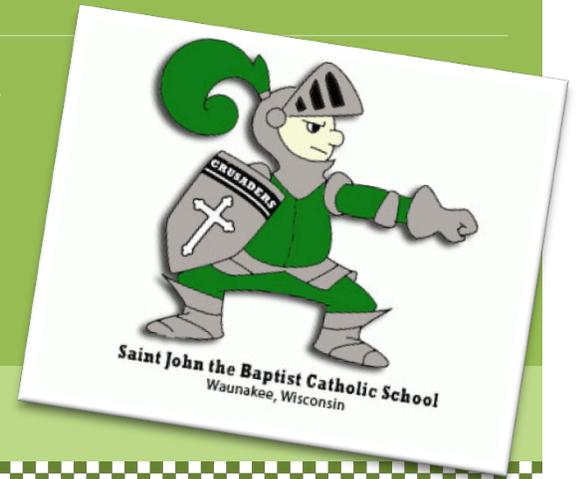


# 6th Grade Curriculum

This is an outline of the standards that your child will learn in Sixth Grade. Please see the teacher for more detailed information.

Updated June 2015



## Standards

The standards contained in this guide were developed by the Diocese of Madison based Common Core Standards, Wisconsin State Standards, and best practices.

This is an evolving work, and standards will be revised to meet the every changing needs of the students as they prepare to be productive citizens in the 21<sup>st</sup> century.

All standards will be taught and the highlighted standards will be part of your child's report card.

### Computer and Information Sciences Standards Highlighted standards appear on the report card

#### **IT.6.A Create original works as a means of personal or group expression.**

IT.6.A.1 Create a multimedia product.

#### **IT.6.B Communicate information and ideas effectively to multiple audiences using a variety of media and formats.**

IT.6.B.1 Describe and illustrate a content-related concept using a variety of media for a specific audience.

#### **IT.6.C Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media to produce original works or solve problems.**

IT.6.C.1 Interact within virtual, collaborative learning environments in a classroom setting.

#### **IT.6.D Locate, organize, analyze, evaluate, synthesize and cite information from a variety of sources and media.**

IT.6.D.1 Compare and contrast digital resources to distinguish validity.

IT.6.D.2 Locate and organize pertinent information from a variety of sources and media.

Why aren't all standards on the report card?

The concise answer is space. The report card would be very long and difficult to read. The standards selected to be on the report cards are essential learning that takes place within that grade.

### **IT.6.E Collect and analyze data to identify solutions and/or make informed decisions.**

IT.6.E.1 Collect, categorize and analyze data to accurately illustrate the data using a graphing tool.

### **IT.6.F Advocate and practice safe, legal and responsible use of information and technology.**

IT.6.F.1 Demonstrates an understanding of the legalities and use of copyrighted materials and intellectual property.

IT.6.F.2 Advocate and practice safe and responsible use of information and technology.

IT.6.F.3 Applies the morals and teachings of the Catholic Church in social media and online communications (e.g. cyberbullying).

### **IT.6.G Understand and uses technology systems.**

IT.6.G.1 Demonstrates knowledge of hardware software and peripherals.

### **IT.6.H Select and use applications effectively and productively.**

IT.6.H.1 Uses software (e.g. word processing, spreadsheets, presentation software) effectively to create a media rich product.

## **Communication Arts Standards**

### **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.**

- Describe the defining features and structure of texts in literature, including conflict, characterization, point of view (1st person, 3rd person).
- Discuss criteria to understand literary merit and explain critical opinions about a text.
- Analyze, summarize, and paraphrase, orally and in writing, passages of texts chosen for specific purposes.
- Analyze the effect of characters, character dialogue, plot, setting, figurative language, topic, style, purpose, and point of view on the overall impact of literature.
- Differentiate between the different genres of literature, including the structure and conventions when interpreting the meaning of a literary work.

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

- Analyze how a text draws on themes, patterns of events or character types, from a variety of sources to extend real life experiences.
- Compare 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 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, transitions, and a 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 purpose.
- Write in a variety of situations and adapt strategies, such as revision, digital editing, and the use of reference

- 
- materials, to the situation.
  - 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 pre-writing 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 basic 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 relative pronouns, and comparative adjectives.
- Employ the conventions of capitalization and punctuation.
- Punctuate compound and 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 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 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.
- Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic and the context, and on analysis of evidence.
- 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.
- 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 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 reference materials, 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.

## **Math Standards**

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

#### **Pre-Transition Math**

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.1 - Analyze and expand patterns.

MA.6.C.2 - Formulate questions for further exploration.

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.

## Transition Math

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

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

---

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

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

MA.7.C: Use reasoning skills.

1. Analyze and expand patterns.
2. Formulate questions for further exploration.
3. Identify relationships.
4. Evaluate strategies.

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

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

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

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

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

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

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

1. Add decimals.
2. Add integers.
3. Subtract decimals.
4. Subtract integers.
5. Multiply decimals.
6. Multiply fractions.
7. Multiply integers.
8. Divide decimals.
9. Generate and explain equivalencies of fractions, decimals, and percents.
10. Divide integers.
11. Convert fractions, decimals, percents.
12. Divide fractions.

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

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

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

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

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

1. Identify coordinates on a grid.
2. Identify parts of coordinate grid.
3. Plot and label coordinates on a grid.

- 
4. Apply rules of transformations.

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

1. Identify transformations as reflections, translations and rotations.

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

1. Evaluate the relationship of congruent figures.
2. Evaluate the relationship of similar figures.
3. 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.**

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

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

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

**MA.7.O: Determine measurements indirectly.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Solve 1-step, one and two variable equations.
2. Solve 2-step, one and two variable equations.
3. Solve multi-step, one and two variable equations.
4. Solve/graph 1-step, one variable inequalities.

---

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

1. Categorize Commutative/Associative Properties of addition/multiplication.
2. Apply Distributive Property in expressions.
3. Categorize Inverse/Identity Properties of addition/multiplication.
4. Categorize Additive/Multiplicative Properties of equality.

**Music Curriculum Standards**

**Highlighted standards appear on 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 Standards

### Highlighted standards appear on 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 varying objects within organized settings
- PE.1.F.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 activity
- PE.2.A.6 - Demonstrate creating and reducing space within an activity
- PE.2.C.6 - Identify 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 - Describe how being physically active leads to a healthy body
- PE.3.B.6 - Identify the components of skill-related and health-related fitness
- PE.3.C.6 - Identify foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels

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

- PE.4.A.6 - Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors
- PE.4.B.6 - Demonstrate self-responsibility by implementing specific corrective feedback to improve performance
- PE.4.C.6 - Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback
- PE.4.D.6 - Exhibit etiquette and adherence to rules in a variety of physical 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 - Understand differing health benefits of participating in various physical activities
- PE.5.B.6 - Identify components of physical activity that provide opportunities for reducing stress and for social interaction
- PE.5.C.6 - Understand how to cope with individual challenges in a positive manner
- PE.5.D.6 - Understand how self-expression and physical activity are related
- PE.5.E.6 - Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity

## Social Studies Standards

### Highlighted standards appear on the 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.

## Religion Standards

### Highlighted standards appear on the report card

CAT.6.A. Understand the revelation as God's action to make Himself know: 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)

**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 of 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 1322-1419, 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 martial 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)

## Science Standards

### 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

#### 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, axels, 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 form 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 and 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.

---

## World Language Standards

### Highlighted standards appear on the report card

#### **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

## Art Standards

### All listed standards appear on the report card

6.1 Understands concepts and techniques

6.2 Applies basic elements and principles of art

6.3 Demonstrates individuality and creativity

6.4 Respects efforts and contributions of peers and working artists