividing | | x | | |
| Rounding and Estimating | | x | | |
| Mean, Median, Mode, and Range | | x | | |
| Solving Equations by Adding or Subtracting Decimals | | x | | |
| Solving Equations by Multiplying or Dividing Decimals | | x | | |
| Using the Metric System | | | x | |
| Solving Two-Step Equations | | | x | |
| Solving Multi-Step Equations | | | x | |
| Solving Two-STep Inequalities | | | x | |
| Solving Equations wiht Variables on Both Sides | | | x | |
| Geometry | | | | |
| Linear Functions and Graphing | | | | x |
| Slope and Y-Intercept | | | | x |
| Introduction to Geometry: Points, Lines, and Planes | | | | x |
| Angle Relationships and Parallel Lines | | | | x |
| Classifying Polygons | | | | x |
| Congruence | | | | x |
| Cirlce: Circumference | | | | x |
| Area of Parallelograms | | | | x |
| Area of Triangles and Trapezoids | | | | x |
| Area of Circles | | | | x |
| Surface Area of Prisms and Cylinders | | | | x |
| Surface Area of Pyramids, Cones, and Spheres | | | | x |
| Volume of Prisms and Cylinders | | | | x |

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| Volume of Pyramids, Cones, and Spheres | | | | x |
| Operations Involving Exponents, Fractions, and Proportions | | | | |
| Divisibility and Factors | | x | | |
| Exponents | | x | | |
| Prime Factorization and Greatest Common Factor | | x | | |
| Simplifying Fractions | | x | | |
| Rational Numbers | | x | | |
| Exponent and Multiplication | | x | | |
| Exponents and Division | | | x | |
| Comparing and Ordering Fractions | | | x | |
| Fractions and Decimals | | | x | |
| Adding and Subtracting Fractions | | | x | |
| Multiplying and Dividing Fractions | | | x | |
| Solving Equations by Adding or Subtracting Fractions | | | x | |
| Solving Equations by Multiplying or Dividing Fractions | | | x | |
| Powers of Products and Quotients | | | x | |
| Ratios and Unit Rates | | | x | |
| Proportions | | | x | |
| Similar Figures and Scale Drawings | | | x | |
| Fractions, Decimals, and Percents | | | x | |
| Percents and Equations | | | x | |
| Percent of Change | | | x | |
| | | | | |
| 7th Grade Science | | | | |
| Bacteria to Plants | | | | |
| Compare vascular and nonvascular plants | | x | | |
| Contrast bacteria and archaea | x | | | |
| Contrast bacterial reproduction | x | | | |
| Describe both positive and negative ways that viruses affect living things | x | | | |
| Describe how to protect themselves against infectious diseases | x | | | |
| Describe the causes and effects of eutrophications | | x | | |
| Describe the causes and effects of red tides | | x | | |
| Describe the characteristics of animal-like protists and give examples | | x | | |
| Describe the characteristics of funguslike protists and give examples | | x | | |

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| Describe the characteristics of plantlike protists and give examples | | x | | |
| Describe the components of the basic structure of a virus | x | | | |
| Describe the overall process of photosynthesis | | x | | |
| Describe the roles fungi play in nature | | x | | |
| Describe the stages of a plant's life cycle | | x | | |
| Describe the structure of a fern plant and how it reproduces | | x | | |
| Describe the structure of a moss plant | | x | | |
| Describe treatments available for bacterial and viral diseases | x | | | |
| Explain how both active and hidden viruses multiply | x | | | |
| Explain how fungi reproduce | | x | | |
| Explain how taxonomic keys are useful | x | | | |
| Explain the roles of bacteria in the production of oxygen and food, in environmental recycling and cleanup, and in health and medicine | x | | | |
| Explain what happens when light strikes a green leaf | | x | | |
| Explain where living things come from | x | | | |
| Identify the characteristics that all plants share | | x | | |
| Identify what all living things need to survive | x | | | |
| List characteristics of viruses and state reasons why viruses are considered to be nonliving | x | | | |
| List characteristics used to classify organisms | x | | | |
| List four ways that infectious diseases can spread | x | | | |
| List the characteristics all living things share | x | | | |
| Name all the things that a plant needs to live successfully on land | | x | | |
| Name and describe structures, shapes, and sizes of a bacterial cell | x | | | |
| Name some nonvascular plants and list the characteristics they share | | x | | |
| Name some seedless vascular plants and list the characteristics they share | | x | | |
| Name the characteristics fungi share | | x | | |
| Name the kingdoms within Eukarya | x | | | |
| Relate the levels of organisms to the relationship between organisms | x | | | |
| Tell why biologists classify organisms | x | | | |
| Identify the characteristics that seed plants share | | x | x | |
| Explain how seeds become new plants | | x | x | |
| Describe the function of roots, stems, and leaves | | x | x | |
| Identify the characteristics of gymnosperms | | | x | |
| Describe how gymnosperms reproduce | | | x | |

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| List important products from gymnosperms | | | x | |
| Describe the characteristics shared by angiosperms | | | x | |
| State the function of an angiosperm's flower | | | x | |
| Explain how angiosperms reproduce | | | x | |
| Tell how monocots differ from dicots | | | x | |
| Identify three stimuli that produce plant responses | | | x | |
| Describe how plants respond to seasonal changes | | | x | |
| State how long different angiosperms live | | | x | |
| Identify technologies that may help farmers produce more crops | | | x | |
| Aquatic Ecosystem | | | | |
| Compare and contrast the amount of fresh water available to the amount of salt water on Earth and to the total amount of all water on Earth | | | x | |
| Decide whether water is polluted or clean and explain how water pollution affects aquatic life | | | x | |
| Explain how water's temperature affects the amount of oxygen dissolved in it | | | x | x |
| Define water quality and give an example of how humans affect water quality | | | x | x |
| Provide examples of how the availability of fresh water for humans and other living organisms is dependent upon the water cycle | | | x | x |
| Define watershed and identify the watershed in which you live | | | x | x |
| Compare and contrast point-source and non-point pollution | | | x | x |
| Define species and give a Missouri specific example of an aquatic species | | | | x |
| Define adaptation and identify specific adaptations of aquatic species native to Missouri | | | | x |
| Predict how certain adaptations may offer a survival advantage to a species in an aquatic environment | | | | x |
| Explain how fish swim, see, smell, hear, taste, and feel | | | | x |
| Explain how populations of organisms within a community compete with one another for resources | | | | x |
| Diagram and describe the transfer of energy in an aquatic food web | | | | x |
| Predict the possible effects of changes in an aquatic community | | | | x |
| Define ecosystem and identify the factors that make up an ecosystem | | | | x |
| Identify Missouri's aquatic regions | | | | x |
| Define biodiversity and assess its importance | | | | x |
| Diagram the parts of a stream and explain the streams ecosystems | | | | x |
| Assess the health of a stream based on the presence or absence of aquatic invertebrates | | | | x |
| Cells and Heredity | | | | |
| Describe what cells are | | | | x |
| Explain how the invention of the microscope contributed to scientists' understanding of living things | | | | x |
| State the cell theory | | | | x |

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| Describe how microscopes produce magnified images | | | | x |
| Identify the role of the cell wall and the cell membrane in the cell | | | | x |
| Describe the functions of cell organelles | | | | x |
| Explain how cells are organized in many celled organisms | | | | x |
| Tell how bacterial cells differ from plant and animal cells | | | | x |
| Define elements and compounds | | | | x |
| Identify the four main kinds of organic compounds in living things | | | | x |
| Explain how water is important to the function of cells | | | | x |
| Describe how most small molecules cross the cell membrane | | | | x |
| Explain why osmosis is important to cells | | | | x |
| Tell the difference between passive transport and active transport | | | | x |
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| 7th Grade Social Studies | | | | |
| The World in 1500: Beginnings - 1500 | | | | |
| Identify the challenges of interactions among people of different cultures | x | | | |
| Differentiate between the viewpoints of the Native Americans and the European explorers | x | | | |
| Explain how people first migrated to the Americas | x | | | |
| Analyze the link between the development of agriculture and the rise of civilizations | x | | | |
| Identify the early peoples of Mesoamerica and the American Southwest | x | | | |
| Locate the Mound Builders | x | | | |
| Describe Native American diversity | x | | | |
| Explain how the cultures of the North, the Northwest Coast, and the West adapted to their environments | x | | | |
| Differentiate among the peoples of Mexico, the Southwest, and the Great Plains | x | | | |
| Compare the ways of life of the peoples of the Southeast and the Eastern Woodlands | x | | | |
| Describe the geography of Africa and the continent's trade links | x | | | |
| Explain how Ghana grew wealthy | x | | | |
| Identify Mali and Songhai | x | | | |
| Describe other West African kingdoms | x | | | |
| Trace the rise of feudalism | x | | | |
| Explain how trade and towns revived in Europe | x | | | |
| Analyze the decline of feudalism | x | | | |
| Describe the changes that occurred during the Renaissance and the Reformation | x | | | |
| Describe the Portuguese water route to Asia | x | | | |
| Explain why Spain's rulers financed Columbus' voyages of discovery | x | | | |

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| Describe Columbus' first voyage | x | | | |
| Evaluate the geographic knowledge Columbus brought back from his voyages | x | | | |
| European Exploration of the Americas: 1492-1700 | | | | |
| Identify European motives for exploring the Americas | x | | | |
| Pose and answer questions about the challenges of exploration | x | | | |
| Explain the competition between Spain and Portugal to claim foreign lands | x | | | |
| Describe Spain's conquest of Mexico and the Incan Empire | x | | | |
| Explain the reasons for Spanish victories | x | | | |
| Identify important Spanish explorers | x | | | |
| Trace the search for a water route through N. America to Asia | x | | | |
| Explain Spanish reaction to competition in N. America and identify effects of the defeat of the Spanish Armada | x | | | |
| Describe the search for trade by the French and Dutch | x | | | |
| Analyze the organization of government and society in Spanish colonies | x | | | |
| Describe economic activities of the Spanish colonies | x | | | |
| Evaluate Spanish treatment of Native Americans | x | | | |
| Trace the Columbian Exchange | x | | | |
| Analyze the origins of slavery in the Americas | x | | | |
| Explain the development of the slave trade | x | | | |
| Describe the Middle Passage | x | | | |
| Pose and answer questions about the system of slavery in the Americas | x | | | |
| The English Establish 13 Colonies: 1585-1732 | | | | |
| Identify the first colonists' basic survival needs | x | | | |
| Make connections with the people and events of this Era | x | | | |
| Describe early English attempts at colonizing | x | | | |
| Explain English financing of a colony | x | | | |
| Summarize how Jamestown was founded and grew | x | | | |
| Analyze the conflicts of the Jamestown colonists both with Native Americans and among the colonists themselves | x | | | |
| Explain why the Pilgrims established Plymouth colony | x | | | |
| Explain why the Puritans set up the Massachusetts Bay colony | x | | | |
| Identify the New England Way and evaluate challenges to Puritan leadership | x | | | |
| Summarize the causes and effects of King Philip's War and the Salem witchcraft trials | x | | | |
| Compare the founding of the four Middle Colonies | x | | | |
| Trace the growth of the Middle Colonies | x | | | |

Holy Cross Academy 7th Grade Curriculum Map

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|--|---|---|--|--|
| Explain how economics influenced the development of the Southern Colonies | x | | | |
| Identify unique reasons for the founding of Georgia and Maryland | x | | | |
| The Colonies Develop: 1700-1753 | | | | |
| Understand the economic and social problems facing immigrants to colonial America | x | | | |
| Connect with the people and events of this Era | x | | | |
| Explain how distinct regions developed during the colonial period | x | | | |
| Describe life in the New England farms and towns | x | | | |
| Describe the three types of Atlantic trade | x | | | |
| Identify the reasons for changes in Puritan society | x | | | |
| Identify the resources of the Middle Colonies | x | | | |
| Describe the prosperity of the cities | x | | | |
| Evaluate the diversity of the region | x | | | |
| Analyze the treatment of African Americans | x | | | |
| Analyze the plantation economy and the use of slaves | x | | | |
| Describe plantation life | x | | | |
| Understand life under slavery | x | | | |
| Describe resistance to slavery | x | | | |
| Describe the geography of the Backcountry | x | | | |
| Identify Backcountry settlers and understand Backcountry life | x | | | |
| Identify other peoples in N. America and explain their conflict with the English colonists | x | | | |
| Beginnings of an American Identity: 1689-1763 | | | | |
| Identify political loyalties of the colonists | | x | | |
| Analyze how colonial leaders hoped to unify the colonists' loyalties | | x | | |
| Analyze colonial values | | x | | |
| Identify roles of colonial women and children | | x | | |
| Evaluate the results of a high literacy rate in the colonies | | x | | |
| Identify the effects of the Great Awakening and the Enlightenment | | x | | |
| Identify the rights that colonists expected as English subjects | | x | | |
| Explain why colonies challenged the rule of Edmund Andros | | x | | |
| Evaluate how England's Glorious Revolution affected the colonists | | x | | |
| Explain the importance of the Zenger trial verdict | | x | | |
| Identify French colonial claims | | x | | |
| Trace the French and Indian War | | x | | |
| Explain how the British won the French and Indian War | | x | | |

Holy Cross Academy 7th Grade Curriculum Map

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| Evaluate the results of the war | | x | | |
| Describe early actions in the movement for woman suffrage | | x | | |
| The Road to Revolution: 1763-1776 | | | | |
| Identify reasons for the growing tensions between Britain and the colonies | | x | | |
| Understand the mood of the American colonists in the years before the Revolutionary War | | x | | |
| Identify why the Proclamation of 1763 angered so many colonists | | x | | |
| Describe the debate over taxes and troops in the colonies | | x | | |
| Explain the Stamp Act | | x | | |
| Examine how the colonists forced Britain to repeal the Stamp Act | | x | | |
| Explain the Townshend Acts | | x | | |
| Describe why and how the colonists protested the Townshend Acts | | x | | |
| Explain the Boston Massacre | | x | | |
| Summarize the Tea Act and the Boston Tea Party | | x | | |
| Describe the Intolerable Acts | | x | | |
| Explain how the colonies wavered between war and peace | | x | | |
| Profile the Midnight Ride | | x | | |
| Describe the battles of Lexington and Concord | | x | | |
| Describe the early skirmishes between the Continental and British armies | | x | | |
| Profile British and American responses to the deepening conflict | | x | | |
| Summarize Thomas Paine's "Common Sense" | | x | | |
| Explain how colonial leaders officially declared their independence from Britain | | x | | |
| The American Revolution: 1776-1783 | | | | |
| Describe the harsh conditions that many soldiers and civilians faced during the Revolution | | x | | |
| Identify physical hardships and material sacrifices that people might endure for the sake of freedom | | x | | |
| Describe colonial opinions on American independence | | x | | |
| Explain the importance of the mid-Atlantic coastal cities | | x | | |
| Analyze early British strategy | | x | | |
| Summarize the causes and effects of the Battles of Saratoga | | x | | |
| Explain why and how Europeans helped the United States | | x | | |
| Gain insight into the hardships and sacrifices of the revolutionary forces | | x | | |
| Describe the war on the frontier | | x | | |
| Summarize important battles at sea | | x | | |
| Explain why the war shifted to the South | | x | | |
| Analyze fighting methods and their effects | | x | | |

Holy Cross Academy 7th Grade Curriculum Map

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| Summarize events that led to the war's end | | x | | |
| Evaluate the strengths of the American army in comparison with the British army | | x | | |
| Summarize the 1763 Treaty of Paris | | x | | |
| Analyze the costs of the Revolution | | x | | |
| Identify challenges that the new United States faced after the war | | x | | |
| Confederation to Constitution: 1776-1791 | | | | |
| Evaluate the importance of the Constitutional Convention | | x | | |
| Make connections with individuals who participated in the Convention | | x | | |
| Describe the expansion of the nation and the development of state governments | | x | | |
| Analyze the strengths and weaknesses of the Articles of Confederation | | x | | |
| Evaluate the importance of the Northwest Ordinance | | x | | |
| Identify the causes and effects of Shays's Rebellion | | x | | |
| Identify key events leading to the Constitutional Convention and identify key delegates | | x | | |
| Describe the delegates' expectations | | x | | |
| Analyze the major issues and compromises of the Constitutional Convention | | x | | |
| Explain the compromises made regarding slavery and trade in the Constitution | | x | | |
| Identify positions of the Federalists and Antifederalists | | x | | |
| Explain the role of "The Federalist" papers in the ratification process | | x | | |
| Describe the battle for ratification | | x | | |
| Summarize efforts to pass and ratify the Bill of Rights | | x | | |
| Launching a New Republic: 1789-1800 | | | | |
| Understand the reasons the Washington needed a Cabinet | | | x | |
| Determine the responsibilities of each cabinet member | | | x | |
| Explain how the nation's court system was established | | | x | |
| Describe the first cabinet | | | x | |
| Analyze Hamilton's financial plans | | | x | |
| Identify interpretations of the Constitution and explain how they influenced attitudes toward the national bank | | | x | |
| Explain why Washington wanted to secure the Trans-Appalachian West | | | x | |
| Analyze the causes and outcomes of the Battle of Fallen Timbers | | | x | |
| Identify the reasons for the Whiskey Rebellion | | | x | |
| Explain how Washington maintained US neutrality | | | x | |
| Explain how political parties developed | | | x | |
| Identify the problems President John Adams faced with France | | | x | |
| Describe and evaluate the Alien and Sedition Acts and responses to them | | | x | |

Holy Cross Academy 7th Grade Curriculum Map

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|---|--|--|---|--|
| Explain how Adams made peace with France and the New Deal | | | x | |
| The Jefferson Era: 1800-1816 | | | | |
| Identify the challenges faced by the early explorers of the West | | | x | |
| Connect with the people and events of this Era | | | x | |
| Describe the election of 1800 and explain the role of political parties | | | x | |
| Identify Jefferson's achievements | | | x | |
| Analyze Jefferson's philosophy of government | | | x | |
| Analyze the significance of Marbury v. Madison | | | x | |
| Explain why Jefferson offered to buy New Orleans from France | | | x | |
| Analyze why Napoleon sold the Louisiana Territory to the US | | | x | |
| Summarize the experiences of the Lewis and Clark expedition | | | x | |
| Evaluate the results of Pike's expedition | | | x | |
| Describe foreign policy challenges that Jefferson faced | | | x | |
| Describe how Tecumseh attempted to unify American Indians | | | x | |
| Explain why many Americans were War Hawks | | | x | |
| Analyze the beginning of the War of 1812 | | | x | |
| Describe the fighting in the second phase of the war | | | x | |
| Evaluate the effects of the war and its legacy | | | x | |
| National and Regional Growth: 1800-1844 | | | | |
| Identify some important inventions from the period 1790-1840 | | | x | |
| Describe how such inventions affected people's lives and businesses | | | x | |
| Explain how the Industrial Revolution began | | | x | |
| Describe the role of the factory system and interchangeable parts | | | x | |
| Identify inventions that improved transportation and communication | | | x | |
| Explain increased farm production | | | x | |
| Explain the relationship between the cotton boom and slavery | | | x | |
| Analyze the important divisions within Southern society | | | x | |
| Describe African-American culture and family life under slavery | | | x | |
| Summarize information about slave rebellions | | | x | |
| Describe efforts to make the US self-sufficient and improve transport | | | x | |
| Explain the growth of national unity and the settling of boundaries | | | x | |
| Analyze sectional tensions and the compromises that lessened them | | | x | |
| Explain the Monroe Doctrine | | | x | |
| The Age of Jackson: 1824-1840 | | | | |

Holy Cross Academy 7th Grade Curriculum Map

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| Identify the qualities that make a strong (great?) leader | | | x | |
| Understand the feelings--both pro and con--that Jackson aroused | | | x | |
| Explain the importance of the 1824 election | | | x | |
| Analyze Jacksonian democracy and the expansion of voting rights | | | x | |
| Explain why Jackson was known as the "people's president" | | | x | |
| Evaluate Jackson's use of the spoils system | | | x | |
| Explain the conflict between whites and American Indians in the SW | | | x | |
| Evaluate Jackson's removal policy | | | x | |
| Describe the hardships of the Trail of Tears | | | x | |
| Explain how Native American groups resisted removal | | | x | |
| Identify the issues that led to rising sectional differences | | | x | |
| Explain how the "Tariff of Abominations" led to a crisis of nullification | | | x | |
| Analyze the issues in the debate over states' rights | | | x | |
| Describe how S. Carolina's threat to secede was resolved | | | x | |
| Explain why conflict erupted over the Second Bank of the US | | | x | |
| Describe how Jackson destroyed the bank | | | x | |
| Analyze how economic prosperity turned into depression | | | x | |
| Explain how the Whig Party won the election of 1840 | | | x | |
| Manifest Destiny: 1810-1853 | | | | |
| Understand the difficulties of moving west | | | x | |
| Connect with the people and events of this Era | | | x | |
| Explain the role of mountain men in the exploration and expansion of the West | | | x | |
| Describe the opening of the Santa Fe Trail | | | x | |
| Describe the impact of "Oregon Fever" on westward expansion | | | x | |
| Profile the Mormons' westward journey | | | x | |
| Profile Texas under Spanish rule | | | x | |
| Explain the tension between Texans and Tejanos | | | x | |
| Summarize the war between Texas and Mexico | | | x | |
| Explain how Texas became its own country | | | x | |
| Explain the origins of Manifest Destiny | | | x | |
| Describe how the Mexican War began | | | x | |
| Describe the American actions in California, New Mexico and Mexico | | | x | |
| Detail the peace agreement with Mexico and territory gained by the United States | | | x | |
| Describe California before the gold rush | | | x | |

Holy Cross Academy 7th Grade Curriculum Map

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| Summarize the activities occurring during the gold rush | | | x | |
| Describe life in the mining camps | | | x | |
| Analyze the impact of the gold rush on California | | | x | |
| A New Spirit of Change: 1820-1860 | | | | |
| Understand some of the problems affecting poor people in the mid-1800s | | | | x |
| Understand why Americans worked to reform their society | | | | x |
| Identify push-pull factors of immigration | | | | x |
| Summarize reasons for Scandinavian and German immigration and identify areas where these immigrants settled | | | | x |
| Describe the experiences of Irish immigrants in the US | | | | x |
| Analyze the effects of immigration on US cities and on public opinion | | | | x |
| Analyze how writers and artists celebrated the American wilderness | | | | x |
| Explain the influence of transcendentalism on American writing | | | | x |
| Analyze how writers shaped American literature | | | | x |
| Describe the development of the abolitionist movement | | | | x |
| Explain the significance of the Underground Railroad | | | | x |
| Evaluate the results of the women's rights movement | | | | x |
| Identify important early leaders in the fight for women's rights | | | | x |
| The Nation Breaking Apart: 1846-1861 | | | | |
| Grasp the intense feelings aroused by the slavery question | | | | x |
| Connect with the people and events of this Era | | | | x |
| Explain how the abolitionist movement heightened tension between North and South | | | | x |
| Describe the controversies over slavery in the territories | | | | x |
| Evaluate how the Wilmot Proviso and potential statehood for California deepened regional divisions | | | | x |
| Analyze the Compromise of 1850 | | | | x |
| Explain how the Fugitive Slave Act and "Uncle Tom's Cabin" affected Northerners | | | | x |
| Analyze the concept of popular sovereignty | | | | x |
| Describe the violence in "Bleeding Kansas" | | | | x |
| Evaluate the attack on Senator Sumner in the Senate | | | | x |
| Explain why the Republican Party was formed | | | | x |
| Summarize the effects of the Dred Scott case | | | | x |
| Analyze the Lincoln-Douglas debates | | | | x |
| Evaluate the impact of John Brown's raid on Harpers Ferry | | | | x |
| Analyze why the Democratic Party split in the election of 1860 | | | | x |

Holy Cross Academy 7th Grade Curriculum Map

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|---|--|--|--|---|
| Describe the secession of the Southern states from the union | | | | x |
| Explain the Union's response to secession | | | | x |
| The Civil War Begins: 1861-1862 | | | | |
| Describe the bombardment of Fort Sumter | | | | x |
| Understand the impact of the outbreak of war | | | | x |
| Describe how fighting began at Fort Sumter | | | | x |
| Analyze the strengths and weaknesses of each side | | | | x |
| Explain each side's basic strategy | | | | x |
| Summarize the results of the 1st Battle of Bull Run (Manassas) | | | | x |
| Explain who joined the armies | | | | x |
| Describe military training and supplies of the Era | | | | x |
| Summarize hardships of army life | | | | x |
| Identify changes in military technology | | | | x |
| Analyze the importance of Union victories in the West | | | | x |
| Explain how the fall of New Orleans helped the Union | | | | x |
| Analyze Lee's victories in the East and his decision to invade the North | | | | x |
| Describe the outcome of the Battle of Antietam | | | | x |
| The Tide of War Turns: 1863-1865 | | | | |
| Understand the problems facing both Confederate and Union soldiers | | | | x |
| Connect with the people and events of the Era | | | | x |
| Understand the reasons for the call for emancipation | | | | x |
| Identify the significance of the Emancipation Proclamation | | | | x |
| Analyze the response to the proclamation | | | | x |
| Describe the role of African-American soldiers in the war | | | | x |
| Analyze discontent with the war | | | | x |
| Explain anger over the draft laws | | | | x |
| Identify the economic effects of the war and resistance by enslaved Africans | | | | x |
| Describe how women aided the war effort and evaluate conditions in Northern and Southern prison camps | | | | x |
| Evaluate the importance of the Battle of Gettysburg | | | | x |
| Evaluate the importance of the siege of Vicksburg and Sherman's March to the Sea | | | | x |
| Trace the Virginia campaign to Appomattox | | | | x |
| Describe the surrender at Appomattox | | | | x |
| 7th Grade Spanish | | | | |

Holy Cross Academy 7th Grade Curriculum Map

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|--|---|---|---|---|
| Comprehension | | | | |
| Translates grade level vocabulary: | | | | |
| Greetings | x | | | |
| Courtesy | x | | | |
| Numbers 1-100 | x | | | |
| Beginning Words | x | | | |
| Colors | x | | | |
| Calendar Information | | x | | |
| Weather Expressions | | x | | |
| Classroom Objects | | x | | |
| Family Words | | | | x |
| Descriptive Adjectives | | | x | |
| Clothing Words | | | | x |
| Food, cafe, and market words | | | | x |
| Verbs | | | x | x |
| Communication and Conversation | | | | |
| Responds to and uses greetings | x | x | x | x |
| Responds to and uses social amenities in classroom | x | x | x | x |
| Converses about daily information | x | x | x | x |
| Culture | | | | |
| Identifies Spanish speaking countries | | x | x | x |
| Identifies celebrations and important days | x | x | x | x |
| Grammar | | | | |
| Applies grammatical rules | x | x | x | x |
| Creates sentences | | | x | x |
| Uses subject pronouns | | x | x | x |
| Conjugates Present Tense verbs: | | | | |
| Ser | | | x | x |
| Tener | | | | x |
| Pronunciation | | | | |
| Pronounce vocabulary | x | x | x | x |
| Prays Spanish prayers | x | x | x | x |
| 6th-8th Grade Physical Education | | | | |

Holy Cross Academy 7th Grade Curriculum Map

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|--|---|---|---|---|
| Motor Skills/Movement Patterns | | | | |
| Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | x | x | x | x |
| Movement Concepts | | | | |
| Demonstrate understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities. | x | x | x | x |
| Demonstrate understanding of the rules and safety procedures of the game | x | x | x | x |
| Employ offensive and defensive strategies | x | x | x | x |
| Participation | | | | |
| Participate in individual and group (small/large group activities) | x | x | x | x |
| Responsibility | | | | |
| Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | x | x | x | x |
| Each year, students participate in team sports (basketball, volleyball, fustal), lifetime activities (badminton, pickleball) and general fitness skills. Students take on the responsibility of referring their own games to learn to take ownership of their actions, get a deeper understanding of strategies in the games, and how to handle conflicts. | | | | |
| 7th Grade Music | | | | |
| Classroom Singing | | | | |
| Participation in Classroom Singing | x | x | x | x |
| Responds to Conducting and Direction | x | x | x | x |
| Use Appropriate Dynamice and Phrasing | | | x | x |
| Sing Partner Songs and In Rounds | | | x | x |
| Music Theory | | | | |
| Identify Notes on the Bass Clef | x | x | x | x |
| Identify Rest Values | x | x | x | x |
| Learn to respond to music intellectually and emotionally | | | x | x |
| Identify notation symbols for rhythm and dynamics | | | x | x |
| Music History | | | | |
| Identify Parts of the Orchestra | | | x | x |
| Identify Voicing Parts | | | x | x |
| Learner Qualities | | | | |
| Completes Assignments | x | x | x | x |
| Classroom Cooperation | x | x | x | x |
| Participates Fully in Classroom Activities | x | x | x | x |