

**Saint John the Baptist Catholic School**

# **Sixth Grade Curriculum**

2017-2018



**Saint John the Baptist Catholic School**  
Waunakee, Wisconsin

## **A Blessed Foundation**

**Saint John the Baptist Catholic School**  
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# Saint John the Baptist Catholic School Sixth Grade Standards

Updated: June 2017

This is an outline of the standards for the Sixth Grade Curriculum. This is evolving work and standards will be revised to meet the changing needs of the students as they prepare to be productive citizens in the 21st century.

**All standards will be taught and the highlighted standards will be part of your child's report card.** The standards selected to be on the Sixth Report Card are identified as essential learning and skills that will be taught during the school year.

These standards are based on:

#### **The Mission Statement of Saint John the Baptist Catholic School:**

*"The Mission of Saint John the Baptist Catholic School is to empower our students to be faithful Catholics by nurturing and educating each individual to become compassionate leaders in an ever-changing global community."*

#### **The Diocese of Madison Catechetical Standards and Benchmarks for Sixth Grade Students:**

- Profession of Faith: Catholic school/religion education students in the Diocese of Madison will know and understand the fundamental teachings of Jesus Christ in His Church, according to the articles of our Profession of Faith.
- Liturgy and Sacraments: Catholic school/religion education students in the Diocese of Madison will know and appreciate the centrality of the Eucharist and the importance of sacraments in the life of Catholics.
- Life in Christ: Catholic school/religion education students in the Diocese of Madison will understand and reflect the dignity of the human person and his vocation to freely know, love and serve God and neighbor. With the help of grace, they will seek holiness by avoiding sin, growing in virtue and entrusting themselves to the mercy of God.
- Christian Prayer: Catholic school/religion education students in the Diocese of Madison will understand the revelation and tradition of the Catholic life of prayer.

#### **The Diocese of Madison Academic Standards**

## Religion Standards

### Units of Study Include:

#### We Are God's People

#### Encounter:

#### Experiencing God in the Everyday

<p><b>Forming the Covenant:</b></p> <ul style="list-style-type: none"><li>● God's Revelation</li><li>● Creation</li><li>● People Turn from God</li><li>● God Promises to Help People</li><li>● The Patriarchs: God Chooses a People</li></ul>	<p><b>An Introduction to the Bible</b></p> <ul style="list-style-type: none"><li>● Quotes about Scripture from the Saints</li></ul> <p><b>Early World</b></p> <ul style="list-style-type: none"><li>● The Divine Designer</li></ul>
<p><b>Building the Covenant Nation</b></p> <ul style="list-style-type: none"><li>● An Enslaved People</li><li>● A Free People</li><li>● A Conquering People</li><li>● A Royal People</li><li>● A Prosperous People</li></ul>	<p><b>Patriarchs - Egypt and Exodus (Part One)</b></p> <ul style="list-style-type: none"><li>● Jesus' Family Tree</li></ul> <p><b>Egypt and Exodus (Part Two)</b></p> <ul style="list-style-type: none"><li>● List the Ten Commandments</li></ul>
<p><b>Redefining the Covenant People</b></p> <ul style="list-style-type: none"><li>● A Divided People: Israel, The Northern Kingdom</li><li>● A Divide People: Judah, the Southern Kingdom</li><li>● The Exile and the Journey Home</li><li>● A Strong People</li><li>● God Fulfills His Promise</li></ul>	<p><b>Royal Kingdom</b></p> <ul style="list-style-type: none"><li>● Divided Kingdom Map</li></ul> <p><b>Exile - Return - Maccabean Revolt</b></p> <ul style="list-style-type: none"><li>● Major Biblical Events and Old Testament Review</li></ul>
<p><b>The Covenant Fulfilled in Jesus</b></p> <ul style="list-style-type: none"><li>● Jesus, Teacher and Healer</li><li>● Jesus, Redeemer and Savior</li><li>● The Church Begins</li><li>● The Bible and the Church Today</li><li>● The Church in the World</li></ul>	<p><b>Messianic Fulfillment</b></p> <ul style="list-style-type: none"><li>● The Rosary, Your First Bible Study</li></ul> <p><b>The Church</b></p> <ul style="list-style-type: none"><li>● Guide to Lectio Divina</li></ul>
<p><b>The Liturgical Year</b></p> <ul style="list-style-type: none"><li>● Ordinary Time</li><li>● Advent</li><li>● Christmas</li><li>● Lent</li><li>● Triduum</li><li>● Easter</li></ul>	

### Main Curriculum Resources:

Sadlier: We Believe - We Are God's People

Ascension Press: Encounter - Experiencing God in the Everyday

**Highlighted standards appear on the Report Card**

CAT.6.A. Understand the revelation as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus Christ.

- Know and retell the Story of Salvation History.
- Explain that it is God's will that we should have access to the Father; through Christ, in the Holy Spirit so that we become sharers in his divine nature. (CCC 51)
- Identify People of God as those who obediently welcome Revelation as a light for their lives while by "deeds and words" (revelation being realized) they live and grow in that revelation more deeply. (CCC 53, 87, 89, 94, 99)
- Summarize that the Old Testament covenants find their culmination in the person of Jesus Christ. (CCC 54-66, 71-73)
- **Explain how God used Old Testament prophets to proclaim redemption, purification and salvation. God used them to form his people in the hope of salvation. (CCC 64)**
- Support how Church accepts and venerates as inspired the canon of Scriptures: 46 books of the Old Testament and the 27 of the New. (CCC 120, 138)
- **List and distinguish the names of the Old and New Testament books, with particular emphasis on the four Gospels because they are the principal source for the life and teaching of the Incarnate Word, our Savior. (CCC 125-26, 128, 138)**

CAT.6.B. Understand Faith as an assent to God who reveals Himself.

- Explain that the Church guards and transmits the truth. She is also our mother who first teaches us the language of faith. (CCC 167, 169, 171, 181)
- Generate a description of revelation: It is an invitation; it calls for a response. Recognize the adequate response is to submit one's mind and will to God; to give oneself over completely to God. The Bible calls this submission and assent "the obedience of faith." (CCC 142-43)

CAT.6.C. Understand Sacred Scripture as witness to God's Self-Revelation.

**CAT.6.D. Be familiar with the structure and contents of Sacred Scripture and be able to use it.**

- Retell the following Scripture stories expressing their doctrinal significance in salvation history.
  - a – Covenant with Abraham (Gen. 15)
  - b – Joseph (Gen. 37-45)
  - c – Moses/Exodus/Passover/Commandments (Exodus 2:1-11, 23-24, 3; 12; 20)
  - d - David (1 Samuel)
  - e – Jesus giving the keys to the kingdom to Peter (Matthew 16:13-20)

CAT.6.E. Know and understand the articles of the Apostles' Creed.

- Describe and illustrate how the fundamental Old Testament revelation comes to Moses at the burning bush: "I AM WHO I AM." And how God further reveals himself in the OT as love and fidelity. (CCC 204-04, 210-11, 213-14, 231)
- Explain that the Blessed Trinity is the central mystery of our faith: we could never have known it if God had not revealed himself as Father, Son and Holy Spirit. (CCC 234, 261)
- Explain the following: God made the world good. By their disobedience, Adam and Eve brought sin and death into the world; but by his obedience, Christ, the new Adam, brings life to the world. He is the son of Mary, the new Eve. (CCC 385, 402, 410-11, 421)
- Explain the "Christ" means "Anointed One." The Father anointed his Son with the Holy Spirit; thus Jesus took on the office of priest, prophet and king. (CCC 426, 438, 453)

- Support the “Jesus Christ is true God and true man, in the unity of his divine person; for this reason he is the one and only mediator between God and men.” (CCC 48)
- Illustrate how Mary is our model of faith in giving her “Yes” at the time of the Annunciation. (CCC 494, 511)
- Defend how Jesus bestowed on Peter a special authority over his Church. (CCC 552-53)
- Explain that Christ’s passion and death merited justification for us. (CCC 617)
- Explain that Christ is the principal of our resurrection, both now by baptism and in the future in the glorified body of heaven. (CCC 655, 658)
- Explain how the Kingdom of God is present in mystery in the Church which is the beginning and seed of the kingdom on Earth. It will not come within history, but only by a final triumph of God over evil. (CCC 669, 671, 677, 680))
- Discover where the Old Testament authors discern the Spirit in creation, the promise of the Holy Spirit, Theophanies, the law, the kingdom, the exile, the expectation of the Messiah, the Servant Songs and the anawim. (CCC 688, 702-708)
- Explain how the Church is missionary by her very nature which was manifested at Pentecost. (CCC 767)
- Illustrate how the Church is a sign and instrument of God’s communion with all humanity, gathering together people of every land and tongue. (CCC 776, 780)
- Describe how the Church is the Bride of Christ and therefore the mother of God’s children. (CCC 796, 808)
- Memorize the four marks of the Catholic Church: she is one, holy, catholic and apostolic. (CCC 811, 813-869)
- Explain how the communion of saints includes the pilgrim Church on earth, those being purified in Purgatory, and the blessed already in heaven. (CCC 954, 962)
- Explain how devotion to Mary is intrinsic to Catholic life, and discuss ways we honor and show devotion to Our Lady. (CCC 971)
- Paraphrase that because Christ desires it, the Church is able to forgive any sin, no matter how great. (CCC 979, 982)
- Recognize that Christ conquered death and gave it a positive meaning. (CCC 1009-12, 1019)
- Explain how those who die in God’s friendship, but not yet completely sinless, are purified in Purgatory before entering heaven and explain why the Church prays for the souls in Purgatory. (CCC 1030, 1032, 1055)
- Distinguish all the saints in Heaven between those who are canonized and those who are not canonized. (CCC 828, 1023-25)

**CAT.6.F. Understand and participate in liturgical seasons, feast, and celebrations. (CCC 1076-1199, 1273)**

- Examine how the liturgy honors Mary and the saints. (CCC 1172-3, 1195)
- Explain that sacraments unfailingly give the grace they signify because Christ is at work in them. (CCC 1127)
- Distinguish the scriptural basis of all seven sacraments. (CCC 1114; Baptism 1223; Confirmation 1286-89; Eucharist 1341-44, 1356; Confession 1446, 1461, 1485; Anointing of the Sick 1510, 1526; Holy Orders 1575-77; Marriage 1605, 1617)
- Explain that the sacraments anticipate the coming the Kingdom of God. (CCC 1130)
- Explain Christ’s work in the liturgy in the Church. (CCC 1111, 1084-1090)

CAT. 6.G. Name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each. (CCC Baptism 1210-84, Confirmation 1285-1321, Eucharist

132201419, Reconciliation 1422-98, Anointing of the Sick 1499-1532, Holy Orders 1536-1600, Matrimony 1601-66)

- Connect the blessing of the baptismal water with the events of the Old Testament that pre-figure the mystery of Baptism. (CCC 1217-22)
- Summarize the meaning of the “seal” of Baptism and Confirmation. (Each confers an indelible mark on the soul of belonging to Christ and, therefore, cannot be repeated). (CCC 1280, 1272-4, 1317, 1304-05)
- Relate how the Eucharist is prefigured in the Old Testament Passover and the New Testament multiplication of the loaves, but is fulfilled at the Last Supper. (CCC 1334-5, 1337, 1339-40)
- Connect the examination of conscience with the confession of grave and venial sins. (CCC 1493, 1456-58)
- Outline the major spiritual effects of the sacrament of Reconciliation. (CCC 1422, 1496)
- Explain that the purposes of marriage are for the good of the spouses, and the generation and education of children. Marriage also calls each spouse to lead the other to eternal life. (CCC 1601, 1660)
- Explain that the bishops, as successors of the apostles, share in the apostolic responsibility and mission of the whole church, under the authority of the Pope who is the successor of St. Peter. (CCC 1555-61, 1594)
- Identify and examine the meaning of the essential elements of Confirmation as anointing on the forehead with chrism, laying on of the minister’s hands, and the words “Be sealed with the gift of the Holy Spirit.” Confirmation imprints a spiritual mark or indelible character on the Christian’s soul; for this reason one can receive the sacrament only once. (CCC 1300, 1304-05, 1320)
- Explain why Confirmation completes Baptism by conferring the Holy Spirit in order to help us bear witness to the Christian faith in words and deeds. (CCC 1303, 1316)
- Identify RCIA as the form of preparation for non-Catholic adults for Baptism, Confirmation, and the Eucharist. (CCC 1247-49)

CAT.6.H. Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection. (CCC 1322-1419)

- Illustrate how Christ’s sacramental presence in the Eucharist is significant for you, in the Church and throughout the world today. (CCC 1380-81)
- Analyze Jesus’ teaching on the Eucharist in John 6. (CCC 1384, 1406)

**CAT.6.I. Understand the dignity of every human person stemming from their creation in the image and likeness of God. (CCC-1691-1876)**

- Distinguish the two elements of faith: entrusting ourselves to God and professing the truths He has revealed. (CCC 1814-1816, 1842)
- Identify ways in which God is calling you to virtue and holiness now. (CCC 1803)
- Explain that as a temple of the Holy Spirit, each Christian is called to be a saint. (CCC 1695, 1699)
- Explain how the three theological virtues of faith, hope and charity link us directly to the Trinity. (CCC 1812-13, 1840)
- Explain that mortal sin separates us from God and normally requires that sacrament of Reconciliation for forgiveness. Unrepented, it puts a person in danger of hell. (CCC 1856-61, 1864, 1874)

**CAT.6.J. Understand that the human person is made for communion, both with God and the human community. (CCC 1877-1948)**

- Relate the perfect model of love within the Holy Trinity to love between people. (CCC 1878, 1890)
- Explain how differences of “talents” are part of God’s plan and call for sharing, while sinful inequalities remain contrary to the Gospel. (CCC 1936-38, 1946-47)
- Explain how we are social by nature and find fulfillment only with others and how authority is as natural as society and ultimately comes from God. We are meant for community. (CCC 1897-99, 1918-20)

**CAT.6.K. Understand that wounded by sin, man needs salvation by God who comes to him in Christ who teaches us the law of love and recreates us in his image through the gift of his grace. (CCC 1949-2051)**

- Personalize natural law (a moral law that can be known in principle by every person by reason). (CCC 1954-1960)
- Connect natural law and its expression in the Ten Commandment. (CCC 1955)
- **Recite the *precepts* of the Church and relate them to their own lives. (CCC 2041-4043)**
- **Discuss how holiness can only be achieved through self denial and spiritual battle and why these means are necessary to make spiritual progress toward living the peace and joy of the Beatitudes. (CCC 2015, 2029)**

**CAT.6.L. Understand how to judge the morality of acts and how the conscience is properly formed. (CCC 1730-1802)**

- Discuss ways we witness to the dignity of the human person by following the moral law. (CCC 1706, 1713)
- **Identify and explain the three sources of moral decision-making: objects, intention, and circumstances, and why each source must be good, for the act to be good. (CCC 1750-60)**
- Explain how we are to form our conscience well: following the Word of God, the Church’s teaching, the advice of mature persons, prudent judgment and the help of the Holy Spirit. (CCC 1783-85, 1788, 1794, 1798, 1802)
- Explain why we “must always obey the certain judgment of [our] conscience is in error which may not be our fault. (CCC 1790-91, 1793, 1801)

**CAT.6.M. Understand the Ten Commandments. (CCC 2052-2557)**

- Explain how Jesus reaffirmed and fulfilled the Ten Commandments. (CCC 2053)
- Explain how the right to religious liberty is part of human dignity. (CCC 2104-08, 2137)
- Recognize that oaths should be taken only when necessary and must be truthful. (CCC 2153-55, 2164))
- Explain that a family is formed by a man and a woman, united in marriage, and their children; and why we say it exists before the state. (CCC 2202)
- Define direct euthanasia and explain that whatever its forms or motives, it is murder. (CCC 2276-77, 2324)
- Define and explain terrorism and torture, and why they are always gravely wrong. (CCC 2297)
- Explain that marital relations are a noble and honorable gift from God with two ends that cannot be separated: the good of the spouses and the transmission of life. (CCC 2362-63, 2369)
- Recognize that the seventh commandment forbids any misuse or another’s goods including “deliberate retention of goods lent or of objects lost”, business fraud, paying unjust wages, and forcing up prices by taking advantage of the ignorance or hardship of another. (CCC 2409, 2454)
- Recognize that the seventh commandment requires us to keep promises and contracts. (CCC 2410-11)

- Recite and explain the spiritual works of mercy. (CCC 2447)
- Explain why Catholics must bear witness to their faith and why the highest degree of this truthfulness is found in martyrdom. (CCC 2471-74, 2506)
- Explain that the seal of the sacrament of Penance is a secret that must never be broken. (CCC 2490, 2511)
- Explain “Purity of Heart” and how it is achieved (with God’s grace, by the practice of temperance, the virtue of chastity and by prayer). (CCC 2518-20, 2530-32)
- Define envy and explain why this capital sin is the source of many other sins. (CCC 2538-59, 2553)

**CAT.6.N. Understand what prayer is and revelation of prayer. (CCC 2559-2649)**

- Relate Old Testament figures (like Abraham) as models of prayer. (CCC 2570-72, 2592)
- Defend that Jesus’ prayer reaches its culmination on the Cross. (CCC 2605-06)
- **Create a personal prayer of adoration. (CCC 2628)**

**CAT.6.O. Understand the Catholic Christian tradition of prayer. (CCC 2650-2696)**

- Pray in adoration of the Blessed Sacrament. (CCC 2628)
- Recite traditional songs and prayers that accompany Benediction. (*GIRM*)
- Describe the historical connection between the rosary and the psalms. (CCC 2596)

**CAT.6.P. Understand and experience the Catholic Christian life of prayer (CCC 2697-2758)**

- Connect the Psalms to a life experience. (CCC 2585-89, 2596-97)
- Explain how daily prayers help to obtain the rhythm of prayer encouraged by the Church. (CCC 2629)
- Recite Morning Prayer (Canticle of Zachariah) and Evening Prayer (Magnificat). (CCC 2619, 2671)
- Participate in guided meditation. (CCC 2705-06, 2723)

**CAT.6.Q. Understand the Lord’s Prayer as a summary of the whole gospel and it’s many uses within the Christian life. (CCC 2759-2865)**

**Language Arts Standards**

**Units of Study Include:**

<b>Learning Objectives</b>	<b>Performance Tasks</b>	<b>Vocabulary</b>	<b>Language/Style</b>
Describe Characters Describe Plot Elements Analyze Point of View Structure of Lyric Poem Cite Textual Evidence Central Ideas and Supporting Details Analyze Video Analyze Point of View Evaluate an Argument Personification Imagery Summarize Central	Write an Essay Write a Narrative Oral Reading Writing a Summary Writing a Letter Podcast Discussion Media Presentation Writing a Poem Writing a Description Research paper Multi-Media Presentation	Using Context Clues Greek Roots “Not” Prefixes Noun Suffixes Greek Suffixes Verify Word Meaning Synonyms Greek Affixes Context Clues Specialized Spelling Interpret Figures of Speech Denotations	English Variations Commas and Dashes Subjective and Objective Pronouns Possessive Pronouns Intensive Pronouns Relative Pronouns Pronoun Number Capitalization Shifts in Pronoun Person Consistency in Tone and Style

<p>Ideas  Analyze Anecdotes  Cause and Effect  Form, Alliteration  Evaluate Narrative  Nonfiction  Analyze Documentary  Identify internal/external  Conflict  Analyze Arguments  Characterization  Identify Figurative  Language  Memoir and Biography  Mood and Flashback  Poetry Symbols and  Structure  Analyze Narrative  Poetry  Analyze News Reports  Greek Myths  Compare and Contrast  Parodies  Elements of Folk Tales  Cite Textual Evidence</p>	<p>Speech  Writing Analysis  Media Activity  Commentary  Dramatic Reading</p>	<p>Connotations  Analogies  Using a Thesaurus  Using a Glossary  Latin Roots</p>	<p>Improving Expression  Spell Words Correctly  Punctuating Dialogue  Vague Pronouns  Sentence Patterns  Parentheses</p>
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**Main Curricular Resources:**

[Houghton Mifflin Harcourt: Collections](#)

[Houghton Mifflin Harcourt: Write Source](#)

[Renaissance Learning: Accelerated Reader](#)

**Highlighted standards appear on the Report Card**

**LA.6.A: Use effective reading strategies to achieve their purposes in reading.**

- Apply word recognition skills to increase vocabulary through the study of multiple meanings, context clues, and word structure.
- Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
- Use knowledge of word affixes (suffixes and prefixes) and root words to develop and increase vocabulary.
- Use knowledge of the visual features and structure of texts to aid in comprehension.
- Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions reflecting our faith.
- Read aloud with fluency, accuracy and expression.

**LA.6.B: Read, interpret, and critically analyze literature.**

- Interpret the defining features and structure of texts in literature, including conflict, characterization, plot structure (exposition, rising action, climax, falling action, resolution), and point of view (1st person, 3rd person omniscient).

- Analyze criteria to understand literary merit and explain critical opinions about a text orally and/or in writing.
- Select, summarize, paraphrase, and communicate orally and in writing, passages of texts chosen for specific purposes.
- Interpret the effect of characters, character dialogue, plot, setting, mood, language, theme, style, tone, purpose, and point of view on the overall impact of literature.
- Interpret the meaning of a literary work including work from various sources to utilize a broad base of knowledge about the genres of literature, including the structure and conventions.

**LA.6.C: Read and discuss literary and informational texts to gain understanding.**

- Evaluate how a text draws on themes, patterns of events or character types, from a variety of sources to extend real life experiences.
- Compare and contrast common historical, social, religious and cultural themes and issues in literary works and selected passages.
- Evaluate literary and informational content (text and digital media) presented in diverse format.

**LA.6.D: Read to acquire information.**

- Interpret and use a variety of informational resources (i.e. charts, bible, tables, graphs, diagrams, travel schedules, timelines, and manuals).
- Identify and explain main idea, details, and organization found in a variety of informational passages.
- Compare and contrast, and understand the relative accuracy and usefulness of information from different sources.

**LA.6.E: Create or produce writing to communicate with different audiences for a variety of purposes.**

- Write narratives to develop real or imagined experiences or events using descriptive language, sequence of events, coherent plot, transitions, dialogue, and logical conclusion.
- Write a persuasive piece that includes a clear position and a coherent argument with reliable evidence.
- Write a coherent and complete expository piece, with detail and evidence to support its purpose, language appropriate for its intended audience.
- Write in a variety of situations and adapt strategies, such as revision, digital editing, and the use of reference materials.
- Write for a variety of readers, including peers, teachers and other adults, adapting content, style and structure to audience and situation.
- Use a variety of writing technologies including pen and paper as well as computers.

**LA.6.F: Plan, revise, edit, and publish clear and effective writing.**

- Identify questions and strategies for improving drafts in writing conferences with others.
- Produce and revise multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
- Use prewriting strategies to organize information.

- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote, summarize or paraphrase the data and conclusions of others while avoiding plagiarism and providing bibliographic information for sources.

**LA.6.G: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.**

- Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, and relative pronouns.
- Employ the conventions of capitalization and punctuation.
- Punctuate compound, complex, and compound-complex sentences correctly.
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.
- Understand and employ principles of agreement, including subject-verb and pronoun-noun.
- Use correct tenses to indicate the relative order of events.

**LA.6.H: Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.**

- Orally present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Perform expressive oral readings of prose, poetry, and drama.
- Orally present a coherent report on differing viewpoints on an issue, evaluating the content of the material presented and organizing the presentation in a manner appropriate to the audience.
- Prepare and conduct interviews.
- Engage effectively in a range of collaborative discussions.

**LA.6.I: Listen and comprehend oral communications.**

- Apply the rules of good listening as part of an audience.
- Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
- Recall significant details and sequence accurately
- Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others.

**LA.6.J: Participate effectively in discussion.**

- Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
- Evaluate the stated ideas and opinions of others, seeking clarification through questions.
- Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions.
- Participate in discussion without dominating.
- Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.
- Attend to the content of discussion rather than the speaker.

- Explain and advance opinions by citing evidence and referring to sources.
- Distinguish between supported and unsupported statements.

**LA.6.K: Develop a vocabulary of words, phrases, and idioms as a means of improving communication.**

- Utilize general and specialized references, both print and digital when choosing words, phrases, and expressions for use in oral and written presentations.
- Demonstrate understanding of figurative language, word relationships and nuances to interpret figures of speech in context.
- Choose words purposefully and evaluate the use of words in communications.

**LA.6.L: Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.**

- Determine the style, formal/informal, which is appropriate to task, purpose, or audience when speaking or writing (i.e. church, digital, work, home, or school).

**LA.6.M: Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.**

- Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources.
- Develop a personal study plan for time management to complete a long-term project.
- Use multiple sources to identify and locate information pertinent to research and appropriate to an investigation.
- Formulate research questions and focus investigation on relevant and accessible sources of information.
- Produce an organized written and/or oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions and gives proper credit to sources.
- Review and evaluate the usefulness of information gathered in an investigation.

**Fundamentals of Algebra Math Standards**

**Units of Study Include:**

Integers	Expressions and Equations
Inequalities	Rational Numbers: Decimals
Rational Numbers: Fractions	Ratio and Proportion
Percent and Consumer Applications	Data Analysis and Statistics
Two-Dimensional Geometry	Two-Dimensional Geometry and Measurement Applications
Three-Dimensional Geometry	Probability
Patterns, Relations and Functions	Polynomials, Equations and Inequalities

Main Curricular Resource:

Sadlier-Oxford Fundamentals of Algebra

Renaissance Learning: Accelerated Math

## Highlighted Standards Appear on Report Card

### Fundamentals of Algebra

MA.6.A. - Communicate mathematical ideas in a variety of ways.

- MA.6.A.1 - Demonstrate clear organization of ideas and procedures.
- MA.6.A.2 - Use graphs, to represent and interpret data.
- MA.6.A.3 - Apply math strategies correctly in regards to purpose and audience.
- MA.6.A.4 - Demonstrate appropriate use of technology.
- MA.6.A.5 - Identify different conventions of mathematics.

**MA.6.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.**

- MA.6.B.1 - Read and use mathematical terminology
- MA.6.B.2 - Present a problem orally.
- MA.6.B.3 - Explain a problem in written form.

MA.6.C. - Use reasoning skills.

- MA.6.C.3 - Identify relationships.
- MA.6.C.4 - Evaluate strategies.

MA.6.D. - Recognize mathematical ideas as they appear in other subject areas.

- MA.6.D.1 - Solve real life word problems with appropriate operations.

**MA.6.E. - Explain concepts clearly and logically and support solutions with evidence.**

- MA.6.E.1 - Show step by step procedures.
- MA.6.E.2 - Check reasonableness of results.
- MA.6.E.3 - Defend computation and justify processes.

**MA.6.F. - Read, represent, order, and interpret various rational numbers.**

- MA.6.F.1 - Identify decimals to thousandths.
- MA.6.F.2 - Compare fractions.
- MA.6.F.3 - Compare decimals.
- MA.6.F.4 - Identify proper, improper fractions , mixed numbers.
- MA.6.F.5 - Identify reciprocals.
- MA.6.F.6 - Round decimals to the nearest thousandths.
- MA.6.F.7 - Relate mathematical notation appropriately. (expanded, scientific, exponential)
- MA.6.F.8 - Categorize prime and composite numbers 1-100.

**MA.6.G. - Perform and explain operations using rational numbers.**

- MA.6.G.1 - Add fractions with unlike denominators.
- MA.6.G.10 - Divide decimals.
- MA.6.G.11 - Divide integers.
- MA.6.G.12 - Convert fractions, decimals, percents.
- MA.6.G.13 - Divide fractions.
- MA.6.G.2 - Add decimals.

- MA.6.G.3 - Add integers.
- MA.6.G.4 - Subtract decimals.
- MA.6.G.5 - Subtract fractions with unlike denominators.
- MA.6.G.6 - Subtract integers.
- MA.6.G.7 - Multiply decimals.
- MA.6.G.8 - Multiply fractions.
- MA.6.G.9 - Multiply integers.

**MA.6.H. - In problem-solving situations select and use appropriate procedures using rational numbers.**

- MA.6.H.1 - Analyze information and apply appropriate computational procedures
- MA.6.H.2 - Solve percentage problems using mathematical conventions.
- MA.6.H.3 - Use divisibility rules for 2, 3, 4, 5, 6, 9, & 10.
- MA.6.H.4 - Use prime factorization to find Greatest Common Factor (GCF), Least Common Multiple (LCM), and prime numbers.

**MA.6.I. - Describe geometric figures.**

- MA.6.I.1 - Construct plane figures.
- MA.6.I.2 - Construct and draw parts of a circle.
- MA.6.I.3 - Construct triangles (scalene, isosceles, equilateral).
- MA.6.I.4 - Design shapes with multiple lines of symmetry.
- MA.6.I.5 - Compare, sort, and classify polygons.
- MA.6.I.6 - Draw and label 2-dimensional figures.

**MA.6.J. - Understand the use of a rectangular coordinate system.**

- MA.6.J.1 - Identify coordinates on a grid.
- MA.6.J.2 - Identify parts of coordinate grid.
- MA.6.J.3 - Plot and label coordinates on a grid.

**MA.6.K. - Perform transformations.**

- MA.6.K.1 - Use rotations, reflections, and translations to change the position of figures.

**MA.6.L. - Identify and use relationships among figures.**

- MA.6.L.1 - Construct and represent congruent shapes.
- MA.6.L.2 - Construct and represent similar shapes.

**MA.6.M. - Recognize and describe measurable attributes/units of measure.**

- MA.6.M.1 - Demonstrate the use of the appropriate tools and units to estimate, compare, and measure.
- MA.6.M.2 - Change customary units of length, capacity, and weight in the customary system.
- MA.6.M.3 - Change metric units of length, capacity, and weight in the metric system.
- MA.6.M.4 - Convert metric and US customary units.

**MA.6.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.**

- MA.6.N.1 - Measure length accurately to the nearest 1/16 inch.
- MA.6.N.2 - Measure length to the nearest millimeter.
- MA.6.N.3 - Measure perimeter and circumference using geometric formulas.
- MA.6.N.4 - Measure area using geometric formulas.

- MA.6.N.5 - Measure surface area and volume of rectangular solids.
- MA.6.N.6 - Add, subtract, multiply, and divide units of measure

**MA.6.O. - Determine measurements indirectly.**

- MA.6.O.1 - Estimate measurements in customary and metric units.
- MA.6.O.2 - Use ratios to compare unit rates in proportions.

MA.6.P. - Collect, organize and display data.

- MA.6.P.1 - Create and interpret stem and leaf plots.
- MA.6.P.2 - Create surveys and interpret data using frequency tables and line plots.
- MA.6.P.3 - Formulate questions, design studies and collect data.
- MA.6.P.4 - Use appropriate tables, graphs, charts to display collected data.
- MA.6.P.5 - Use technology to organize and display data.
- MA.6.P.6 - Draw and read **circle graphs to interpret information.**

**MA.6.Q. - Extract, interpret, and analyze information from organized and displayed data.**

- MA.6.Q.1 - Determine frequency and distribution of data.
- MA.6.Q.2 - Identify and organize central tendencies of data.
- MA.6.Q.3 - Identify indicators of dispersion.
- MA.6.Q.4 - Predict the outcome of events.

MA.6.R. - Determine the likelihood of an occurrence of events.

- MA.6.R.1 - Identify possible outcomes using tree diagrams, lists, etc.
- MA.6.R.2 - Evaluate presentations and statistical analyses.

MA.6.S. - Use variables to represent an unknown number, quantity, or object.

- MA.6.S.1 - Substitute numbers for variables to evaluate an expression and solve an equation.
- MA.6.S.2 - Use appropriate symbolism.
- MA.6.S.3 - Combine like terms.

**MA.6.T. - Work with linear and non-linear patterns and relationships in a variety of ways.**

- MA.6.T.1 - Identify linear patterns with tables/graphs.

MA.6.U. - Recognize, describe, and analyze functional relationships.

- MA.6.U.1 - Identify rule to describe pattern change.

**MA.6.V. - Solve equations and inequalities in a variety of ways.**

- MA.6.V.1 - Solve 1-step, single variable equations.
- MA.6.V.2 - Solve 2-step, single variable equations.

**MA.6.W. - Recognize and use generalized properties and relations.**

- MA.6.W.1 - Categorize Commutative/Associative Properties of addition/multiplication

**Foundations of Algebra**

**Units of Study Include:**

Rational Numbers	Real Numbers
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Expressions and Equations	Inequalities
Polynomials and Factoring	Linear Functions and Inequalities
Ratio and Proportion	Percent Applications
Two-Dimensional Geometry	Geometric Measures and Coordinate Geometry
Patterns and Nonlinear Functions	Three-Dimensional Geometry
Data Analysis and Statistics	Probability and Logic

Main Curricular Resource:

Sadlier-Oxford Foundations of Algebra

Renaissance Learning: Accelerated Math

Highlighted Standards Appear on Report Card

MA.7.A: Communicate mathematical ideas in a variety of ways.

- Organize ideas and procedures in a logical, sequential order.
- Use graphs, to represent and interpret data.
- Apply math strategies correctly in regards to purpose and audience.
- Demonstrate appropriate use of technology.
- Identify different conventions of mathematics.

**MA.7.B: Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.**

- Read and use mathematical terminology
- Present a problem orally.
- Explain a problem in written form.

MA.7.C: Use reasoning skills.

- Analyze and expand patterns.
- Formulate questions for further exploration.
- Identify relationships.
- Evaluate strategies.

MA.7.D: Recognize mathematical ideas as they appear in other subject areas

- **Solve real life word problems with appropriate operations.**

**MA.7.E: Explain concepts clearly and logically and support solutions with evidence.**

- Show step by step procedures.
- Check reasonableness of results.
- Defend computation and justify processes.

**MA.7.F: Read, represent, order, and interpret various rational numbers**

- Identify decimals to millionths.
- Relate mathematical notation appropriately. (scientific, exponential)

**MA.7.G: Perform and explain operations using rational numbers.**

- Add decimals.
- Add integers.
- Subtract decimals.
- Subtract integers.
- Multiply decimals.
- Multiply fractions.
- Multiply integers.
- Divide decimals.
- Generate and explain equivalencies of fractions, decimals, and percents.
- Divide integers.
- Convert fractions, decimals, percents.
- Divide fractions.

**MA.7.H: In problem-solving situations select and use appropriate procedures using rational numbers.**

- Analyze information and apply appropriate computational procedures
- Apply percents to discounts, simple interest and sales tax.
- Apply percents  $<1$  and  $>100$ .
- Compare and contrast ratios and proportions.
- Use prime factorization to find Greatest Common Factor (GCF), Least Common Multiple (LCM), and prime numbers.

**MA.7.I: Describe geometric figures.**

- Classify figures as plane or solid.
- Describe and represent angle relationships.
- Construct parallel and perpendicular lines and angles.
- Bisect angles.
- Identify symmetry of geometric figures.
- Draw and label 3-dimensional figures.

**MA.7.J: Understand the use of a rectangular coordinate system.**

- Identify coordinates on a grid.
- Identify parts of coordinate grid.
- Plot and label coordinates on a grid.
- Apply rules of transformations.

**MA.7.K: Perform transformations.**

- Identify transformations as reflections, translations and rotations.

**MA.7.L: Identify and use relationships among figures.**

- Evaluate the relationship of congruent figures.
- Evaluate the relationship of similar figures.
- Identify and use relationships among the corresponding parts of 2- and 3-dimensional figures.

**MA.7.M: Recognize and describe measurable attributes/units of measure.**

- Demonstrate the use of the appropriate tools and units to estimate, compare, and measure.
- Convert metric and US customary units.

MA.7.N: Understand and demonstrate basic facts, principles, and techniques of measurement.

- Measure perimeter and circumference using geometric formulas.
- Measure area using geometric formulas.
- Measure surface area and volume of 3-D figures using geometric formulas.
- Apply the Pythagorean Theorem to right triangles.

MA.7.O: Determine measurements indirectly.

- Estimate measurements in customary and metric units.
- Use ratios to compare unit rates in proportions.

**MA.7.P: Collect, organize and display data.**

- Create and interpret stem and leaf plots.
- Create surveys and interpret data using frequency tables and line plots.
- Formulate questions, design studies and collect data.
- Use appropriate tables, graphs, charts to display collected data.
- Use technology to organize and display data.
- Draw and read circle graphs to interpret information.

**MA.7.Q: Extract, interpret, and analyze information from organized and displayed data.**

- Determine frequency and distribution of data.
- Identify and organize central tendencies of data.
- Identify indicators of dispersion.
- Predict the outcome of events.

**MA.7.R: Determine the likelihood of an occurrence of events.**

- Identify possible outcomes using tree diagrams, lists, etc.
- Explain the appropriate counting principle for outcomes.
- Identify combinations/permutations.
- Evaluate presentations and statistical analyses.

MA.7.S: Use variables to represent an unknown number, quantity, or object.

- Substitute numbers for variables to evaluate an expression and solve an equation.
- Use appropriate symbolism.
- Combine like terms.

**MA.7.T: Work with linear and non linear patterns and relationships in a variety of ways.**

- Identify linear and non-linear patterns with tables/graphs.
- Write linear algebraic expressions/equations using patterns.
- Solve and graph one variable linear inequalities.

**MA.7.U: Recognize, describe, and analyze functional relationships.**

- Identify rule to describe pattern change.
- Recognize patterns for exponential growth.

**MA.7.V: Solve equations and inequalities in a variety of ways.**

- Solve 1-step, one and two variable equations.
- Solve 2-step, one and two variable equations.
- Solve multi-step, one and two variable equations.

- Solve/graph 1-step, one variable inequalities.

**MA.7.W: Recognize and use generalized properties and relations.**

- Categorize Commutative/Associative Properties of addition/multiplication.
- Apply Distributive Property in expressions.
- Categorize Inverse/Identity Properties of addition/multiplication.
- Categorize Additive/Multiplicative Properties of equality

**Music**

**Highlighted standards appear on the report card**

**ME.1 - Singing, alone and with others, a varied repertoire of music**

- ME.1.A.6-8 - Sing melodic phrases in various types of texture, including 2-part harmony
- ME.1.D.6-8 - Sing accurately using a variety of rhythmic patterns, tempos, and meters
- ME.1.E.6-8 - Demonstrate proper vocal technique with appropriate expression
- ME.1.F.6-8 - Sing and understand music representing various cultures, genres, and styles

**ME.2 - Performing on instruments, alone and with others, a varied repertoire of music**

- ME.2.A.6-8 - Play a variety of pitched and unpitched instruments in an ensemble, performing multiple parts at the same time with proper technique
- ME.2.B.6-8 - Identify and play harmonies that change intervals as a member of an ensemble
- ME.2.D.6-8 - Perform rhythms accurately using a variety of patterns, tempos, and meters
- ME.2.E.6-8 - Perform and understand music representing various cultures, genres, and styles

**ME.4 - Composing and arranging music within specified guidelines**

- ME.4.A.6-8 - Compose within specified guidelines in a standard form
- ME.4.C.6-8 - Understand how composed music communicates text, ideas, meanings, and emotions
- ME.4.D.6-8 - Arrange simple pieces for voices and instruments other than those for which the pieces were written

**ME.5 - Reading and notating music**

- ME.5.A.6-8 - Sight read music in treble and/or bass clefs written in simple and compound meter
- ME.5.B.6-8 - Notate musical ideas, such as dynamics, tempo, articulation, and expression
- ME.5.C.6-8 - Dictate melodic and rhythmic phrases that have been performed by someone else

**ME.6 - Listening to, analyzing, and describing music**

- ME.6.A.6-8 - Analyze how musical elements contribute to literature in sacred and secular music
- ME.6.C.6-8 - Compare and contrast music of various styles and genres

**ME.8 - Understanding relationships between music, the other arts, other subject areas, and Catholic Identity**

- ME.8.A.6-8 - Understand the relationship between music and other works of art, including but not limited to events, emotions, and ideas
- ME.8.B.6-8 - Understand the relationship between music and other subjects, including but not limited to events and ideas
- ME.8.C.6-8 - Understand the context and value of music within the Catholic Tradition, especially within the order of the Mass

## **ME.9 - Understanding music in relation to history and culture**

- ME.9.A.6-8 - Understand the influence of composers and performers on music styles, traditions, and performance practices
- ME.9.B.6-8 - Understand the uniqueness and importance of music in society
- ME.9.C.6-8 - Demonstrate appropriate responses to varied performers in a variety of musical settings

## **Physical Education**

### **Highlighted standards appear on the report card**

#### **PE.1 - The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns**

- PE.1.B.6 - Demonstrate correct rhythm and pattern for various dance forms
- PE.1.C.6 - Apply appropriate timing while performing activities involving balance and weight transfer
- PE.1.D.6 - Apply ability to manipulate a variety of implements within organized settings
- PE.1.E.6 - Apply ability to manipulate a variety of implements within organized settings

#### **PE.2 - The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance**

- PE.2.A.6 - Demonstrate creating and reducing space within an organized game activity
- PE.2.B.6 - Demonstrate movement concepts while varying placement, force, timing, and pacing within an activity
- PE.2.C.6 - Demonstrate how movement concepts are related to offensive and defensive tactics and strategies

#### **PE.3 - The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness**

- PE.3.A.6 - Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers
- PE.3.B.6 - Distinguish between skill-related and health-related fitness
- PE.3.C.6 - Develop strategies for balancing healthy food, snacks, and water intake, along with daily physical activity

#### **PE.4 - The physically literate individual will exhibit responsible personal and social behavior that respects self and others**

- PE.4.A.6 - Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates
- PE.4.B.6 - Provide corrective feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills
- PE.4.C.6 - Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts
- PE.4.D.6 - Demonstrate knowledge of rules and etiquette by self-officiating activities
- PE.4.E.6 - Independently use physical activity and exercise equipment appropriately and safely

#### **PE.5 - The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

- PE.5.A.6 - Explain differing health benefits of participating in various physical activities

- PE.5.B.6 - Identify positive mental and emotional aspects of participating in a variety of physical activities
- PE.5.C.6 - Understand how to cope with team challenges in a positive manner
- PE.5.D.6 - Describe the relationship between self-expression and lifelong enjoyment through physical activity
- PE.5.E.6 - Demonstrate the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmate

## Science Standards

### Unit of Study Include

#### Solids, Rocks and Landforms:

- Investigate the process of physical and chemical weathering of rocks and minerals
- Investigate the composition of soils from four different locations: observe and compare local soils
- Use stream tables to investigate the slow processes of erosion and deposition alter landmarks; predict the results of a student-designed stream-table investigation and then compare actual results to predictions.
- Use physical tools and a table of diagnostic properties to make observations and identify minerals in rocks
- Make observations and interpret them to develop explanations in the way scientists do.
- Observe how earth materials are used in the community around school, and consider the ways people impact natural resources.

#### Force and Motion:

- Students are introduced to motion as a change of position, and distance as the magnitude of a change in position. They work with air trolleys to define terms , gather and graph data, and analyze outcomes. They analyze graphic representations of races between several different competitors in both print and media formats.
- Students learn that speed is the rate in which an object changes position. They gather data from cars rolling down ramps and representations of moving vehicles to investigate and solve speed problems. They are introduced to making and analyzing distance v time graphs.
- Students learn to represent motion in graphs. They distinguish between position graphs and analyze both to describe motion. They extract data from word problems, create data tables and construct motion graphs. They also collect and organize data for their own motion, using meter tapes and stopwatches.

#### Diversity of Life

- Students begin their investigation of life by thinking about the characteristics and requirements that all life has. They start developing a definition of life that will guide them through this course.
- Students learn to use a compound microscope that opens up the world of microorganisms and cells.
- Students discover cells and what it means to be single-celled or multicelled organism. They learn that cells are made of structures that enable the function of life.
- Students are introduced to the domain system of classification.
- Students conduct an investigation to understand the how the vascular system transports water throughout a vascular plant. They are introduced to photosynthesis and aerobic cellular respiration.
- Students dissect seeds and plant various grains to investigate how environmental factors of salinity affects germination and growth
- Students encounter the Madagascar hissing cockroach which extends the world of multicellular organisms
- Students conduct a bioblitz to learn about biodiversity that exists in the local area.

**Main Curricular Source:**  
**Delta Education: Full Option Science System (FOSS)**  
**Highlighted standards appear on the report card**

SCI.6.A: Scientists, Inventors and Inventions

- Explain that scientist can bring information, insight and analytical skills to bear on matters of public concern
- Explain the variety of different types of scientists and the similarities in their methodology
- Identify and recall scientists, and depict how their work and theories have changed the course of scientific knowledge
- Explain the importance of an individual's prior knowledge/understanding in studying science

SCI.6.B: Current Events

- Report on current trends and/or events in science utilizing various sources
- Explain the process of science is heavily influenced/dependent on what else is happening in society or history
- Investigate and report on a local scientific issue

SCI.6.C: Science is ever changing

- Describe how from time to time, major shifts occur in scientific views and theories
- Describe how current scientific knowledge and understanding guide scientific investigation

SCI.6.D: Scientific resources, tools and instruments

- **Choose and use appropriate tools and techniques to gather data**
- Use mathematics as a tool of scientific inquiry
- Use technology to allow observations otherwise limited due to quantity, distance, location, size and speed
- **Use multiple sources of information to investigate and present scientific knowledge.**

SCI.6.E: Relationship between science and our faith

- Show our love for God through caring for plants, animals and our environment
- Identify situations in which science and technology are unable to solve human problems
- Describe how some matters are not explainable through scientific means; rather we examine some matters through faith and morality
- Distinguish scientific fact from fiction

SCI.6.F: Problem Solving

- Formulate "How do I know?" questions to appropriate situations
- **Design and conduct simple investigations to test questions posed**
- **Analyze data and draw conclusions**
- Examine outcomes to see if any other questions need to be asked
- Explain how there are different traditions in science about what counts as evidence, and how an investigation should be conducted
- Demonstrate the ability to make systematic observations and accurate measurements of variables
- Explain why the results of similar scientific investigations seldom turn out exactly the same
- Identify and differentiate between variables and constants
- Identify how assumptions can influence and guide investigations

- Recognize and analyze alternative explanations and procedures
- Explore different purposes for scientific investigations

SCI.6.G: Sharing Knowledge with others

- Report on investigation and explanations
- Explain that scientific knowledge is shared through the process of peer review and publication
- Explain that science needs to be supported by evidence and logical argument

SCI.6.H: Models, graphs and diagrams

- **Use a variety of models, graphs and diagrams to illustrate objects, events, processes and conceptions**
- Use mathematical models to explain/predict natural occurring events
- Use models to represent processes that cannot be observed directly
- Demonstrate that different models can be used to represent the same physical phenomena, concept, proposition or theory
- Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show how the design (or re-design) might work, including potential side effects (Rube Goldberg, compound machine)

SCI.5.I: Interconnectedness of Science

- Describe how systems in science are interrelated
- Demonstrate the interrelationships between science and technology

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SCI.5.J: Careers

- Identify the skills needed to pursue careers in Earth and environmental science
- Identify the skills needed to pursue careers in physical science
- Identify the skills needed to pursue careers in life science
- Identify and investigate the skills people need for a career in science or technology and the academic courses that a person pursuing such a career would need

Grade Six: Physical Science: Motion, Force and Models

SCI.5.M: How Matter and Energy Interact

- Explain Newton's Law concerning inertia
- **Explain how energy moves through a system**
- Investigate how simple machines such as levers, pulleys, axles, inclined planes and screws make work easier
- Describe the works of friction
- Use models to explain the behavior of light and sound (solar cars)
- Describe how energy and matter can be neither created nor destroyed.

SCI.6-8.M: How Matter and Energy Interact

- **Investigate motion in relation to speed, position and direction**
- Apply Newton's Law of Motion
- Demonstrate how the force of friction alters the motion of an object

## Grade Six: Earth Science: Solids, Rocks and Landforms

### SCI.4.P: Changes in the Earth

- Describe the chemical properties of Earth's atmosphere and its effect on Earth (acid rain, i.e.)
- Describe the rock cycle

### SCI.5.P: Changes in the Earth

- **Explain and predict changes in landforms, atmosphere and environment**
- Identify changes in Earth over time
- Identify and describe how fossils provide evidence of how life and environmental conditions have changed.
- Identify all the changes that take place in the rock cycle.
- Explain how landforms have resulted from a combination of constructive and destructive forces.
- Describe the movement of earth plates.

### SCI.6-8P: Changes in the Earth

- Describe the changes in the Earth due to the theory of plate tectonics
- Describe pollutants such as CFC's and other emission and their effect on the Earth.

### SCI.5.Q: Earth's Structure and Composition

- **Use scientific terms to identify and classify rocks**
- Name and describe the layers of the Earth
- Identify and describe Earth's atmosphere, lithosphere, and hydrosphere

### SCI.6-8.Q: Earth's Structure and Composition

- Distinguish types of sedimentary rocks
- Distinguish types of igneous rocks
- Describe types of metamorphic rocks

## **Grade Six: Life and Environmental Science: Diversity of Life**

### SCI.6-8.R: Ecology

- Explain that an ecosystem is composed of all populations of organisms living together and the non-living things with which they interact.
- Identify and explain the different symbiotic relationships. (i.e., symbiosis, mutualism, parasitism)
- Describe the importance of habitat in an ecosystem.
- Categorize populations of organisms as producers and consumers.
- Identify and describe the biomes of Earth.
- **Describe the interactions of living and non-living things in an ecosystem**
- Define limiting factors and predict how they affect animal behavior.
- Explain how natural changes and diversity affect an ecosystem
- Explain how the cycles of nature affect life forms.
- Recognize that ecosystems are not static.

### SCI.608.S: Environmental Science

- Develop a model or experiment to demonstrate or investigate an environmental concern and solution.
- Investigate the issues of land use and the environmental concerns of overpopulation and waste control.

- Explain the need for environmental impact statements and the responsibility of the society in maintaining a healthy planet.
- **Investigate renewable and nonrenewable energy resources and how they have changed over time.**

#### SCI.6-8: T: Diversity of Life

- **Identify that cells conduct the functions needed to sustain life.**
- Explain why different cells in multi-cellular life have different functions.
- **Describe the relationship between cells, tissues, organs, organ systems, and organisms.**
- Compare structures of living things.
- Explain how adaptations allow organisms to survive.
- Recognize and describe how organisms are grouped into kingdoms from which smaller classifications are made.
- Recognize and describe viruses and how they can affect all other kingdoms.
- Define behavior as a response to an internal or external stimulus.
- Explain that populations of organisms adapt to their environment gradually over time.
- Identify changes, which cause species to become endangered and/or extinct.
- Identify the structures and activities of single-celled and multi-celled organisms and classify their physical characteristics.
- Describe natural selection and the changes in species over time.
- Explain how single-celled and multi-celled organisms reproduce.
- Explain how environmental changes may result in species extinction.
- Draw and interpret punnet squares to explain the inheritance of genes.

#### SCI.6-8: U: Genetics

Explain the history of genetics.

- Describe the principles of modern genetics.
- Identify and investigate inheritance patterns in humans and other organisms. (i.e., physical traits, genetic disorders)
- Recognize that characteristics of organisms result from inherited traits and environmental factors. (i.e., mutations, genetic engineering)
- Explain the differences between mitosis and meiosis.
- Describe the stages of mitosis/meiosis and their end products.
- Explain that characteristics of organisms are inherited or environmentally influenced.
- Identify that variations within a species may give individuals an important advantage in surviving and reproducing.
- Chart characteristics that are inherited in various combinations from their parents.
- Identify that variations within a species may give individuals an important advantage in surviving and reproducing.

#### SCI.6-8.W: Plants and Animals

- Identify and describe the structure of a plant.
- **Differentiate between angiosperms and gymnosperms.**
- Compare and contrast photosynthesis and respiration, and how they are interconnected.
- Differentiate between asexual and sexual reproduction.
- **Explore invertebrate animals and the characteristics of the phyla**
- **Explore vertebrate animals and the characteristics of the phyla**

SCI.6-8: X: Ethics

- **Define environmental stewardship and recognize it as part of Catholic social teaching.**
- Design a plan to apply environmental stewardship to the student's life or the school's practices.

**Health Education Standards**

**Units of Study Include:**

<p>Your Health and Fitness</p> <ul style="list-style-type: none"><li>● L1 Your Total Health</li><li>● L2 Health Influences and Risk Factors</li><li>● L3 Building Health Skills</li><li>● L4 Making Decisions and Setting Goals</li><li>● L5 Choosing Health Services</li></ul>
<p>Building Healthy Relationships</p> <ul style="list-style-type: none"><li>● L1 Practicing Communication Skills</li><li>● L2 Family Relationships</li><li>● L3 Peer Relationships</li></ul>
<p>Dating Relationships and Abstinence</p> <ul style="list-style-type: none"><li>● L1 Beginning to Date</li><li>● L2 Healthy Dating</li><li>● L3 Abstinence and Saying No</li></ul>
<p>Building Character</p> <ul style="list-style-type: none"><li>● L1 What is Character</li><li>● L2 Trustworthiness and Respect</li><li>● L3 Responsibility and Fairness</li><li>● L4 Being a Good Citizen</li><li>● L5 Making a Difference</li></ul>
<p>Bullying and Cyberbullying</p> <ul style="list-style-type: none"><li>● L1 Bullying and Harassment</li><li>● L2 Strategies to Stop Bullying</li><li>● L3 Promoting Safe Schools</li></ul>
<p>Mental and Emotional Health</p> <ul style="list-style-type: none"><li>● L1 Mental and Emotional Health</li><li>● L2 Understanding Your Emotions</li><li>● L3 Managing Stress</li><li>● L4 Coping with Loss</li></ul>
<p>Mental and Emotional Disorders</p> <ul style="list-style-type: none"><li>● L1 Mental and Emotional Disorders</li><li>● L2 Suicide Prevention</li><li>● L3 Help for Mental and Emotional Disorders</li></ul>

**Main Curricular Source: McGraw Hill/Glencoe Teen Health**

## Highlighted standards appear on Report Card

### **HE.1 Students will understand concepts of health promotion and disease prevention**

- HE.1.6.A. Analyze the relationship between healthy behaviors and personal health
- HE.1.6.B. Describe the interrelationships of health in adolescence including spiritual, mental, intellectual, emotional, physical and social
- HE.1.6.C. Analyze how environment and family history affects personal health
- HE.1.6.D. Describe ways to reduce or prevent injuries and other adolescent health problems including engaging in unhealthy behavior
- HE.1.6.E. Understand how appropriate health care can promote personal health

### **HE.2 Students will understand the external influences on health behavior.**

- HE.2.6.A. Understand how the family influences the health of adolescence
- HE.2.6.B. Understand the influence of culture on health practices and behaviors
- HE.2.6.C. Understand the influence of technology on personal and family health, including values and beliefs
- HE.2.6.D. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors

### **HE.3 Students will access valid information, products and services to enhance health.**

- HE.3.6.A. Understand the attributes and requirements for careers associated with health-related fields
- HE.3.6.B. Understand the validity of health information, products and services

### **HE.4 Students will demonstrate the ability to use decision-making skills to enhance health.**

- HE.4.6.A. Understand when an individual or collaborative decision is appropriate in making health-related decisions
- HE.4.6.B. Understand the options and outcomes of health-related decisions

### **HE.5 Students will demonstrate the ability to use goal-setting skills to enhance health.**

- HE.5.6.A. Understand personal health practices
- HE.5.6.B. Develop a goal to adopt, maintain or improve a personal health practice
- HE.5.6.C. Demonstrate advocacy for improving personal, family and community health

## **Social Studies Standards**

### **Units of Study Include:**

#### Early Humans and the Rise of Civilization

- Investigating the Past
- Early Hominins
- From Hunter to Gatherers to Farmers
- Ancient Sumer
- Exploring the Four Empires of Mesopotamia

#### Ancient Egypt and the Middle East

- Geography and the Early Settlement of Egypt, Kush and Canaan
- The Ancient Egyptian Pharaohs
- The Kingdom of Kush
- The Origins of Judaism
- Learning About the World Religions: Judaism

#### Ancient India

- Geography and the Early Settlement of India
- Unlocking the Secrets of Mohenjodaro
- Learning the World's Religions: Hinduism
- Learning the World's Religions: Buddhism
- The Unification of India
- The Achievements of the Gupta Empire

#### Ancient China

- Geography and the Early Settlement of China
- The Shang Dynasty
- Three Empires Philosophies
- The First Emperor of China
- The Han Dynasty
- The Silk Road

#### Ancient Greece

- Geography and the Early Settlement of Greece
- The Rise of Democracy
- Life in Two States: Athens and Sparta
- Fighting the Persian Wars
- The Golden Age of Athens
- Alexander the Great and His Empire
- The Legacy of Ancient Greece

#### Ancient Rome

- Geography and the Early Development of Rome
- The Rise of the Roman Empire
- Daily Life in the Rome Empire
- The Origins and Spread of Christianity
- Learning the World's Religions: Christianity
- The Legacy of Rome in the Modern World

**Main Curricular Resource: Teacher's Curriculum Institute: History Alive: The Ancient World**  
**Highlighted standards appear on report card**

#### **SS.6.A. Understand how geographic and human characteristics create culture and define regions.**

- Use physical, political, and thematic maps (including religious maps) to gather and compare information about a place.
- Construct mental maps of selected locales, regions, states and countries.
- Use an atlas to estimate distance and calculate scale.
- Describe the physical and human characteristics of a region.
- Identify past and present world regions and religions.

**SS.6.C. Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.**

- Identify human actions that have changed the physical environment both in the past and present.
- Describe the past and present movement of people, ideas and products throughout the world.
- Identify major discoveries in science and technology both in the past and present.

**SS.6.D. Understand how and why people create, maintain, or change systems of power, authority, and governance.**

- Identify the reason and process for creating a system of government.

**SS.6.E. Understand how cultures, groups, and individuals influence society and government.**

- Identify cultural, political and religious values within a society. (i.e. freedom, democracy, equality, justice)

**SS.6.F. Understand the effects of geography on historical events.**

- Identify historical events that have been influenced by geographical factors.
- Describe the relationship between geography and development of societies.

**SS.6.G. Understand the historical sources in the order to interpret events and issues.**

- Distinguish between primary and secondary sources.
- Recognize appropriate resources for historical research.
- Describe how history can be organized chronologically, geographically, thematically, topically, and by issues.

**SS.6.H. Understand the historical patterns, periods of time, and the relationship among these elements.**

- Identify significant events and people in major historical eras.
- Recognize the relationships between and among significant events, i.e. causes and consequences of wars.
- Formulate cause and effect arguments to demonstrate how significant events have influenced the past and the present.

**SS.6.I. Understand the roles of innovation on the development and interaction of societies.**

- Discuss positive and negative aspects of changes in technology over time and its effects on people and the environment.
- Identify inventions and technological advancements that have influenced changes throughout the course of history.
- Implement current technologies to interact with communities outside of the classroom.

**SS.6.J. Understand the rights and responsibilities of each citizen, and demonstrate the value of lifelong civic action.**

- Identify individual as well as religious responsibilities to local, state, national and global communities.
- Identify rights granted by the US Constitution.
- Conduct service projects that demonstrate civic and Christian citizenship.
- Explain human rights in relationship to Catholic Social teaching.

**SS.6.K. Understand the concepts of our American system of government.**

- Define a republic form of government.
- Identify the basic principles of democracy.
- Name the two major political parties.

SS.6.L. Understand the concepts of various political systems around the world.

- Identify various political systems around the world.

SS.6.M. Understand the role of the United States and social responsibility in current world affairs.

- Identify situations in which the United States is involved in current world affairs.

SS.6.N. Understand how economic needs and wants influence individual and group decisions.

- Define the hierarchy of needs.
- Explain how those needs and wants influence your decision-making process.

SS.6.O. Understand how economic conditions impact people's lives.

- Identify what community/government services are available to help those in need.

SS.6.R. Understand that changes in technology impact individuals, the economy, and society.

- Compare and contrast current job opportunities with those available immediately following World War II.

SS.6.S. Understand universal economic concepts.

- Examine how supply and demand influence price.
- Define profit.
- Correlate the relationship between profit motive and price.

SS.6.T. Understand the role an individual in group dynamics.

- Identify and research current leaders in the local community.
- Explain the role of individual leaders in the local community.
- Identify contributions made by individuals to the community.

SS.6.U. Understand the process of how humans develop, learn, and internalize their culture.

- Define "cultural diversity".
- Identify and explain the components of culture (i.e., religion, art, language, customs, etc.).
- Compare and contrast cultural characteristics of various ethnic groups.

**SS.6.V. Understand current social issues and respond to them according to Catholic identity.**

- Identify the various media sources that inform the people about current social issues.
- Summarize reports about current social issues from newspapers, magazines, television, etc.
- Identify the most serious issues facing individuals or communities today (poverty, discrimination, bullying, crime, etc.).
- Compose a prayer of petition for those who are facing adversity.

## Technology Education

### Units of Study Include:

Social Media Awareness
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Various Google Tools (Google Drive, Forms, Classroom, Sites, Plus, Blogger, Hangout)
Information Literacy - the ability to locate, evaluate, select, use and share information effectively.
Blogging with Other Select and Approved Schools
Video Recording Software - Making a Mini-Movie
Coding (Various Sites)
Robotics (Collaboration with Staff)
Computer Image Design
Citing Sources
Journey Inside the Computer
Information Literacy ("Big Six" Tools)
Various Google Tools (ex. Gmail, Docs, Slides, Sheets including formulas, Sites, Classroom Hangout)
Presentation Tools (ex. Slides iMovie)
Current Events Research and Presentation

**Main Curricular Resources:**

**Many projects/activities are collaboratively planned with other curricular areas and staff members. Highlighted standards appear on the report card**

**Technology Education Standards**

**IT.1 Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology**

- IT.1.6.A. Apply existing knowledge to generate new products..

**IT.2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

- IT.2.6.A. Utilize technology to communicate and publish collaboratively in a variety of media formats.

**IT.3 Students apply digital tools to gather, evaluate and use information.**

- IT.3.6.A. Select appropriate information sources with guidance within original work.

**IT.4 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

- IT.4.6.A. Make informed decisions using appropriate digital tools and resources.

**IT.5 Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.**

- IT.5.6.A. Demonstrate the legal component of information.

- IT.5.6.B. Recognize how to be productive in both independent and collaborative work.
- IT.5.6.C. Recognize personal responsibility in its connection to life long learning.

**IT.6 Students demonstrate an understanding of technology concepts, systems and operations.**

- IT.6.6.A Understand and utilize available digital tools.

**World Language Standards**

**Units of Study Include**

<p>Communication:</p> <ul style="list-style-type: none"> <li>● Interpersonal (speak with a partner, work in small groups, interview classmates)</li> <li>● Interpretive (dictations, listening comprehension, reading comprehension)</li> <li>● Presentational (speaking, presenting and writing)</li> </ul>
<p>Cultural:</p> <ul style="list-style-type: none"> <li>● Authentic Culture Exposure (art, photographs, popular sayings, tongue twisters, songs, hands-on projects, readings and authentic literature)</li> </ul>
<p>Connections:</p> <ul style="list-style-type: none"> <li>● Cross Curricular and Connections to Target Culture</li> </ul>
<p>Comparisons:</p> <ul style="list-style-type: none"> <li>● Language Comparisons</li> <li>● Cultural Comparisons</li> </ul>
<p>Communities</p> <ul style="list-style-type: none"> <li>● Outside of the Classroom:(use Spanish beyond the classroom, in their community and the world)</li> <li>● Lifelong Learners: (engage learners and encourage them to continue Spanish exploration)</li> </ul>

Main Curricular Resource: Pearson - Realidades A Digital Program.

Preliminary Unit: What are some basic elements of learning to speak Spanish?

Learning Goals: Explain the importance of learning Spanish

Introduce themselves to others and ask people's names

Respond appropriately to classroom directions

Talk about classroom objects

Ask questions about new words and phrases

Identify Spanish-speaking countries

Use the Spanish alphabet to spell words and names

Greet people and say good-bye at different times of the day

Tell how they are and ask how someone else is

Use numbers 0 to 100

Tell time

Identify parts of the body and ask and tell what hurts

Describe weather conditions

Identify the seasons

Talk and ask about days, dates and months

Compare the seasons and weather in the northern and Southern Hemispheres

Unit 2: Talk about activities you like and do not like to do. Unit 3: Essential Question: How do we ask and

tell what people are like? Unit 4: Talk about school subjects and classes. Unit 5: How do we describe where things are located in a classroom? Unit 6: Talk about foods and beverages for breakfast and lunch. Unit 7: Read, listen to and understand information about food groups and foods on the Food Guide Pyramid, activities to maintain good health and ways to describe food.

Unit 8: Read, listen to and understand information about places to go when they are not in school. Unit 9: Read, listen to and understand information about activities outside of school in the U.S. and Latin America.

Talk about activities outside of school

Extend, accept and decline invitations

Tell when an event happens

Say what they are going to do

Use “ir + a + infinitive” and the verb jugar

Create an invitation to an event outside of school.

**WL.6.A - Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.**

- WL.6.A.1 - Students will ask and answer questions, including biographical information
- WL.6.A.2 - Students will state personal preferences and feelings
- WL.6.A.3 - Students will ask for repetition and repeat to ensure understanding
- WL.6.A.4 - Students will ask for simplification and clarification.
- WL.6.A.5 - Students will ask for clarification and suggest alternative words to ensure understanding

**WL.6.B - Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.**

- WL.6.B.1 - Students will understand spoken language on familiar topics that has strong visual support
- WL.6.B.2 - Students will comprehend the main idea of selected, short authentic written materials
- WL.6.B.3 - Students will use previous classroom experience with the language to understand its spoken and written forms
- WL.6.B.4 - Students will understand spoken language that incorporates familiar vocabulary and structures
- WL.6.B.5 - Students will understand more complex written materials on a variety of topics and formats

**WL.6.C - Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.**

- WL.6.C.1 - Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues
- WL.6.C.2 - Students will write and present a short narrative about themselves

**WL.6.D - Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.**

- WL.6.D.1 - Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied
- WL.6.D.2 - Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)

- WL.6.D.3 - Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation
- WL.6.D.4 - Students will examine the role and importance of various social activities within the cultures studied (such as religious celebrations, historical events, rites of passage)

**WL.6.E - Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.**

- WL.6.E.1 - Students will identify countries, regions, and geographic features where the target language is spoken

