

## 7<sup>th</sup> Grade Curriculum

**Grade: 5-8**

**Subject: Art**

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### **Goals:**

1. Students will use learned skills and flexibility in creating two and three-dimensional artwork.
2. Students will create drawings from multiple sources such as their own experiences, trends, the news and media or concepts in other subject areas for themes to incorporate into artwork.
3. Students will use subjects, themes and symbols of artwork from different cultures and eras.
4. Students will define, describe and demonstrate the effect of light on color: value, tone, shade.
5. Students will define, describe and demonstrate the effect of light on textures and forms: chiaroscuro.
6. Students will create more complex artworks with greater detail.
7. Students will portray objects using different: points of view, lighting, sizes, motions, and intensity.
8. Students will create artwork from what is observed, in the form of still life and landscapes.
9. Students will create abstract artwork incorporating various materials and media.
10. Students will use a variety of mediums and techniques to create artwork.
11. Students will increase art vocabulary and knowledge of various artists, current and those throughout history.
12. Students will learn about human forms and in detail how to map the face and begin to draw a self portrait.

### **Content Topics: Knowledge/Skills/Values**

1. Drawing and shading techniques
2. Basic clay techniques
3. More advanced design and construction techniques
4. Beginning drawing of human form and features
5. Painting techniques
6. Introduction into perspective drawing
7. Sculpture – construction and techniques
8. Plaster molding and mask making
9. Tessellations
10. Collage techniques
11. Basket making processes and techniques
12. Art History and using particular artist's styles, concepts and techniques

### **Resources, activities, and assessments:**

Poster and other visual materials  
Art Magazines  
Kiln  
Teacher demonstration and instruction  
Teacher made worksheets and projects

**Capitalization and Punctuation**

Students will:

1. Use conventional rules of spelling, capitalization and punctuation including semicolons, colons, italics for emphasis, and dashes for change of thought.

**Grammatical Structures**

Students will:

1. Use grammatical structures listed in grades 1 through 6 curricula written work.
2. Use simple, compound, complex, and compound-complex sentences in written work.

**Parts of Speech**

Students will:

1. Categorize verbals and verbal phrases and use them in written work.

**Listening Skills**

Students will:

1. Apply the listening skills listed in grades K through 5 curricula to analyze main ideas and details of teacher selected topics and sources.

**Vocabulary**

***Spelling:***

Students will:

1. Spell words based on seventh grade reading and content.

***Acquisition:***

Students will:

1. Expand working vocabulary and apply vocabulary skills to reading, writing, and oral applications based on seventh grade reading content.
2. Apply knowledge of word origin and derivations to comprehend words used across disciplines.

**Literature**

***Literary Techniques:***

Students will:

1. Identify and explain allusion, irony, imagery, symbolism and propaganda.

***Literary Elements:***

Students will:

1. Locate and define literary elements including form, tone, style, character traits, motives, and author's purpose.
2. Analyze how an author develops and contrasts the points of view of different characters.

***Comprehension Skills:***

Students will:

1. Apply comprehension skills listed in the K – 6 curricula to analyze grade level text.

***Literary Genres:***

Students will:

1. Read, discuss and breakdown culturally and historically diverse grade level appropriate literature.
2. Explain the difference between poems, drama and prose referring to the structural elements.

**Informational Text**

***Text Structure:***

Students will:

1. Analyze how the structure is used to develop and organize a text.

***Comprehension Skills:***

Students will:

1. Cite several pieces of evidence to explain information.
2. Analyze the development of two or more main ideas within a text.
3. Compare and contrast two author's points of view on the same topic.
4. Compare and contrast a topic across media.

***Vocabulary Skills:***

Students will:

1. Identify and define academic and subject specific words and phrases, including figurative, connotative and technical meanings, in a text relevant to seventh grade.

**Speaking Skills**

Students will:

1. Use the public speaking skills listed in grades 1 through 5 curricula to produce oral presentations in a clear practiced manner.

**Research Process and Reference Skills**

Students will:

1. Choose and evaluate a topic for research.
2. Analyze sources to determine credibility.
3. Use research tools effectively including technology and multimedia for presentations avoiding plagiarism.
4. Produce a citation page using a standard format.

**Writing**

***Writing Process:***

Students will:

1. Apply the steps in the writing process to a variety of writing tasks.

***Sentence:***

Students will:

1. Construct and use compound and complex sentences in all writing applications.

***Essay:***

Students will:

1. Write a research paper using citations from at least three sources following standard MLA style without plagiarism.
2. Compose arguments that support claims with clear reasons and relevant evidence and acknowledge alternate or opposing claims.

**Ratios and Proportional Relationships**

Students will:

1. Compute unit rates associated with ratios of fractions
2. Recognize and represent proportional relationships between quantities
3. Use proportional relationships to solve multistep ratio and percent problems

**The Number System**

Students will:

1. Add and subtract rational numbers
2. Multiply and divide rational numbers
3. Solve real-world problems involving the four operations with rational numbers

**Expressions and Equations**

Students will:

1. Use properties of operations to generate equivalent expressions
2. Solve multi-step real-life problems posed with positive and negative rational numbers
3. Use variables to represent quantities and construct simple equations and inequalities to solve real-world problems

**Geometry**

Students will:

1. Solve problems involving scale drawings of geometric figures
2. Draw geometric shapes freehand, with ruler and protractor, and with technology
3. Describe the two-dimensional figures that result from slicing three-dimensional figures
4. State the formulas for the area and circumference of a circle and use them to solve problems
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. Solve real-world problems involving area, surface area, and volume of two- and three-dimensional objects

**Statistics and Probability**

Students will:

1. Use random sampling to draw inferences about a population
2. Draw informal comparative inferences about two populations
3. Recall that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring
4. Approximate the probability of a chance event
5. Develop a probability model and use it to find probabilities of events
6. Find probabilities of compound events

**Resources, activities, and assessments:**

Progress in Mathematics- Sadlier-Oxford (copyright 2012)

On-line textbook-Progress in Mathematics 5

Simple Solutions Level 5- Bright Ideas Press (consumable material-annual purchase)

Manipulatives for counting, time, money, measuring, and fractions

Calculators

Student Dry Erase Boards

Smart Notebook software for interactive media

IA IOWA Assessment- Riverside Publishing (2012)

Math Software for Computer Lab:

Professor Fractions-Micrograms

Jim Sports Word Problems-Micrograms

Wild West MathMicrograms

Pdf of textbook: Progress in Mathematics- Sadlier-Oxford Publishing

**Goals:**

1. Students will describe elements of music through singing and listening.
2. Students will apply basic elements of music and describe music using basic musical vocabulary.
3. Students will be able to read music and write musical notation
4. Students will differentiate between styles of music and use appropriate musical vocabulary to describe the style of music in the selections.
5. Students will learn about the history of music, composers, and multicultural music.
6. Students will apply their knowledge of music and show the relationship between music and other subjects.
7. Vocal students will compose simple melodic notations and create rhythmic and melodic ostinato patterns.
8. Students will sing in parts or play instruments using two and three-part harmony.

**Content Topics: Knowledge/Skills/Values**

1. Elements of music: melody, harmony, rhythm, form, media, and expression
2. Musical vocabulary
3. Styles of music: music from historical periods of the arts, such as rondo, fugue, concerto, sonata, opera, operetta, jazz, etc.
4. Read musical notation in oral and written form: treble clef, bass clef, note type, note names, time signature, rests, note values, endings, pick-up notes, accent symbols, and repeats
5. Musical styles
6. Music across the curriculum: mathematical relationship of beats and note values, influence of historical events and composer to the arts, movement of sound waves, writing reports and biographical outlines
7. Intervals – Kodaly System

**Resources, activities, and assessments:**

Ralph Kamen - Book on Music Appreciation  
Book - If It Ain't Baroque  
Resource books on composers  
Various CD's and videos  
Posters and timelines  
Manuscript Books  
Keyboards  
Teacher made worksheets and tests  
Computer lab - Internet research

**Goals:**

1. Students will describe elements of music through playing an instrument.
2. Students will demonstrate knowledge of basic vocabulary terms.
3. Students will be able to read music and write music notation.
4. Students will be able to listen and describe music.
5. Students will learn about the history of music, composers, and multicultural music.
6. Students will apply their knowledge of music and show the relationship between music and other subjects.

**Content Topics: Knowledge/Skills/Values**

1. Elements of music: melody, harmony, rhythm, form, media, and expression
2. Vocabulary: steady beat, rhythm, syncopation, tempo, dynamics, music notation, periods of history, and musical styles
3. Styles of music: music from historical periods of the arts, such as rondo, fugue, concerto, sonata, opera, operetta, jazz, etc.
4. Read music: notation in oral and written form. Treble clef, note type, note names, time signature, rests, note values, endings, pick-up notes, accent symbols, and repeats.
5. Differentiate between styles of music and use vocabulary terms to describe music being performed.
6. Study of various composers and relationship to history that are introduced in relationship to the music being played.
7. Music across the curriculum-mathematical relationship of beats and note values, movement of sound waves, writing reports and biographical outlines.

**Resources, activities, and assessments:**

Method Book “Standard of Excellence”  
Resource books on composers  
Various CD’s and videos  
Posters and timelines  
Four families of instruments: strings, percussion, brass, woodwinds  
Teacher-made worksheets and tests  
Computer Lab – Internet Research

**Goals:**

1. The students will develop the various skills of physical activity/sports/games.
2. The students will identify equipment used in sports/games.
3. The students will become familiar with rules associated with sports/games.
4. The students will demonstrate knowledge of sports/games through participation.
5. The students will practice and observe safety procedures.

**Content Topics: Knowledge/Skills/Values**

1. Long-distance running
2. Short-distance running
3. Fitness/aerobics
4. Tumbling
5. Football
6. Team sports
7. Track and field
8. Basketball
9. Softball/baseball
10. Soccer

**Resources, activities, and assessments:**

Presidential Physical Fitness Tests  
Healthteacher.com  
Team sports  
Teacher Created Skills Tests  
Teacher observation

**Goals:**

1. Students will express the development of a personal relationship with Jesus.
2. Students will identify parables and teachings of Jesus in Scripture and describe how these apply to one's own faith life.
3. Students will analyze the customs and way of life at the time of Jesus.
4. Students will show respect for life from conception, through each stage of growth throughout life, to physical death.
5. Students will share their time, talent, and treasure in service to the community in response to the Gospel call.
6. Students will choose to commit themselves to preparation for the Sacrament of Confirmation.

**Content Topics: Knowledge/Skills/Values**

1. Scripture as God's Self-revelation
2. Jesus Christ as the Son of God and Suffering Servant
3. The Church as a Community of Faith
4. The New Testament: Jesus' Life, Parables, Beatitudes, and Miracles
5. The Four Evangelists
6. Witness and Service
7. Participation in Various Models of Prayer and Planning of Liturgies
8. Saints, Apostles, Mary, and other followers of Jesus
9. Prayers Mastered: Prayer to Holy Spirit, Angelus, Prayer to St. Francis

**Resources, activities, and assessments:**

We Live Our Faith, Vol. 1 – Sadlier (copyright 2007)  
Family Life 7 – Benziger (copyright 2001)  
Bible  
Catechism of the Catholic Church  
Mapping and Hands on activities  
Children's Daily Prayer Book – Liturgy Training Publications  
Mass Preparation Lectionary  
Activities: Confirmation meeting for parents and students

**Goals:**

1. Students will be able to understand the classification of living things in an ecosystem.
2. Students will understand the human body and the effects of lifestyle choices.
3. Students will describe the characteristics, origins and adaptations of animals.
4. Students will describe the characteristics, origins and adaptations of plants.
5. Students will understand cell theory and function of cells.
6. Students will investigate organism using a microscope.
7. Students will have an understanding of the life cycle of live organisms.

**Content Topics: Knowledge/Skills/Values**

1. Five Kingdoms
2. Organ Systems
3. Nutrition
4. Effects of Drugs/Alcohol/Tobacco
5. Invertebrates
6. Vertebrates
7. Vascular and Nonvascular Plants
8. Photosynthesis
9. Comparison of Plant and Animal Cells
10. Scientific Methods (observation, inferences, hypothesis, independent/dependent variable, procedure, conclusion)
11. Graphing and charting information

**Resources, activities, and assessments:**

Life Science – Glencoe/McGraw-Hill (copyright 2008)  
Dissections  
Hands-on Activities  
Internet  
Videotapes  
D.A.R.E. Program  
Science Fair Project  
“Scienceworld” Magazine  
Iowa Tests of Basic Skills

**Goals:**

1. Students will develop a knowledge of Native America.
2. Students will be able to explain the routes and reasons of early exploration and be aware of its historical and cultural impact on this nation.
3. Students will learn cause and effect of the Declaration of Independence and the American Revolution both in the U.S. and abroad.
4. Students will learn about the development of a democratic government based upon the U. S. Constitution and branches of government.
5. Students will have a knowledge of U.S. geography as it relates to the studied events in history.

**Current Topics: Knowledge/Skills/Values**

1. Native Americans
2. Explorers
3. Colonial America
4. Revolutionary America
5. Articles of Confederation
6. U. S. Constitution
7. Washington/Adams/Jefferson (early U.S. government)
8. Lewis and Clark
9. War of 1812
10. Andrew Jackson
11. Mid 19<sup>th</sup> Century Reforms

**Resources, activities, and assessments:**

United States History Holt (2009)  
“Junior Scholastic” Magazine  
Reading materials gathered by the teacher  
Cooperative learning activities  
Teacher made tests and projects  
Mapping work  
Internet  
Videos  
IOWA Tests of Basic Skills