

## Seventh Grade 2007-2008

### BIBLE

**Exploring God:** Through Creation, Sin, the Plan of Salvation, the Life of Christ and History of the Seventh-day Adventist church

- Understand the nature of God as taught in the scriptures
- Know what the Bible teaches about the origin of sin and God's plan of salvation
- Explain the biblical account of creation and God's relationship to man as his Creator
- Understand the causes and results of the flood
- Understand why pain and suffering exist from an universal viewpoint
- Explain why God established a chosen people through Abraham and his family
- Understand the need for a written law and the role of the desert sanctuary as a teaching device for the Israelites
- Describe how God continued to pursue His people through Israel's experience as a nation and their repeated rejection of God as their leader
- Know the major events in the life of Jesus and the basic values and tenants of His teaching
- Understand the history and spread of Christianity from the early church through the Reformation
- Explain the development of the Seventh-day Adventist doctrines concerning the sanctuary and the second coming of Jesus

### FINE ARTS

#### Art

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

#### Music

- Identify meter changes
- Learn the history of notation
- Recognize the sound of a minor scale
- Sight-read a two-part song
- Recognize a bridge between two music selections
- Know the meaning of rubato
- Recognize music of Eastern cultures
- Identify hymns of Adventist heritage
- Learn the historical development of the SDA hymnal

### LANGUAGE ARTS

#### Viewing

- Understand how the type of media affects coverage of events or issues
- Draw conclusions from details in visual media to answer specific questions
- Scan, infer, and summarize for a specific purpose using visual media

#### Listening

- Listen with an open mind

- Analyze the accuracy and validity of spoken information

#### Reading

- Increase word knowledge through vocabulary development across the curriculum
- Use reading for communication
- Consult other sources to clarify meaning
- Choose appropriate word meaning

#### Speaking

- Identify strategies used by speakers in oral presentations
- Ask questions to elaborate and clarify ideas
- Use correct vocabulary in speech

#### Visually Representing

- Develop visual media for taking, keeping, and reviewing notes
- Create visual media to clarify ideas
- Construct visual media to support a presentation

#### Writing

- Practice the writing process
- Use characteristics of good writing
- Write simple, compound, and complex sentences
- Vary persuasive words
- Expand uses of punctuation
- Use technical terms correctly
- Cite information in appropriate ways; e.g. footnote, bibliography, endnote
- Write essays within a given timeframe

### MATH

#### Number and Operations

- Understand and use scientific notation
- Evaluate powers that have negative and zero exponents
- Use integers to express quantities that occur naturally in problem situations, e.g. representing direction, loss, gain, etc.
- Develop and use number sense for integers, rational and irrational numbers
- Understand and use the additive inverse property
- Understand the principles of the distributive property
- Apply properties of operations with whole numbers, fractions and decimals
- Use proportions to solve problems
- Compute with rational numbers using a calculator to perform difficult computations
- Understand squares and square roots
- Estimate the square root of a number less than 100
- Find the percent of increase and/or decrease

#### Algebra

- Use and apply ratios, proportions, averages and percentage
- Graph inequalities
- Choose a formula to use in problem solving
- Demonstrate proficiency in using the laws of exponents
- Use the Pythagorean Theorem
- Manipulate simple polynomials

#### Geometry

- Find the area of a trapezoid
- Find the surface area of a cylinder
- Find the volume of various geometric solids, e.g. pyramids and cones
- Use transformations to explore congruence and create designs
- Explore the angle measures in a triangle
- Understand complementary, supplementary and vertical angles
- Draw and interpret scale diagrams

#### Measurement

- Use graphs, charts and formulas to convert between a variety of standard/metric measures
- Apply ratios to solve measurement problems
- Use scale models to represent measures of real-life objects
- Relate ancient monetary values to current values, e.g. shekel,

denari, mite

- Develop a proportionately correct time line using complex concepts
  - Use strategies to develop formulas for finding volume and surface areas of solids
  - Explain how time zones are determined
- #### Data Analysis and Probability
- Understand the number of possible permutations
  - Predict the number of times an event will occur
  - Construct a multiple bar graph
  - Construct a circle graph
  - Make a histogram
  - Make a stem and leaf plot

### PHYSICAL EDUCATION

#### Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

#### Movement and Motor Skills

- Demonstrate competence in modified versions of a variety of movement forms
- Understand and apply more advanced movement and game strategies
- Identify the techniques of intermediate and advanced sport specific skills
- Identify the steps needed to achieve a high performance level in individual, dual and team sports
- Learn, apply and share advanced sport skill knowledge

#### Lifestyle and Fitness

- Establish personal physical activity goals
  - Participate regularly in health-enhancing physical activities in and out of the physical education class
  - Explore a variety of new physical activities for personal interest in and out of the physical education class
  - Describe the relationships between a healthy lifestyle and "feeling good"
  - Participate in a variety of health-related fitness activities in both school and non-school settings
  - Assess physiological indicators of exercise during and after physical activity
  - Learn and apply basic principles of training to improve physical fitness
  - Begin to develop personal fitness goals independently
  - Meet the health-related fitness standards as defined by available fitness tests, e.g. AAPHARD Physical Best, Fitnessgram, President's Challenge
  - Enjoy participation in physical activity
  - Recognize the social benefits of participation in physical activity
  - Try new and challenging activities
  - Recognize physical activity as a vehicle for self-expression
- #### Sportsmanship and Appropriate Behaviors
- Apply God's help in resisting the influence of peer pressure
  - Solve problems by analyzing causes and potential solutions
  - Analyze potential consequences when confronted with true competition
  - Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
  - Recognize the role of sport, games and recreation

- ☐ Identify behaviors that are supportive and inclusive as well as behaviors that are exclusionary in physical activity settings
- ☐ Willingly join others of diverse cultures, religions, ethnicity, physical abilities and races during physical activity

## SCIENCE

**Physical:** Force/Motion, Energy/ Work

- ☐ Describe and compare types of force and types of friction
- ☐ Define and extend understanding of gravity, mass and weight
- ☐ Describe Newton's laws of motion
- ☐ Define and describe motion-related terms such as balanced/unbalanced forces, distance/displacement, speed/velocity, acceleration and momentum

☐ Identify forms of energy and how energy can change from one form to another

- ☐ Distinguish between work and power
- ☐ Define simple machines and identify characteristics of various types
- ☐ Describe the relationship between simple and compound machines
- ☐ Distinguish between potential and kinetic energy and explain mechanical advantage

**Life:** Cell Theory, Genetics, Simple Animals

- ☐ Describe and explain the structure, function and theory of cells
- ☐ Describe how the traits of an organism are passed from generation to generation
- ☐ Explain genetic engineering and its impact
- ☐ Categorize simple animals into groups according to how they accomplish life processes and by similarities and differences in external and internal structures

**Earth:** Astronomy

- ☐ Describe characteristics and movement patterns of objects in the universe
- ☐ Describe the relationships of the earth to the sun, the moon and other interplanetary objects and how they account for the day, year, phases of the moon, eclipses, seasons and ocean tides
- ☐ Describe the life cycle and classification of stars and the instruments for study

**Health:** Transmission of Diseases, Sexuality

- ☐ Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease
- ☐ Identify the structure and function of bacteria and viruses and explain how they transmit diseases
- ☐ Describe God's plan for sexual relationships
- ☐ Explain the adverse physical, emotional, and economic consequences of premarital sex and ways to support a decision for abstinence

## SOCIAL STUDIES

**World History:** Middle Ages – Present (Middle Ages: Europe and Japan; Exploration and Colonization [Africa, Asia]; Renaissance and Reformation, Rise of Islam & Catholicism, Age of Enlightenment, Revolutions, Imperialism, Nationalism, 20<sup>th</sup> Century; Current Events)

- ☐ Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- ☐ Describe the relationships between people/groups, events and cultures in World History.
- ☐ Understand the major characteristics and historical influence of ancient civilizations on world development, past and present, and be able to place them on a time line
- ☐ Understand the major characteristics and impact of events from Middle Ages to the present, and be able to place them on a time line
- ☐ Understand the role of the Catholic Church in the Middle Ages
- ☐ Understand the causes for change socially and historically in Europe
- ☐ Understand the rise of religions: Islam, Catholicism, Protestantism
- ☐ Understand the rise of the Mongol Empire and the consequences of Eurasian people

☐ Identify the key aspects of the Renaissance thinking through inquiry and research

- ☐ Identify how the exploratory and commercial expeditions between 1450 – 1600 led to global transformation
- ☐ Understand how innovations in agriculture, industry and transportation led to the industrial revolution in and capitalism
- ☐ Represent and interpret data and chronological relationships from history using time lines and narratives
- ☐ Interpret, use and document information from multiple source
- ☐ Define alternatives, select and support alternatives
- ☐ Understand the global role and work of the Adventist church
- ☐ Understand how current events have been influenced by events of the past

## Civics

- ☐ Identify and compare political systems of the world: feudalism, monarchy, democracy, etc.
- ☐ Understand the sources, purposes and functions of law
- ☐ Outline and critique the evolution of democratic ideas and the impact on Western Civilization

## Geography

- ☐ Identify the location of key mountain ranges, deserts, rivers, political boundaries and cultural features on maps and globes
- ☐ Understand the interdependency between people and the environment
- ☐ Compare physical and cultural characteristics of the regions of the world

## Economics

- ☐ Identify the principles of Christian stewardship: management of time, talent, property
- ☐ Describe how transportation and communication networks affect people, goods and ideas (e.g., the silk road, the crusades)
- ☐ Explain how the interaction of supply and demand determines prices
- ☐ Identify the impact of the technology revolution on society
- ☐ Understand principles of training and conditioning for specific

## TECHNOLOGY

- ☐ Integrate advanced word processing skills into daily assignments
- ☐ Continue to advance in keyboarding skills
- ☐ Troubleshoot basic malfunctions
- ☐ Know proper technology terms
- ☐ Understand the equipment to access, process, retrieve and communicate information
- ☐ Incorporate database and spreadsheet components into presentations
- ☐ Integrate advanced use of electronic resources into class assignments and presentations
- ☐ Investigate technology-related occupations
- ☐ Demonstrate a responsible, ethical use of technology
- ☐ Understand the legal issues for using/accessing software, music, etc.



# Killeen Adventist Junior Academy

*A Christian School operated by the Seventh-Day Adventist Church*

## KEY LEARNINGS Seventh Grade

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