# OLGC School
# 2018-2019
## SEVENTH GRADE Goals

### Subject: Literature

### Teacher: Ms. Esther Amano

Catholic Schools of Hawaii (CSOH) Standards:

**-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 (e.g. how setting shapes the characters or plot).**

**-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.**

**-Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence of individuals or events, or how individuals influence ideas or events).**

### Subject: Language Arts (Writing/ Spelling)

### Teacher: Ms. Theresa Kuaimoku

## Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**WRITING STANDARDS (W):**

## Text Types and Purposes

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| W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| W.7.1a | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| W.7.1b | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| W.7.1c | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| | W.7.1d Establish and maintain a formal style. |
| W.7.1e | Provide a concluding statement or section that follows from and supports the argument presented. |
| W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.7.2a | 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. |
| W.7.2b | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |

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| W.7.2c | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| | W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| | W.7.2e Establish and maintain a formal style. |
| W.7.2f | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| W.7.3a | 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. |
| W.7.3b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| W.7.3c | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| W.7.3d | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| W.7.3e | Provide a conclusion that follows from and reflects on the narrated experiences or events. |

## Production and Distribution of Writing

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| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources; |

demonstrate sufficient command of keyboarding skills to type a minimum of four paragraphs in a 30 minute sitting.

**LANGUAGE STANDARDS (L):**

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).*

## Conventions of Standard English

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| L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.7.1a | Explain the function of phrases and clauses in general and their function in specific sentences. |
| L.7.1b | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| L.7.1c | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* |
| L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.7.2a | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). |
| L.7.2b | Spell correctly. |

## Subject: Math

## Teacher: Ms. Theresa Kuaimoku

## CSOH Standards:

Ratios and Proportional Relationships

7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

• Example: If a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour. The solution would be 2 miles per hour.

7.RP.2 Recognize and represent proportional relationships between quantities.

1. 7.RP.2a 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.

2. 7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
3. 7.RP.2c Represent proportional relationships by equations.

• 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 $t = pn$.

7.RP.2d Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate.

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.

• Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

4. 7.RP.4 Convert between decimal, fraction, and percent formats.
5. 7.RP.5 Compare and order percents (including those less than one and greater than 100).
6. 7.RP.6 Solve ratio equations using cross-multiplication.
7. 7.RP.7 Solve word problems involving ratios and proportions, including the percent

   proportion (e.g., 16 is what percent of 90).

8. 7.RP.8 Apply ratios and solve problems involving scale, models, and unit rates.

## The Number System

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

7.NS.1a Describe situations in which opposite quantities combine to make 0.

• Example: A hydrogen atom has 0 charge because its two constituents are oppositely charged.

2. 7.NS.1b 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.
3. 7.NS.1c 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.
4. 7.NS.1d 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.
5. 7.NS.1e Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of

fractions to multiply and divide rational numbers.

1. 7.NS.2a 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.

2. 7.NS.2b 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.
3. 7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.
4. 7.NS.2d 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.

3. 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
4. 7.NS.4 Identify, order and compare integers and rational numbers.

## Expressions and Equations

1. 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
2. 7.EE.2 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.

• Example: $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
7.EE.3 Solve multi-step real-life and mathematical problems posed with positive

and negative rational numbers in any form (whole numbers, fractions, and decimals), using appropriate 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.

• 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 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check for the exact computation.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.4a Solve word problems leading to equations of the form $px + pq = r$ 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.

• Example: The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
7.EE.4b 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.

• 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.

7.EE.5 Identify and combine like terms (e.g., 2x + 3x = 5x).
7.EE.6 Solveandchecktwo-stepequations(e.g.,2x+3=5)usingrationalnumbersand

the distributive property $[2(x+3) = 8]$.
7.EE.7 Evaluate solutions for reasonableness, accuracy, and completeness.

**Geometry**

1. 7.G.1 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.
2. 7.G.2 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.
3. 7.G.3 Describe the two-dimensional figures that result from slicing three- dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
4. 7.G.4 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.
5. 7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. 7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
7. 7.G.7 Prove the similarity of plane figures by identifying congruent angles an proportional sides.
8. 7.G.8 Verify the properties of dilations, rotations, reflections, and translations. 7.G.8a Use the properties of dilations, rotations, reflections, and translations to compare two-dimensional figures.

## Statistics and Probability

1. 7.SP.1 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.
2. 7.SP.2 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.

• 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.

7.SP.3 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.

• 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.

7.SP.4 Use measures of center and measures of variability for numerical data from random

samples to draw informal comparative inferences about two populations.

• 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 fourthgrade science book.

5. 7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that

   expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6. 7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability.

• Example: When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

• 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.

7.SP.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

• Example: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

1. 7.SP.8a 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.
2. 7.SP.8b 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.
3. 7.SP.8c Design and use a simulation to generate frequencies for compound events.

• 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?

9. 7.SP.9 Differentiate between theoretical and experimental probability.
10. 7.SP.10 Predict, infer and create line plots, histograms, stem and leaf, bar graphs, box plots.
11. 7.SP.11 Use random sampling to draw inferences about a population.

7.SP.12 Draw informal comparative inferences about two populations.

## 7th GRADE PRE-ALGEBRA

### The Number System

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

1. 7.NS.1a Describe situations in which opposite quantities combine to make 0.

   • Example: A hydrogen atom has 0 charge because its two constituents are oppositely charged.

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fractions to multiply and divide rational numbers.

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3. 7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.
4. 7.NS.2d 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.

**Unit 1:**
**Rational Numbers and Exponents**

7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

1. 8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. 8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the

   value of expressions (e.g., π2).
   • Example: By truncating the decimal expansion of √2, show that √2 is

   between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

## Expressions and Equations

1. 8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.

   • Example: $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.

2. 8.EE.2 Use square root and cube root symbols to represent solutions to

equations of the form *x2 = p* and *x3 = p*, where *p* is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.

3. 8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

   • Example: Estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$, and determine that the world population is more than 20 times larger.

4. 8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading).

8.EE.4a Interpret scientific notation that has been generated by technology.

**Unit 2:**

**Proportionality and Linear Relationships**

Ratios and Proportional Relationships

1. 7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

   • Example: If a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour. The solution would be 2 miles per hour.

2. 7.RP.2 Recognize and represent proportional relationships between quantities.

1. 7.RP.2a 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.

2. 7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
3. 7.RP.2c Represent proportional relationships by equations.

   • 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*.

4. 7.RP.2d Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate.

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.

Expressions and Equations

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.

- Example: a + 0.05*a* = 1.05*a* means that "increase by 5%" is the same as "multiply by 1.05."

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions,

- Examples: Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

and decimals), using appropriate 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.

- 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 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check for the exact computation.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

1. 7.EE.4a Solve word problems leading to equations of the form $px + pq = r$ 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.

   - Example: The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

2. 7.EE.4b 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.

- 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.

7.EE.5 Graph proportional relationships, interpreting the unit rate as the slope

of the graph. Compare two different proportional relationships

represented in different ways.

- Example: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$.

Solve linear equations in one variable.

Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where $a$ and $b$ are different numbers).

8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.EE8 Analyze and solve pairs of simultaneous linear equations.

1. 8.EE8a Understand that solutions to a system of two linear equations in two variables

   correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

2. 8.EE8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.

   • Example: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

3. 8.EE8c Solve real-world and mathematical problems leading to two linear equations in two variables.

   • Example: Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

## Subject: Religion

## Teacher: Mrs. Catherine Garnsey

**CSOH Standards:**

Celebration of Faith: Students will:
Plan and celebrate liturgies CCC#1204-06
Bible/Salvation History:
Use Scripture as a means of experiencing Jesus through prayer and study CCC#124, 127
2. Explain that the Christian Scriptures are a divinely inspired collection of books to assist them in discerning the meaning of the Word of God in their own lives CCC#105, 112-33
3. Retell the accounts of Christ's birth, life, death, and Resurrection CCC#487-507, 525-27 571-6588.
Describe the teachings of Scriptures of the New Testament on death, judgment, and Jesus' second coming CCC#1021-1037
9. Identify God as one who is just, merciful, and has a purpose for us CCC#1045
11. Identify grace as God's free gift to us CCC#35, 54, 1999, 2008
Church:
Explain that the Church is universal in nature, but diverse in traditions according to cultural variations CCC#854-86
10. Explain that Jesus continues His mission and presence in the world through the Church and the Holy Spirit CCC#3, 250, 1085
4. Retell the accounts of the early Church, focusing on the gifts of the Holy Spirit CCC#1830-31
5. Describe the Church as the community of believers founded by Christ CCC#1102
6. Describe that the Church functions as the Body of Christ, Servant, Sacrament, and is a human institution with a divine mission CCC#771-825
7. Define the roles of the Pope, cardinals, bishops, priests, deacons, vowed religious, and laity CCC#871-933
8. List the Precepts of the Church CCC#2041-43
Creed:

1. Identify Jesus as true God and true man who is Savior, Messiah, Priest, Prophet, and King CCC#464-69

Blessed Virgin Mary:

12. Explain Mary's role in salvation CCC#411, 963

Identify & Celebrate Mary's Feast Days CCC#1172, 2177

Saints:

Discuss the Communion of Saints as the unity of all those who follow Jesus CCC#946-48 15.

Distinguish between worship of God and devotion to the saints CCC#61, 347, 1148, 1173

Define saints as friends of Jesus and models of Christian living CCC#2030

Explain how we are called to be saints CCC#823, 960-962

Identify other role models in addition to the saints CCC#2013-14

Explain that martyrs exist even in our times. CCC#2473-74

Examine the lives of the saints, especially Saints Damien De Veuster and Marianne Cope

Holy Trinity:

13. Explain the Trinity as Father and Creator, Son and Redeemer, Holy Spirit and Sanctifier CCC# 232-56

Prayer:

Explain that all forms of prayer are conversation with God CCC#2559, 2563-64

Use appropriate forms of prayer, e.g., song, dance, meditation, litanies, etc. CCC#2663

Memorize and recite all required age appropriate prayers

Prayers: Rosary, "The Apostles' Creed" "Memorare" "Hail, Holy Queen" "Angelus" "Magnificat"

Textbook: *Christ in the New Testament*

| DUE | ASSIGNMENTS | CATEGORY |
|---|---|---|
| Aug. 3 Fri. | Mass Re-cap (Due Fridays re: Thursday Mass ) | Effort |
| Aug. 6-10 M-F | Chapt. 1 – *Introduction to Sacred Scripture* | Lessons |
| Aug. 9 - Thurs | Journal Entries (Thursdays - googledocs) | Classwork |
| Aug. 9 –Thurs. | Complete pg. 19 – Study for Chapter Quiz | Homework |
| Aug. 10 –Fri. | Mass Re-cap | Effort |
| Aug. 10 - Fri. | Quiz - Chapter 1 | Quiz |
| Aug. 13-15 M-W | Week 2 *Assumption* – pg. 372 | Lessons |
| Aug.15 – Wed | Journal Entries | Classwork |
| Aug. 15–Wed | Study & Memorize – "Hail, Holy Queen" "Magnificat" "Apostles'Creed" Complete Mass Re-cap | Homework |
| Aug. 20 - 24 | Chapt. 2 – *Proclaim Boldly* | Lessons |
| Aug. 20-Mon | Prayer Quiz – "Hail, Holy Queen" "Magnificat" "Apostles' Creed" | Quiz |
| Aug. 20–Mon | Mass Re-cap for Assumption | Effort |
| Aug. 23 - Thurs | Journal Entries | Classwork |
| Aug. 23-Thurs | Study for Chapter Quiz – Complete pg. 31 | Homework |
| Aug. 24-Fri | Mass Re-cap | Effort |
| Aug. 24-Fri | Quiz – Chapter 2 | Quiz |
| Aug. 27 - Mon | *Image of God Artwork* | *Project* |
| Aug. 27-31-M-F | Chapt. 3 – *The Gospel of Mark* | Lessons |
| Aug. 30 - Thurs | Journal Entries | Classwork |
| Aug. 30 - Thurs | Study for Chapter Quiz – Complete p. 43 | Homework |
| Aug. 31 - Fri | Mass Re-cap | Effort |
| Aug. 31 - Fri | Quiz – Chapt. 3 | Quiz |

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| Sept. 4-7 – T-F | Chapt. 4 – *The Gospel of Matthew* | Lessons |
| Sept. 6 - Thurs | Journal Entries | Classwork |
| Sept. 6 -Thur | Study for Chapter Quiz – Complete p.55 – | Homework |
| Sept. 7 - Fri | Rosary - Participation | Effort |
| Sept. 7 - Fri | Mass Re-cap | Effort |
| Sept. 7 - Fri | Quiz – Chapt. 4 | Quiz |
| Sept. 7 - Fri | Chapt. 1-4 Review | Classwork |
| Sept. 7 – Fri | Study for Chapt 1-4 Test | Homework |
| Sept. 11 - Tues | Chapt 1-4 Test & "Hail, Holy Queen" "Magnificat" "The Apostles' Creed" | Unit 1 Test |
| Sept. 12-14 -W-F | Chapt. 5 – *Luke and Acts* | Lessons |
| Sept. 13 -Thurs | Journal Entries | Classwork |
| Sept. 13 -Thur | Study for Chapter Quiz – Complete p. 67 | Homework |
| Sept. 14 -Fri | Mass Re-cap | Effort |
| Sept.14 - Fri | Quiz – Chapter 5 - | Quiz |
| Sept. 17-21 M-F | Chapt. 6 – *The Gospel of John* | Lessons |
| Sept. 20 - Thurs | Journal Entries | Classwork |
| Sept. 20 -Thurs | Study for Chapter Quiz – Complete p.79 – Memorize "Memorare" "Angelus" | Homework |
| Sept. 21 - Fri | Mass Re-cap | Effort |
| Sept. 21 - Fri | Chapt.6 – Quiz & "Memorare" "Angelus" | Quiz |
| Sept. 24-28 | Week 7 – *The History of Salvation* | Lessons |
| Sept. 27 - Thurs | Journal Entries | Classwork |
| Sept. 27 -Thur | Work on Timeline | Classwork |
| Sept. 28 - Fri | Work on Timeline | Classwork |
| Sept. 28 - Fri | Re-cap Mass | Effort |
| Oct. 1-2 M/T/W | Review Chapt. 1-6 | Lessons |
| Oct. 1-3 M/T/W | Study for Unit 1 Test-p. 81-82 | Homework |
| Oct. 4 - Thurs | Journal Entries | Classwork |
| Oct. 4 - Thurs | Unit 1 Test & Prayers – "Hail, Holy Queen" "Memorare" "Angelus" "Magnificat" "The Apostles' Creed" | 1st Quarter Test |
| Oct. 4 - Thurs | *The History of Salvation Timeline* | *Project* |
| | **Homework** will also consist of: finishing classwork, defining vocabulary terms, locating and summarizing Scripture passages, memorizing prayers, studying for quizzes, tests, etc., as needed - Mon – Thurs. | Homework |
| | **Pop Quizzes** (oral or written) may be administered to assess student participation, contributions to class discussions, and knowledge of the material. | Pop Quizzes |

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| | **Resources for Home:**<br>**NEW THIS YEAR! Family Faith Formation**<br>Family Faith Formation Sessions are opportunities for our students and their families to gather together for a meal and to participate in fun, faith-sharing activities designed to enrich our knowledge of our Catholic faith and traditions.<br>Quarter 1 Sessions:<br>Friday, Sept. 14 – 6:30 to 8:00pm –Parish Center<br>OR<br>Saturday, Sept. 15th – 6:15 to 8:00pm – (immediately following our School Mass at 5:00pm) – Parish Center | |

## Subject: Science

## Teacher: Mrs. Sylvia Tsuda

**CSOH Standards:**

**Understands the nature of scientific inquiry**

- **Know that investigations involve systematic observations, carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypothesis and explanations.**
- **Understand that questioning, response to criticism, and open communication are integral to the process of science, e.g.,**
  - ❖ Scientist often differ with one another about the interpretation of evidence or theory in areas where there is not a great deal of understanding;
  - ❖ Scientists acknowledge conflicting interpretations and work towards finding evidence that will resolve the disagreement
- **Designs and conducts a scientific investigations; e.g.,**
  - ❖ Formulates hypotheses, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations**,** critiques explanations and procedures.
- **Knows that observations can be affected by bias, e.g.,**
  - ❖ Strong beliefs about what should happen in particular circumstances can prevent the detection of other results.
  - ❖ Uses appropriate tools and techniques to gather, analyze, and interpret scientific data
  - ❖ Establishes relationships based on evidence and logical argument-provides causes for effects.
  - ❖ Knows that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations propose by other scientists.
  - ❖ Knows possible outcomes of scientific investigations.

**Engineering Design**

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

## Subject: Social Studies

## Teacher: Ms. Theresa Kuaimoku

# Civics

WHAT IS GOVERNMENT AND WHAT SHOULD IT DO?
Standard 1: Understands ideas about civic life, politics, and government

Standard 2: Understands the essential characteristics of limited and unlimited governments

Standard 3: Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good

Standard 4: Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government

Standard 5: Understands the major characteristics of systems of shared powers and parliamentary systems.

WHAT ARE THE BASIC VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY
Standard 6: Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society

Standard 7: Understands the importance of American sharing and supporting certain values, beliefs, and principles of American constitutional democracy

Standard 8: Understands the role of diversity in American life and importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Standard 9: Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity

Standard 10: Understands issues concerning the disparities between ideals and reality in American political and social life

HOW DOES THE GOVERNMENT, ESTABLISHED BY THE CONSTITUTION, EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?
Standard 11: Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power

Standard 12: Understands the major responsibilities of the national government for domestic and foreign policy, and understands how government is financed through taxation

Standard 13: Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights

WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?
Standard 14: Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy

Standard 15: Understands issues regarding personal, political, and economic rights

# Economics

Standard 1: Understands that scarcity of productive resources requires choices that generate opportunity costs

Standard 2: Understands characteristics of different economic systems, economic institutions, and economic incentives

Standard 3: Understands the concept of prices and the interaction of supply and demand in a market economy

Standard 4: Understands basic features of market structures and exchanges

Standard 5: Understands unemployment, income, and income distribution in a market economy.

Standard 6: Understands how Gross Domestic Product and inflation and deflation provide indications of the state of the economy

Standard 7: Understands the basic concepts about international economics

# Geography

THE WORLD IN SPATIAL TERMS
Standard 1: Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.

Standard 2: Knows the location of places, geographic features, and patterns of the environment.

Standard 3: Understands the characteristics and uses of spatial organization of Earth's surface.

PLACES AND REGIONS
Standard 4: Understands the physical and human characteristics of place.

Standard 5: Understands the concept of regions

PHYSICAL SYSTEMS
Standard 6: Knows the physical processes that shape patterns on Earth's surface.

Standard 7: Understands the characteristics of ecosystems on Earth's surface.

HUMAN SYSTEMS
Standard 8: Understands the nature, distribution and migration of human populations on Earth's surface.

Standard 9: Understands the patterns and networks of economic interdependence on Earth's surface.

Standard 10: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

ENVIRONMENT AND SOCIETY
Standard 11: Understands how human actions modify the physical environment.

Standard 12: Understands the changes that occur in the meaning, use, distribution and importance of resources.

# US History

Standard 1: Understands the characteristics of societies in the Americas.

Standard 2: Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization.

Standard 3: Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggles for control of North America and the Caribbean.

Standard 4: Understands how political, religious, and social institutions emerged in the English colonies

Standard 5: Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas

ERA 3 – REVOLUTION AND THE NEW NATION (1754-1820s)
Standard 6: Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory.

Standard 7: Understands the institutions and practices of government created during the Revolution and how these elements were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

ERA 4 – EXPANSION AND REFORM (1801 – 1861)
Standard 8: Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

Standard 9: Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions.

ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850 – 1877)
Standard 10: Understands the causes of the Civil War

Standard 11: Understands the course and character of the Civil War and its effect on the American people

Standard 12: Understands how various reconstruction plans succeeded or failed

ERA 6 – THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870 – 1900)
Standard 13: Understands how the rise of corporations, heavy industry, and mechanized farming transformed American society

Standard 14: Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

Standard 15: Understands federal Indian policy and United States foreign policy after the Civil War

Standard 16: Understands the changing role of the United States in world affairs through World War I.

Standard 17: Understands how the United States changed between the post-World War I years and the eve of the Great Depression

ERA 8 – THE GREAT DEPRESSION AND WORLD WAR II (1929 – 1945)
Standard 18: Understands the causes of the Great Depression and how it affected American society

Standard 19: Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

Standard 20: Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

ERA 9 – POSTWAR UNITED STATES (1945 TO EARLY 1970s)
Standard 21: Understands the economic boom and social transformation of post-World War II United States

Standard 22: Understands how the Cold War and conflicts in Korean and Vietnam influenced domestic and international politics

Standard 23: Understands the struggle for racial and gender equality and for the extension of civil liberties

## Subject: IT

### Teacher: Mr. Warren Cabading

**CSOH Standards:**

**<u>Competency Goal 1</u>:** *The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.*

1.1 Demonstrate ethical behavior relating to security, privacy, passwords, and personal information
1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations.

*Standards and assignments may change during the quarter.