

RELIGION

Sing to the Lord a new song for He has done wondrous deeds. (Ps 98:1)

SIXTH GRADE

Overview

Old Testament

Old Testament

6RELIGI-1	Introduction to Exegesis
6RELIGI-1A	Define exegesis as drawing out the meaning of Scripture.
6RELIGI-1B	Explain divine inspiration.
6RELIGI-1C	Locate book, chapter, and verse in the Bible.
6RELIGI-1D	Explain the Bible as a collection of oral traditions.
6RELIGI-1E	Name the languages used in writing the Bible.
6RELIGI-1F	Cite evidence to show that we receive a heritage of faith from the Old Testament, or Hebrew Scriptures.
6RELIGI-1G	Compare and contrast the different literary forms within the Old Testament.
6RELIGI-1H	Explain the significance of symbols and numbers in the Bible.
6RELIGI-1I	Relate Old Testament stories to one's life.
6RELIGI-2	Torah
6RELIGI-2A	Explain how God is revealed as Creator.
6RELIGI-2B	Recognize the Holy Spirit as the mighty wind over the waters and the breath of life in Adam's nostrils.
6RELIGI-2C	Compare and contrast the two creation stories.
6RELIGI-2D	Describe the causes and effects of the Fall of Man, including original sin.
6RELIGI-2E	Explain the significance of Cain and Abel's story.
6RELIGI-2F	Explain how Noah's story presents the concept of covenant.
6RELIGI-2G	Explain the meaning of the Tower of Babel story.
6RELIGI-2H	Find the location of the Holy Land on a map or globe.
6RELIGI-2I	Define patriarch and identify Abraham as the first.
6RELIGI-2J	Explain the significance of Abraham and Sarah's story, including their covenant with God.
6RELIGI-2K	Explain the significance of Isaac's story.
6RELIGI-2L	Explain the significance of Jacob's story.
6RELIGI-2M	Name the Twelve Tribes of Israel.
6RELIGI-2N	Explain the significance of Joseph's story.
6RELIGI-2O	Explain why the Hebrews were oppressed in Egypt.
	Describe key episodes in Moses' early life:
6RELIGI-2P	Moses' rescue from the river by Pharaoh's daughter.
6RELIGI-2Q	Moses' flight from Egypt.
6RELIGI-2R	Moses' life in Midian.

6RELIGI-2S	Examine God's revelation of Himself to Moses at the burning bush.
6RELIGI-2T	Recognize the Ten Plagues of Egypt as God demonstrating His authority over Pharaoh.
6RELIGI-2U	Relate the Passover event in the Hebrew Scriptures to the Church's celebration of the Eucharist.
6RELIGI-2V	Retell the story of the Exodus, including the trials at Mt. Sinai and the journey to the Promised Land.
6RELIGI-2W	Leviticus: Relate the Hebrew feasts, laws, vestments, rituals, and symbols established at Mt. Sinai to the Church's liturgical celebrations.
6RELIGI-2X	Numbers: Explain how God sustains His people during their 40 years in the wilderness.
	Deuteronomy:
6RELIGI-2Y	Memorize and explain the importance of the <i>Shema</i> .
6RELIGI-2Z	Explain why Moses never entered the Promised Land.
6RELIGI-3	Historical Books
6RELIGI-3A	Realize that all people are called to be faithful to God's love, as demonstrated by the historical leaders of the Israelites.
6RELIGI-3B	Restate the story of Joshua and the Promised Land.
	Explain how God provided guidance to the Israelites through the judges:
6RELIGI-3C	Deborah
6RELIGI-3D	Samson
6RELIGI-3E	Cite Ruth as a model of faithfulness and love.
6RELIGI-3F	Describe Samuel's faithfulness to his call by God.
6RELIGI-3G	Evaluate the consequences of the rise and fall of Saul, Israel's first king.
	Describe key episodes in King David's life:
6RELIGI-3H	Sons of Jesse
6RELIGI-3I	Psalmist and musician
6RELIGI-3J	David and Goliath
6RELIGI-3J	Wars and capturing Jerusalem
6RELIGI-3L	Bathsheba
	King Solomon:
6RELIGI-3M	Recount examples of Solomon's wisdom.
6RELIGI-3N	Compare and contrast the Temple of Solomon to the physical structure of a Catholic Church.
6RELIGI-3O	State causes and effects of the split kingdoms of Israel.
6RELIGI-3P	Examine the Assyrian Deportation's destruction of the Northern Kingdom, Israel.
6RELIGI-3Q	Examine the Babylonian Exile's destruction of the Southern Kingdom, Judah.
6RELIGI-3R	Relate the restoration of Jerusalem to the Jews' rededication to their faith.
	Discuss the roles played by the following leaders in the history of the Israelites:
6RELIGI-3S	Ezra
6RELIGI-3T	Nehemiah
6RELIGI-3U	Tobit
6RELIGI-3V	Judith
6RELIGI-3W	Esther
6RELIGI-3X	Analyze the causes and results of the Maccabean Revolt.
6RELIGI-3Y	Explain the conquest of Israel by Greece and Rome and its consequences.

6RELIGI-4	Prophetic Books
	Explain how God speaks to His people through the distinct message(s) of each of the major prophets:
6RELIGI-4A	Isaiah
6RELIGI-4B	Jeremiah
6RELIGI-4C	Lamentations
6RELIGI-4D	Baruch
6RELIGI-4E	Ezekiel
6RELIGI-4F	Daniel
	Explain how God speaks to His people through the distinct message(s) of each of the minor prophets:
6RELIGI-4G	Hosea
6RELIGI-4H	Joel
6RELIGI-4I	Amos
6RELIGI-4J	Obadiah
6RELIGI-4K	Jonah
6RELIGI-4L	Micah
6RELIGI-4M	Nahum
6RELIGI-4N	Habakkuk
6RELIGI-4O	Zephaniah
6RELIGI-4P	Haggai
6RELIGI-4Q	Zechariah
6RELIGI-4R	Malachi
6RELIGI-4S	Relate the Messianic prophecies to their fulfillment in Jesus.
6RELIGI-5	Wisdom Books
	Recognize the Wisdom Books as a guide for our lives of faith:
6RELIGI-5A	Explain the significance of Job's story.
6RELIGI-5B	Paraphrase and apply select Proverbs to contemporary issues.
6RELIGI-5C	Acquire an appreciation for Beauty as expressed in the Psalms.
6RELIGI-5D	Explain how Ecclesiastes demonstrates that God alone is the source of lasting happiness.
6RELIGI-5E	Relate the Song of Solomon to God's love for His people.
6RELIGI-5F	Describe the Book of Wisdom as a call to faithfulness.
6RELIGI-5G	Recognize how Sirach demonstrates growth in faith.
6RELIGI-6	Fulfillment of God's Covenant
6RELIGI-6A	Understand that Jesus, as the fulfillment of the covenant, is the center of God's plan for the world.
6RELIGI-6B	Explain why Jesus is called King and Lord.
6RELIGI-6C	Recognize that the mystery of the Holy Trinity was revealed in the person, words, and works of Jesus Christ.
6RELIGI-6D	Understand that the life and teachings of Jesus are the basis for all sacraments.
6RELIGI-6E	Relate the Eucharist to the Jewish <i>Berakah</i> (blessing).
6RELIGI-6F	Understand that the Holy Spirit is always present and active in the lives of people.
6RELIGI-6G	Describe how the sacred is experienced in the liturgical year, sacramentals, symbols, and rituals.

6RELIGI-6H	Explain how the bishops, in collegiality with the Pope, have been ordained to guide the faithful.
6RELIGI-6I	Name the present day Pope, bishop, and pastor.

Christian Living

6RELIGI-7	Christian Response
6RELIGI-7A	Understand that Christians are to be missionaries, bringing the Good News to the ends of the earth.
6RELIGI-7B	Understand that, as Catholics, we are involved in the life, mission, and work of the parish community and family.
6RELIGI-7C	Recognize the Works of Mercy (Spiritual and Corporal).
6RELIGI-7D	Investigate culturally unique expressions of Catholic faith.
8RELIGI-8	Morality
6RELIGI-8A	Recognize that we receive wisdom and understanding from God's Spirit to know how to act.
6RELIGI-8B	Understand that we learn how to live good lives through the teachings of Scripture.
6RELIGI-8C	Apply the Ten Commandments to everyday life.
6RELIGI-9	Social Issues
6RELIGI-9A	Recognize that the prophets spoke out against injustice and suffering.
6RELIGI-9B	Understand that the way to the reign of God is a way of justice and peace.
6RELIGI-9C	Recognize the dangers of alcohol and drugs.
6RELIGI-9D	Respect human life, recognizing that we are created in God's image.
6RELIGI-9E	Recognize that life, beginning at conception, is a gift from God.
6RELIGI-10	Catholic Social Teachings
	Relate the Catholic Social Teachings to the Old Testament.
6RELIGI-10A	Life and Dignity of the Human Person
6RELIGI-10B	Call to Family, Community, and Participation
6RELIGI-10C	Rights and Responsibilities
6RELIGI-10D	Option for the Poor and Vulnerable
6RELIGI-10E	The Dignity of Work and the Rights of Workers
6RELIGI-10F	Solidarity
6RELIGI-10G	Care for God's Creation

Prayer

6RELIGI-11	Prayer
6RELIGI-11A	Make the sign of the cross reverently.
6RELIGI-11B	Pray together as a class, school community, family, and church.
6RELIGI-11C	Pray common prayers of the church (See Appendix).
6RELIGI-11D	Experience different types of prayer: thanksgiving, praise, forgiveness, scriptural, and petitions for ourselves and others.
6RELIGI-11E	Plan a Mass.

LANGUAGE ARTS

SIXTH GRADE

Overview

Language arts at the sixth grade level builds proficiency in the communication skills. Reading objectives promote the development of vocabulary and comprehension skills that foster reading from a variety of genres, authors, and media. Content will include broad and complex material. Listening and speaking instruction will help prepare students to interact and express themselves among peers, at home, and in the community. Emphasis will be on developing effective writing skills, including prewriting, drafting, revising, editing, and publishing compositions that demonstrate proficiency in mechanics and usage. Students will have many opportunities for creative and informational writing. Strategies that enable students to develop spelling and vocabulary skills will be utilized.

Reading

6LAREAD-1	The student will read narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
6LAREAD-1A	Continue to use semantic, syntactic, and graphophonic cues independently.
6LAREAD-1B	Define and comprehend unknown words.
6LAREAD-1C	Identify words rapidly so that attention is directed to the meaning of the text.
6LAREAD-1D	Use punctuation as a cue for pausing and to indicate characterization.
6LAREAD-1E	Read with expression, interjecting a sense of feeling, anticipation, or characterization.
6LAREAD-2	The student will identify and apply strategies and skills to comprehend text.
6LAREAD-2A	Determine the purpose for reading a specific text.
6LAREAD-2B	Make, confirm, and revise predictions as needed.
6LAREAD-2C	Use correction strategies when the meaning is not clear (e.g. continue reading, re-read, ask questions, use resources).
6LAREAD-2D	Make inferences, generalizations, and draw conclusions based on textual evidence.
6LAREAD-2E	Locate specific details in a passage and use cause/effect, classifying, compare/contrast, and sequencing to promote understanding.
6LAREAD-2F	Distinguish between fact and opinion.
6LAREAD-2G	Use background knowledge and experience to comprehend text.
6LAREAD-3	The student will demonstrate familiarity with a variety of literature.
6LAREAD-3A	Identify and analyze the major characteristics of various literary forms (e.g. informational text, narrative, poetry, short stories, novels, dramas, folk tales, myths).
6LAREAD-3B	Use plot elements (exposition, conflict, rising action, falling action, resolution) to analyze literature.
6LAREAD-3C	Use literary elements (characters, setting, theme, plot, genre) to analyze literature.

6LAREAD-3D	Analyze a character's traits through the character's thoughts, words, and actions, and through the other characters' thoughts, words, and actions.
6LAREAD-3E	Identify and analyze common themes across texts (e.g. bravery, loyalty, friendship).
6LAREAD-3F	Explore a variety of literary works representative of various cultures and times.
6LAREAD-3G	Describe how a text reflects an author's attitudes, traditions, and heritage.
6LAREAD-3H	Explain how literature can be used to better understand other time periods and events.
6LAREAD-3I	Identify the speaker and recognize the difference between first- and third-person narrations.
6LAREAD-3J	Describe the mood, or meaning, conveyed in poetry through word choice, rhythm, repetition, and rhyme.
6LAREAD-3K	Recognize and use figurative language in a text (metaphor, simile, personification, and idiom).
6LAREAD-3L	Recognize sound devices in a text (alliteration, onomatopoeia, and rhyme).
6LAREAD-4	The student will demonstrate knowledge of words and word meanings.
6LAREAD-4A	Recognize and use key words introduced in the text.
6LAREAD-4B	Use word, sentence, and paragraph clues to determine meaning.
6LAREAD-4C	Identify and interpret words with multiple meanings.
6LAREAD-4D	Recognize foreign/root words and affixes to understand word meaning.
6LAREAD-4E	Complete simple analogies.
6LAREAD-4F	Use connotation/denotation to understand meanings.
6LAREAD-4G	Determine meaning of unknown words and vary word choice in writing by using a glossary, dictionary, and thesaurus (print or digital).

Listening and Speaking

6LALIST-1	The student will listen and respond to oral communication.
6LALIST-1A	Distinguish between speaker's opinion and verifiable facts.
6LALIST-1B	Ask questions to seek clarification of ideas.
6LALIST-1C	Identify the tone, mood, and emotion conveyed in the oral communication.
6LALIST-1D	Restate and execute multiple-step oral instructions and directions.
6LALIST-1E	Listen to oral communications using proper etiquette.
6LALIST-2	The student will communicate effectively through oral presentation.
6LALIST-2A	Practice appropriate delivery (e.g., volume, rate, enunciation) and language skills (e.g. pronunciation, word choice, and usage) when presenting orally.
6LALIST-2B	Utilize nonverbal elements (e.g. eye contact, postures, gestures) to sustain audience interest and attention.
6LALIST-2C	Support opinions with detailed evidence and with appropriate visual aids.

Grammar /Usage and Mechanics

6LAGRAM-1	The student will recognize types and functions of nouns.
6LAGRAM-1A	Identify and use nouns as subjects.
6LAGRAM-1B	Identify and use nouns as objects.

6LAGRAM-1C	Identify and use nouns as appositives.
6LAGRAM-1D	Identify singular, plural, and possessive nouns.
6LAGRAM-1E	Recognize predicate nominatives/subject complements.
6LAGRAM-1F	Identify concrete and abstract nouns.
6LAGRAM-2	The student will recognize types and functions of pronouns.
6LAGRAM-2A	Identify pronouns.
6LAGRAM-2B	Differentiate gender and number of pronouns.
6LAGRAM-2C	Distinguish between subject and object pronouns.
6LAGRAM-2D	Recognize and understand the antecedent of a pronoun.
6LAGRAM-3	The student will recognize types and functions of verbs.
6LAGRAM-3A	Identify and use action, linking, and helping/auxiliary verbs.
6LAGRAM-3B	Use past, present, and future tense.
6LAGRAM-3C	Use regular and irregular verbs.
6LAGRAM-3D	Use correct subject-verb agreement.
6LAGRAM-4	The student will recognize types and functions of modifiers.
6LAGRAM-4A	Identify and use all forms of adjectives and adverbs.
6LAGRAM-4B	Identify and use comparative and superlative adjectives.
6LAGRAM-4C	Recognize predicate adjectives/subject complements.
6LAGRAM-5	The student will recognize types and functions of prepositions.
6LAGRAM-5A	Identify prepositions.
6LAGRAM-5B	Identify prepositional phrases.
6LAGRAM-5C	Identify the object of the preposition.
6LAGRAM-6	The student will recognize types and functions of connectors.
6LAGRAM-6A	Identify and use conjunctions (coordinating, correlative, and subordinating).
6LAGRAM-7	The student will recognize types and structures of sentences.
6LAGRAM-7A	Identify complete, simple, and compound subjects and predicates.
6LAGRAM-7B	Identify types of sentences (declarative, interrogative, imperative, and exclamatory).
6LAGRAM-7C	Identify and use simple and compound sentences.
6LAGRAM-8	The student will capitalize correctly.
6LAGRAM-8A	Use capital letters for proper nouns (e.g. family relationships, days of the week, cities, states, countries, holidays, months, geographic features, nationalities, languages, and historic events).
6LAGRAM-8B	Use capital letters for titles of works (e.g. books, stories, television shows, and works of art).
6LAGRAM-8C	Use capital letters for titles of people (e.g. President Lincoln).
6LAGRAM-8D	Capitalize the appropriate parts of a letter (e.g. heading, greeting, and closing).
6LAGRAM-8E	Use capital letters when writing initials and abbreviated titles.
6LAGRAM-8F	Use a capital letter for the first word of a direct quotation.
6LAGRAM-8G	Use capital letters for parts of an outline and for parts of a letter.
6LAGRAM-8H	Use a capital letter for proper adjectives.

6LAGRAM-9	The student will practice the correct use of punctuation.
6LAGRAM-9A	Use colons after the salutation in business letters.
6LAGRAM-9B	Use semicolons to connect independent clauses.
6LAGRAM-9C	Use commas when linking two clauses with a conjunction in compound sentences.
6LAGRAM-10	The student will apply spelling strategies and skills.
6LAGRAM-10A	Accurately spell words that are commonly misspelled in the English language.
6LAGRAM-10B	Use reference materials and technology to check and correct spelling.

Writing

6LAWRIT-1	The student will develop writing skills.
6LAWRIT-1A	Implement various stages of the writing process (e.g. brainstorming, outlining, drafting, revising, editing, and publishing).
6LAWRIT-1B	Select a topic and an organized structure based on a progression of ideas that includes a beginning, middle, and end.
6LAWRIT-1C	Develop ideas and organize them into paragraphs. Provide transitions to blend paragraphs. Include effective introductions and conclusions.
6LAWRIT-1D	Use appropriate language and word choice.
6LAWRIT-1E	Use simple figurative language in writing (e.g. similes, metaphors, idioms, personification, hyperbole).
6LAWRIT-1F	Revise and/or use feedback from others to improve word choice, organization, and consistency in paragraphs.
6LAWRIT-1G	Edit drafts to ensure standard usage, mechanics and spelling, and varied sentence structure.
6LAWRIT-2	The student will write for various audiences and purposes.
6LAWRIT-2A	Write for various audiences and purposes using narrative texts.
6LAWRIT-2B	Write for various audiences and purposes using descriptive texts.
6LAWRIT-2C	Write for various audiences and purposes using expository texts.
6LAWRIT-2D	Write for various audiences and purposes using persuasive texts.
6LAWRIT-2E	Write paragraphs that establish and support a central idea with a topic sentence, supporting details, and a concluding sentence.
6LAWRIT-2F	Communicate through writing creative stories and poems.
6LAWRIT-2G	Communicate through writing friendly and business letters, “thank you” notes, and invitations.
6LAWRIT-2H	Communicate through writing journals.
6LAWRIT-2I	Use writing as a means to paraphrase and/or summarize what is read or heard.

Information and Research

6LAINFO-1	The student will identify and use sources of different types of information.
6LAINFO-1A	Identify and use the parts of a book (e.g. glossary, table of contents, index).
6LAINFO-1B	Demonstrate appropriate use of informational sources (digital and print).

6LAINFO-2	The student will explore and analyze information.
6LAINFO-2A	Choose a narrow topic for research.
6LAINFO-2B	Conduct a search on a selected topic.
6LAINFO-2C	Record important ideas and concepts and paraphrase information from sources.
6LAINFO-2D	Write a summary including the title (and author, if available) of sources and/or website.

MATHEMATICS

ON-LEVEL SIXTH GRADE

Number Sense and Operations

6MATHMA-1	The student will understand operations, numbers, ways of representing numbers, relationships among numbers, and number systems.
6MATHMA-1A	Estimate with whole numbers.
6MATHMA-1B	Represent, order, and compare decimals.
6MATHMA-1C	Compute operations with decimals.
6MATHMA-1D	Express whole numbers in scientific notation.
6MATHMA-1E	Apply divisibility rules.
6MATHMA-1F	Identify factors of whole numbers.
6MATHMA-1G	Determine prime factorization of whole numbers.
6MATHMA-1H	Find the GCF (greatest common factor) of two or more numbers.
6MATHMA-1I	Find the LCM (least common multiple) of two or more numbers.
6MATHMA-1J	Convert between decimals, fractions, and percents.
6MATHMA-1K	Compute operations with fractions.
6MATHMA-1L	Compute operations with mixed numbers.
6MATHMA-1M	Define absolute value.
6MATHMA-1N	Compare and order integers.
6MATHMA-1O	Begin to explore integer operations.
6MATHMA-1P	Apply order of operations.
6MATHMA-1Q	Evaluate exponents.
6MATHMA-1R	Apply properties of numbers: commutative, associative, and distributive.

Algebra

6MATHMA-2	The student will represent and analyze mathematical situations and structures using algebraic thought.
6MATHMA-2A	Identify and evaluate algebraic expressions.
6MATHMA-2B	Translate verbal expressions into algebraic expressions.
6MATHMA-2C	Solve and check simple one-step equations.
6MATHMA-2D	Identify the variable when applying one-step equations to a real world situation.
6MATHMA-2E	Apply one-step equation skills to real world situations.
6MATHMA-2F	Compare quantities using ratios, rates, and unit rates.
6MATHMA-2G	Use cross products to solve proportions.
6MATHMA-2H	Use proportions to find the missing measure in similar figures.
6MATHMA-2I	Use proportions to solve simple percent problems.
6MATHMA-2J	Read and use scale (map) drawings.
6MATHMA-2K	Use variables to represent two quantities that relate to each other.
6MATHMA-2L	Explore the relationship between two related quantities in a verbal description, table, or equation.

Geometry and Measurement

6MATHMA-3	The student will explore basics of measurement and geometric thinking.
6MATHMA-3A	Use the correct geometric notation to describe points, lines, planes, rays, line segments, and angles.
6MATHMA-3B	Identify two-dimensional and three-dimensional figures.
6MATHMA-3C	Classify angles and angle pairs, including complementary, supplementary, vertical, and adjacent.
6MATHMA-3D	Classify geometric figures, including similar and congruent figures, by their attributes.
6MATHMA-3E	Use a protractor to measure and draw angles.
6MATHMA-3F	Recognize reflections and determine lines of symmetry.
6MATHMA-3G	Find perimeter of polygons and circumference of circles.
6MATHMA-3H	Use area formulas to find the area of rectangles, squares, triangles, and circles.
6MATHMA-3I	Plot ordered pairs on a coordinate plane.
6MATHMA-3J	Use and estimate appropriate customary and metric units of measure.
6MATHMA-3K	Convert customary and metric units of measure and units of time within the same system.

Data Analysis and Probability.

6MATHMA-4	The student will use appropriate statistical methods to interpret data.
6MATHMA-4A	Find measures of central tendency including median, mode, and range.
6MATHMA-4B	Display and interpret data in bar graphs, frequency tables, histograms, line graphs, stem and leaf plots, and line plots.
6MATHMA-4C	Find probability.
6MATHMA-4D	Use counting methods to determine outcomes.

EARTH SCIENCE

SIXTH GRADE

Overview

Earth science focuses on the composition, formative processes, and history of the Earth, solar system and universe. Investigations of Earth include the four main systems: the atmosphere, the hydrosphere, the biosphere, and the geosphere. Each system is composed of unique characteristics, which interrelate to compose the system of the universe.

Nature of Science – Middle School¹

	Science Skills 1: The student will understand the nature of scientific knowledge associated with Practices.
6NATSCI-1	Scientific Investigations Use a Variety of Methods
6NATSCI-1A	Science investigations use a variety of methods and tools to make measurements and observations.
6NATSCI-1B	Science investigations are guided by a set of values to ensure accuracy of measurements, observations, and objectivity of findings.
6NATSCI-1C	Science depends on evaluating proposed explanations.
6NATSCI-1D	Scientific values function as criteria in distinguishing between science and non-science.
6NATSCI-2	Scientific Knowledge is Based on Empirical Evidence
6NATSCI-2A	Science knowledge is based upon logical and conceptual connections between evidence and explanations.
6NATSCI-2B	Science disciplines share common rules of obtaining and evaluating empirical evidence.
6NATSCI-3	Scientific Knowledge is Open to Revision
6NATSCI-3A	Scientific explanations are subject to revision and improvement in light of new evidence.
6NATSCI-3B	The certainty and durability of science findings varies.
6NATSCI-3C	Science findings are frequently revised and/or reinterpreted based on new evidence.
6NATSCI-4	Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena
6NATSCI-4A	Theories are explanations for observable phenomena.
6NATSCI-4B	Science theories are based on a body of evidence developed over time.
6NATSCI-4C	Laws are regularities or mathematical descriptions of natural phenomena.
6NATSCI-4D	A hypothesis is used by scientists as an idea that may contribute important new knowledge for the evaluation of a scientific theory.
6NATSCI-4E	The term “theory” as used in science is very different from the common use outside of science.

	Science Skills 2: The student will understand the nature of scientific knowledge associated with Crosscutting Concepts.
6NATSCI-5	Science is a Way of Knowing
6NATSCI-5A	Science is both a body of knowledge and the processes and practices used to add to that body of knowledge.
6NATSCI-5B	Science knowledge is cumulative and many people, from many generations and nations, have contributed to science knowledge.
6NATSCI-5C	Science is a way of knowing used by many people, not just scientists.
6NATSCI-6	Scientific Knowledge Assumes an Order and Consistency in Natural Systems
6NATSCI-6A	Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.
6NATSCI-6B	Science carefully considers and evaluates anomalies in data and evidence.
6NATSCI-7	Science is a Human Endeavor
6NATSCI-7A	Men and women from different social, cultural, and ethnic backgrounds work as scientists and engineers.
6NATSCI-7B	Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, imagination, and creativity.
6NATSCI-7C	Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism and openness to new ideas.
6NATSCI-7D	Advances in technology influence the progress of science and science has influenced advances in technology.
6NATSCI-8	Science Addresses Questions About the Natural and Material World
6NATSCI-8A	Scientific knowledge is constrained by human capacity, technology, and materials.
6NATSCI-8B	Science limits its explanations to systems that lend themselves to observation and empirical evidence.
6NATSCI-8C	Science knowledge can describe consequences of actions but is not responsible for society's decisions.

Process and Literacy Skills – Middle School

	Literacy Skills 1: The student will develop and demonstrate Common Core Science literacy skills.
6SCILIT-1	Key Ideas and Details
6SCILIT-1A	Cite specific textual evidence to support analysis of science and technical texts.
6SCILIT-1B	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
6SCILIT-1C	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

6SCILIT-2	Craft and Structure
6SCILIT-2A	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to middle school texts and topics.
6SCILIT-2B	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6SCILIT-2C	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
6SCILIT-3	Integration of Knowledge and Ideas
6SCILIT-3A	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).
6SCILIT-3B	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
6SCILIT-3C	Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic.
6SCILIT-4	Obtain, Evaluate, and Communicate Informationⁱⁱ
6SCILIT-4A	Critically read scientific texts adapted for classroom use to determine the central ideas and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).
6SCILIT-4B	Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings.
6SCILIT-4C	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
6SCILIT-4D	Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts.
6SCILIT-4E	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
6SCILIT-5	Range of Reading and Level of Text Complexity
6SCILIT-5A	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Earth Science – Sixth Grade

6EARSCI-1	Science Processes and Inquiry – The student will engage in investigations that lead to the discovery of science concepts.
6EARSCI-1A	Use appropriate tools and technology to perform tests, collect and display data.
6EARSCI-1B	Use a variety of resources to collect information for research.
6EARSCI-1C	Select the most logical conclusion for the given experimental data.
6EARSCI-1D	Place an object, organism, or event into a classification system.

6EARSCI-1E	Communicate the steps and results from an investigation in written reports and verbal presentations.
6EARSCI-1F	Practice safety procedures in all science activities.
6EARSCI-1G	Evaluate the human impact on each of the systems of the Earth (CST 1-7).
6EARSCI-2	Geosphere – The student will explore the components of the geosphere to understand Earth’s composition and history.
6EARSCI-2A	Identify the Earth’s layers.
6EARSCI-2B	Examine the topography of the Earth. Interpret topographical maps.
6EARSCI-2C	Explore the characteristics and properties of minerals (CST 5).
6EARSCI-2D	Explore the three types of rocks and how they are formed.
6EARSCI-2E	Illustrate the rock cycle.
6EARSCI-2F	Describe the process of weathering, erosion, and soil formation (CST 4 & 7).
6EARSCI-2G	Describe how fossils provide evidence regarding organisms and environmental conditions of the past.
6EARSCI-2H	Analyze the causes and results of movements of Earth’s plates.
6EARSCI-2I	Infer that earthquakes, volcanic eruptions, and mountain building result from plate movements.
6EARSCI-3	Hydrosphere- The student will explore the components of the hydrosphere to understand how water shapes the land and impacts life on Earth.
6EARSCI-3A	Examine and explain the water cycle (CST 7).
6EARSCI-3B	Identify the types of freshwater formations (CST 3).
6EARSCI-3C	Identify the properties, life zones, and motions of the Earth’s oceans.
6EARSCI-3D	Describe the influence that oceans have on climate.
6EARSCI-4	Atmosphere- The student will explore the components of the atmosphere to understand its influence on weather.
6EARSCI-4A	Explain the composition, properties, and layers of the atmosphere.
6EARSCI-4B	Examine evidence that humidity can cause weather conditions and extreme weather.
6EARSCI-4B	Examine evidence that temperature can cause weather conditions and extreme weather.
6EARSCI-4C	Examine evidence that air masses and fronts can cause weather conditions and extreme weather.
6EARSCI-4D	Examine evidence that local and global winds can cause weather conditions and extreme weather.
6EARSCI-4E	Examine evidence that air pressure can cause weather conditions and extreme weather.
6EARSCI-4F	Examine evidence that precipitation can cause weather conditions and extreme weather.
6EARSCI-4G	Use technology in predicting, monitoring, and recording weather conditions.
6EARSCI-4H	Identify cloud types and how they relate to weather.
6EARSCI-5	Energy in the Earth’s System – The student will explore how the transfer of energy affects the Earth.
6EARSCI-5A	Explain how the sun is the major source of energy in each of Earth’s systems (CST 7).
6EARSCI-5B	Explain how powering wind is a major source of energy.

	Explain how ocean currents are a major source of energy.
6EARSCI-5C	Explain the transfer of energy in the Earth's systems in relation to the water cycle..
6EARSCI-5D	Analyze how radiation cycles energy through the Earth's systems.
6EARSCI-5E	Analyze how convection currents cycle energy through the Earth's systems.
6EARSCI-5F	Analyze how conduction cycles energy through the Earth's systems.
6EARSCI-5G	Explain the sources and implications of use for renewable and non-renewable energy (CST 3-5 & 7).
6EARSCI-6	Earth in the Solar System – The student will explore stars and galaxies to understand the structure and composition of the universe.
6EARSCI-6A	Compare stars, constellations, and galaxies.
6EARSCI-6B	Describe the use of astronomical units and light years as measures of distance.
6EARSCI-6C	Analyze the components of the solar system.
6EARSCI-6D	Discuss space exploration.
6EARSCI-6E	Use solar system models to explain eclipses.
6EARSCI-6F	Use solar system models to explain lunar phases.
6EARSCI-6G	Use solar system models to explain tides.
6EARSCI-6H	Use solar system models to explain seasons.

WORLD GEOGRAPHY - WESTERN HEMISPHERE

The Why of Where – Places, Patterns of Settlement, and Global Interactions

SIXTH GRADE

Overview

Geography is the study of spatial patterns of the human and physical characteristics of the world and its peoples. Students will use geographic knowledge as a tool for understanding the concepts of economics and the impact of recent history on contemporary events. Students will explore how spatial patterns form, change over time, and relate to one another through a two-year examination of the regions of the world with the Western Hemisphere being studied in Grade 6 followed by the Eastern Hemisphere in Grade 7. For practical uses the traditional designations of Eastern and Western Hemispheres have been followed. The Western Hemisphere is treated as the areas of North America, South America, and the Caribbean.

History/Social Studies Reading and Writing Literacy Skills are to be integrated across all of the content standards and used for instructional delivery of the content.

Process and Literacy Skills

	Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.
6SOCLIT-1	Key Ideas and Details
6SOCLIT-1A	Cite specific textual evidence to support analysis of primary and secondary sources.
6SOCLIT-1B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6SOCLIT-1C	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
6SOCLIT-2	Craft and Structure
6SOCLIT-2A	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6SOCLIT-2B	Describe how a text presents information (e.g., sequentially, comparatively, causally).
6SOCLIT-2C	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6SOCLIT-3	Integration of Knowledge and Ideas
6SOCLIT-3A	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6SOCLIT-3B	Distinguish among fact, opinion, and reasoned judgment in a text.
6SOCLIT-3C	Analyze the relationship between a primary and secondary source on the same topic.
6SOCLIT-4	Range of Reading and Level of Text Complexity
6SOCLIT-4A	By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

	Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.
6SOCLIT-5	Text Types and Purposes
6SOCLIT-5A	Write arguments focused on discipline-specific content.
6SOCLIT-5B	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
6SOCLIT-5C	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
6SOCLIT-5D	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
6SOCLIT-5E	Establish and maintain a formal style.
6SOCLIT-5F	Provide a concluding statement or section that follows from and supports the argument presented.
6SOCLIT-5G	Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.
6SOCLIT-5H	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
6SOCLIT-5I	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
6SOCLIT-5J	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
6SOCLIT-5K	Use precise language and domain-specific vocabulary to inform about or explain the topic.
6SOCLIT-5L	Establish and maintain a formal style and objective tone.
6SOCLIT-5M	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	(See note; not applicable as a separate requirement)
6SOCLIT-6	Production and Distribution of Writing
6SOCLIT-6A	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6SOCLIT-6B	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6SOCLIT-6C	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
6SOCLIT-6D	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6SOCLIT-6E	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6SOCLIT-6F	Draw evidence from informational texts to support analysis reflection, and research.
6SOCLIT-7	Range of Writing
6SOCLIT-7A	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

Content Skills

6WSTHEM-1	Western Hemisphere Geography 1: The student will analyze data from a geographic perspective using the skills and tools of geography.
6WSTHEM-1A	Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
6WSTHEM-1B	Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartagrams, contour/relief maps, GIS systems, and diagrams.
6WSTHEM-1C	Describe basic types of map projections and compare how they display information including Mercator, Peters, and Robinson, and apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
6WSTHEM-1D	Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth’s surface and to organize information about people, places, and environments.
6WSTHEM-1E	Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.
6WSTHEM-1F	Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the <i>Declaration of Independence</i> : (CST 2,6)

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

6WSTHEM-2	Western Hemisphere Geography 2: The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.
	Define the concept of region and identify major political, physical, and economic regions of the Western Hemisphere including:
6WSTHEM-2A	The political regions of North America, Central America, South America, and the Caribbean
6WSTHEM-2B	The physical regions including the Amazon rainforest and the North American Great Plains

6WSTHEM-2C	The economic regions including commercial agriculture in North America and subsistence agriculture of Amazonian communities
	Describe specific political regions of the Western Hemisphere and identify on a political map the major urban centers and countries including:
6WSTHEM-2D	All nations of North America, Central America, South America, and the Caribbean
6WSTHEM-2E	Major metropolitan areas including New York City, Los Angeles, Chicago, Houston, Washington, DC, Miami, Toronto, Montreal, Vancouver, Mexico City, Panama City, San Jose, Rio de Janeiro, Buenos Aires, Santiago, Caracas, Bogota, Sao Paulo, San Juan, and Havana
	Describe the characteristics and relative location of major cultural regions of the Western Hemisphere including:
6WSTHEM-2F	the Maya civilization of Mesoamerica
6WSTHEM-2G	the Inca civilization of Latin America
6WSTHEM-2H	the Inuit indigenous peoples of the Arctic
6WSTHEM-2I	Hispanic communities of the United States and indigenous peoples of North and South America
6WSTHEM-2J	French-speaking Quebec
	Explain and summarize how common characteristics can link as well as divide regions including
6WSTHEM-2K	The question of sovereignty for French-speaking Canadians,
6WSTHEM-2L	The free trade relationships established by NAFTA, and
6WSTHEM-2M	The establishment of <i>maquiladoras</i> (manufacturing facilities) on the United States-Mexican border.
	Cite specific textual and visual evidence in order to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Western Hemisphere including
6WSTHEM-2N	The bi-national construction of the St. Lawrence Seaway,
6WSTHEM-2O	Disputes between South American nations over fishing rights off the Pacific Coast,
6WSTHEM-2P	The strain on international relations caused by immigration, and
6WSTHEM-2Q	Relief efforts of the United Nations following natural disasters.
6WSTHEM-3	Western Hemisphere Geography 3: The student will examine the interactions of physical systems that shape the patterns of Earth's surface.
	Integrate visual information in order to identify on a physical map and describe the major landforms and bodies of water including:
6WSTHEM-3A	Mississippi, Colorado, Rio Grande, and Amazon Rivers, Gulf of Mexico, Hudson Bay, Straits of Magellan and the Bering Strait, Atlantic, Pacific, Arctic and Southern Oceans, the Great Lakes, and the concept of drainage systems and the Continental Divide.
6WSTHEM-3B	The Appalachian, Rocky, Andes, and Cascade Mountain Ranges, the Atacama and Sonoran Deserts, the Hawaiian and Greater Antilles archipelagos, the Pampas and Great Plains, the Canadian Shield, the Yucatan Peninsula, the Isthmus of Panama, and the Great Basin.
6WSTHEM-3C	Describe how the processes and factors of latitude, elevation, Earth-Sun relationship, prevailing winds, and proximity to bodies of water influence climate and how humans respond to regional climate patterns and events including drought, <i>El Niño</i> and <i>La Niña</i>

6WSTHEM-3D	Analyze the impact of natural disasters on human populations including forced migration, scarcity of consumer goods, and loss of employment.
6WSTHEM-4	Western Hemisphere Geography 4: The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.
6WSTHEM-4A	Identify and describe cultural traits of language, ethnic heritage, social systems, religion, and traditions including how cultural diffusion impacts societies. (CST 2, 6)
6WSTHEM-4B	Describe and compare examples of the market and economic systems. Describe politics in the Western Hemisphere:
6WSTHEM-4C	Major political systems of representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship) (CST 3)
6WSTHEM-4D	The role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government (CST 2, 3) Cite specific textual and visual evidence to explain patterns of global economic interdependence and world trade including the concepts of:
6WSTHEM-4E	Balance of trade
6WSTHEM-4F	Supply and demand
6WSTHEM-4G	Measures of economic growth including Gross Domestic Product (GDP) Analyze the impact of geography on population location, growth, and change, applying geographic concepts of:
6WSTHEM-4H	Population density
6WSTHEM-4I	Availability of resources
6WSTHEM-4J	Settlement patterns
6WSTHEM-4K	Migrational push and pull factors including the twentieth century Asian and Caribbean refugee migration to North America or the pattern of Hispanic workers migrating to the United States (CST 3, 4, 5)
6WSTHEM-5	Western Hemisphere Geography 5: The student will analyze the interactions of humans and their environment in the Western Hemisphere.
	Integrate and compare visual information and geographical data relating to developed and developing countries including:
6WSTHEM-5A	Access to human and economic capital
6WSTHEM-5B	The impact of education and technology
6WSTHEM-5C	Literacy rates
6WSTHEM-5D	Life expectancy (CST 1, 3)
6WSTHEM-5E	Per capita income. Summarize how of the distribution of major renewable and nonrenewable resources and the three levels of economic activities (primary, secondary, and tertiary) impact development of a country or region including:
6WSTHEM-5F	The United States' and Canada's access to fossil fuels, water, iron, and arable soil (CST 7)
6WSTHEM-5G	Agricultural development dependent on the natural aquifers of the Great Plains (CST 7)
6WSTHEM-5H	The nationalized oil production in Venezuela and Mexico (CST 7)
6WSTHEM-5I	North America's access to iron and coal enabling a productive steel industry (CST 7)

	Evaluate the effects of human modification of and adaptation to the natural environment including:
6WSTHEM-5J	Terraced farmland of the Andes (CST 7)
6WSTHEM-5K	Construction of the Panama Canal (CST 7)
6WSTHEM-5L	Clear-cutting of the boreal forests of North America (CST 7)
6WSTHEM-5M	Diversion of the Colorado River for irrigation and municipal water (CST 7)
	Analyze regional environmental problems within the western hemisphere including:
6WSTHEM-5N	Oil spills in the Gulf of Mexico (CST 2, 7)
6WSTHEM-5O	Deforestation of Amazonia (slash and burn) (CST 2, 7)
6WSTHEM-5P	Air pollution and urban sprawl of Mexico City and Salt Lake City (CST 2, 7)
6WSTHEM-5Q	Water pollution from industrial run-off into the Great Lakes (CST 2, 7)
	Summarize the role of citizens as responsible stewards of natural resources and the environment including:
6WSTHEM-5R	Careful use of fertilizer and pesticides to avoid polluting the land and the water supply (SCT 2, 7)
6WSTHEM-5S	Participation in recycling and anti-littering activities (CST 2, 7)
6WSTHEM-5T	Conservation of natural resources (CST 2, 7)
6WSTHEM-5U	Support of alternative and sustainable energy sources CST 2, 7)

TECHNOLOGY

SIXTH GRADE

Overview

The middle school student will demonstrate proficiency in the use of technology and a sound understanding of the nature and operation of technology systems. The student will practice responsible use of technology systems, information, and software. The student will select and use technology tools to solve problems, make decisions and accomplish tasks. The student will discuss the effect of existing and emerging technologies on Catholic Social Teachings.

The integration of technology enhances students' emerging abilities to create, analyze and evaluate information. Students can use productivity/multimedia tools to demonstrate and communicate curriculum concepts to audiences more effectively. Students evaluate the accuracy, comprehensiveness, and bias of online information sources concerning real-world problems. Technology tools enhance critical thinking skills which are crucial in an information-driven world. Students will be provided with technological tools and the knowledge needed to process information from across the curriculum effectively and efficiently.

Basic Operations and Concepts

6TECHNO-1	The student will demonstrate proficiency in the use of technology.
6TECHNO-1A	Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation.
6TECHNO-1B	Keyboard at 20+ w.p.m. with correct fingering and minimal errors.
6TECHNO-1C	Use appropriate computer terminology. Expand technology vocabulary.
6TECHNO-1D	Continue to manage and maintain technology tools (e.g. properly shut down system(s), load printer paper).
6TECHNO-1E	Recognize common problems and troubleshooting strategies (e.g. printing problems, frozen computer, common error messages, rebooting, access help).
6TECHNO-1F	Demonstrate proper care and use of technology equipment.
6TECHNO-1G	Describe measures for preventing computer misuse (e.g. security, virus protection, privacy, passwords, and personal information).

Ethical, Legal, and Social Media

6TECHNO-2	The student will practice responsible use of technology systems, information, and software.
6TECHNO-2A	Define and practice computer ethics (digital citizenship) and the purpose of ethical standards.
6TECHNO-2B	Explain unethical use of computers, including illegal copying of software and information, and as in relation to an individual's privacy rights.
6TECHNO-2C	Demonstrate an understanding of copyright and fair use guidelines by citing sources of copyrighted materials in papers, projects, and multimedia presentations.

6TECHNO-2D	Analyze the effects of cyberbullying on individuals, communities, and society.
6TECHNO-2E	Demonstrate the importance of forming a positive digital footprint through the use of social media.
6TECHNO-2F	Discuss Catholic Social Teachings in relation to existing and emerging technologies.

Technology as a Tool for Productivity

6TECHNO-3	The student will comprehend the purpose and the concepts of word processing programs.
6TECHNO-3A	Use basic word processing features and related terminology.
6TECHNO-3B	Produce documents with graphics.
6TECHNO-3C	Use header, footer, page numbering, and title page functions.
6TECHNO-3D	Proofread, edit, and spell-check documents.
6TECHNO-4	The student will comprehend how graphics can enhance and be integrated into various software programs.
6TECHNO-4A	Define multimedia authoring and presentation terminology.
6TECHNO-4B	Create projects with paint/draw tools.
6TECHNO-4C	Use basic presentation software features and related terminology.
6TECHNO-4D	Create simple multimedia presentations.
6TECHNO-4E	Print various views of a project (e.g. slides, cards).
6TECHNO-4F	Import/export and manipulate simple graphic, video, and/or sound objects.
6TECHNO-5	The student will recognize that a spreadsheet is a tool to organize, calculate, and graph information.
6TECHNO-5A	Use basic spreadsheet features and related terminology.
6TECHNO-5B	Identify uses of spreadsheets.
6TECHNO-5C	Identify examples of spreadsheets.
6TECHNO-5D	Read and interpret information in a spreadsheet.
6TECHNO-5E	Enter and edit data in a student generated spreadsheet and observe changes that occur.

Technology as a Tool for Communication

6TECHNO-6	The student will use a variety of media and formats to communicate information and ideas effectively.
6TECHNO-6A	Recognize ways technology is used to transfer information.
6TECHNO-6B	Use appropriate online etiquette.
6TECHNO-6C	Identify appropriate tools for online collaboration.

Technology as a Tool for Research

6TECHNO-7	The student will determine the appropriate technology tools for accessing information and resources.
6TECHNO-7A	Define Internet terminology.

6TECHNO-7B	Follow guidelines for acceptable use of the Internet.
6TECHNO-7C	Access sites using bookmarks, URLs, and search engines.
6TECHNO-7D	Use an online encyclopedia, dictionary, thesaurus, almanac, and catalogs.
6TECHNO-7E	Evaluate information online for accuracy, validity, timeliness, relevance, and bias.

Technology as a Tool for Problem Solving and Decision-Making

6TECHNO-8	The student will utilize technology resources for problem-solving, self-directed learning and extended learning activities.
6TECHNO-8A	Select and use appropriate technology resources to accomplish tasks, solve problems, and/or make decisions.
6TECHNO-8B	Integrate word processing, database, spreadsheet, and paint/draw documents.
6TECHNO-8C	Transfer current knowledge to learning of new technologies.
6TECHNO-8D	Understand the concepts of coding to create a program.

Additional Instructional Opportunities

6TECHNO-9	Additional Instructional Opportunities
6TECHNO-9A	Describe the historical development of computing.
6TECHNO-9B	Describe historical methods of information storage prior to the development of computing devices.
6TECHNO-9C	List uses of computers in a variety of situations.
6TECHNO-9D	Identify the ways in which technology is used in today's world.
6TECHNO-9E	Investigate technological knowledge and skills needed for the workplace now and in the future.
6TECHNO-9F	Identify the impact of new technologies on society (robotics, prosthetics, 3-D printing, and other emerging technologies).
6TECHNO-9G	Understand the reasons and effects of commercialization of technology.
6TECHNO-9H	Use simulation software.

VISUAL ART

SIXTH GRADE

Overview

Sixth Grade students will understand and apply the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be demonstrated. The visual arts will provide opportunities for self expression and creative thinking. Students will demonstrate respect for their own artwork and the artwork of others.

Language of Visual Art

6VISART-1	The student will identify and communicate using a variety of visual art terms.
6VISART-1A	Apply the elements of art including: line, color, form, shape, texture value, and space in works of art.
6VISART-1B	Describe and apply knowledge of the principles of design including: rhythm, balance, contrast, movement, variety, emphasis, unity, and repetition in works of art.
6VISART-1C	Infer meaning from and discuss how artists use the elements of art and principles of design in creating art.

Visual Art History and Culture

6VISART-2	The student will recognize the development of visual art from a historical and cultural perspective.
6VISART-2A	Examine and appraise the art of the Catholic Church and its symbolism.
6VISART-2B	Analyze art from various historical periods in terms of artistic style, theme, and subject matter.
6VISART-2C	Recognize and describe the cultural and ethnic traditions which have influenced the visual arts (e.g. American, Native American, African American, Asian, Australian, European, and Hispanic traditions).
6VISART-2D	Identify how the visual arts are used in business and industry.
6VISART-2E	Understand the role of the visual arts in creating digital images and commercial designs.

Visual Art Expression

6VISART-3	The student will consider, select, and apply a variety of ideas and subject matter in creating original works of art.
6VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
6VISART-3B	Create original visual art using a variety of art tools, media, techniques, and processes in various art disciplines (e.g. ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).

6VISART-3C	Use observation, memory, and imagination in creating original works of visual art.
6VISART-3D	Demonstrate understanding and knowledge of composition using the elements of art and principles of design.
6VISART-3E	Identify and evaluate solutions to visual design problems.
6VISART-3F	Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Visual Art Appreciation

6VISART-4	The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.
6VISART-4A	Demonstrate appropriate behavior while viewing art and/or attending a visual art exhibition in a museum or art gallery.
6VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
6VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
6VISART-4D	Make learning connections between visual art and other disciplines, such as mathematics, science, English language arts, social studies, and media` arts.
6VISART-4E	Critique artwork with verbal and/or written constructive criticism.

Additional Instructional Opportunities

6VISART-5	Additional Instructional Opportunities
6VISART-5A	Compare and contrast works which are similar or different in expressive quality, composition, and style.
6VISART-5B	Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.

GENERAL MUSIC

SIXTH GRADE

Overview

Sixth Grade students read basic notation on the treble clef and count note values with accuracy. They define and correctly use the elements of music (melody, rhythm, harmony, form, tone color, pitch, tempo, and dynamics). They listen to and explain music from a variety of historical periods and cultures. Sixth Graders are taught to sing correctly using different styles of music. They continue to sing appropriate liturgical music and a variety of folk, ethnic, classical, and contemporary compositions.

Language of Music

6MUSIC6-1	The student will read, notate, and interpret music.
6MUSIC6-1A	Define and correctly use the elements of melody (steps, wide and narrow leaps, repeated tones, phrases, and pentatonic scale).
6MUSIC6-1B	Define and correctly use the elements of rhythm (syncopation, triplets, dotted rhythms, and various meters).
6MUSIC6-1C	Define and correctly use the elements of harmony (partner songs, descants, countermelody, and major and minor chords).
6MUSIC6-1D	Define and correctly use the elements of form (ABC, rondo, themes and variations, introduction, coda, interlude, verse and refrain, and prelude).
6MUSIC6-1E	Define and correctly use the elements of tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges, or instrument ranges).
6MUSIC6-1F	Define and correctly use the elements of pitch (range and register).
6MUSIC6-1G	Define and correctly use the elements of tempo (allegro, moderato, andante, and largo).
6MUSIC6-1H	Define and correctly use the elements of dynamics (forte, piano, mezzo forte, mezzo piano, and crescendo/decrescendo).
6MUSIC6-2	The student will identify basic notation.
6MUSIC6-2A	Read treble clef and time signatures (2/4, 3/4, 4/4 and 6/8) and count note values (whole note, half note, quarter note, eighth note, sixteenth note, dotted half note, dotted quarter note) and the corresponding rests.
6MUSIC6-2B	Sight read and sing diatonic melodies in the key of C F, and G major.
6MUSIC6-3	The student will identify ensembles, instruments, and voice ranges visually and aurally.
6MUSIC6-3A	Identify visually and aurally instrumental ensembles (marching band, orchestra, and jazz band).
6MUSIC6-3B	Identify visually and aurally families and orchestral instruments (strings, woodwinds, brass, and percussion).
6MUSIC6-3C	Explore classification of voice ranges (soprano, alto, tenor, and bass) aurally.

6MUSIC6-4	The student will notate rhythm patterns.
6MUSIC6-4A	Notate simple pitch and rhythm patterns presented aurally.

Music History and Culture

6MUSIC6-5	The student will recognize the development of music from a historical and cultural perspective.
6MUSIC6-5A	Sing appropriate liturgical music (seasons).
6MUSIC6-5B	Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
6MUSIC6-5C	Listen to and explain music from a variety of styles (jazz, mariachi band, opera, musicals, call and response or country western).
6MUSIC6-5D	Listen to and explain music from a variety of periods (Baroque, Classical, Romantic, Impressionism, or Contemporary).
6MUSIC6-5E	Listen to and explain music from a variety of cultures (European, Native American, African American, Hispanic, or Asian).
6MUSIC6-5F	Identify and describe the various roles music and musicians have in musical settings and cultures.
6MUSIC6-5G	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

Musical Expression

6MUSIC6-6	The student will present an existing work formally or informally with appropriate expressive and technical skills.
6MUSIC6-6A	Perform basic tonal and rhythm patterns on classroom instruments with technical accuracy.
6MUSIC6-6B	Demonstrate the ability to read music from basic notation in treble and/or bass clef using appropriate dynamics and tempo.
6MUSIC6-6C	Sing with technical accuracy (e.g. breath support, correct posture, pure vowels, and diction).
6MUSIC6-6D	Compose music using teacher-established criteria, which may include electronics and other media.
6MUSIC6-6E	Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments.
6MUSIC6-6F	Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, including syncopated patterns, beats, and offbeats.
6MUSIC6-6G	Experiment with variations in and demonstrate understanding of tempo, tone quality, dynamics, and phrasing for expressive purpose in performing music.
6MUSIC6-6H	Recognize and respond to conductor's gestures.
6MUSIC6-6I	Identify uses of music in everyday life (film, television, background music, and commercials).

Music Appreciation

6MUSIC6-7	The student will use musical criteria to create and evaluate musical works.
6MUSIC6-7A	Answer unfinished short melodic patterns using voice or classroom instruments.
6MUSIC6-7B	Explore improvisation through singing and/or playing instruments.
6MUSIC6-7C	Critique musical works and performances based on teacher-established criteria.
6MUSIC6-7D	Identify basic features of familiar and unfamiliar songs.
6MUSIC6-7E	Compare and contrast music of different styles using appropriate terms.

Additional Instructional Opportunities

6MUSIC6-8	Additional Instructional Opportunities
6MUSIC6-8A	Recognize and identify the appropriate ways to conduct patterns of simple meters (2/4,3/4, 4/4, and 6/8).
6MUSIC6-8B	Recognize and identify the appropriate ways to use articulation (staccato, legato, and accent).

PHYSICAL EDUCATION

SIXTH GRADE

Overview

Sixth grade students will demonstrate increased fluency in performing a combination of movements and rhythmic activities. Rules and scoring will be applied while engaging in individual and team activities. Students will exhibit responsible behavior through application of safety guidelines and care of equipment. Christ-like behavior will be demonstrated through cooperation, fair play, and positive conflict resolution. The students will participate in a wide variety of activities and explore health-related topics which promote lifetime well-being.

Motor Skills

6PHYSED-1	The student will demonstrate an intermediate level of motor skills and lifetime activities.
6PHYSED-1A	Integrate a combination of movements into individual and/or team activities.
6PHYSED-1B	Apply rules and scoring, when appropriate, in individual and team activities.
6PHYSED-1C	Continue to extend creative exploration to include rhythmic activities.

Responsible Behaviors

6PHYSED-2	The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)
6PHYSED-2A	Apply safety guidelines related to a specific activity.
6PHYSED-2B	Demonstrate the appropriate use and care of equipment.
6PHYSED-2C	Demonstrate Christ-like behavior through cooperation and fair play in following the rules of games and activities. (CST 1A, 1B, 2B, 3B, 6B)
6PHYSED-2D	Practice positive peer influence by taking responsibility and assuming various roles in activities. (CST 1A, 1B, 2B)
6PHYSED-2E	Demonstrate the element of socially acceptable conflict resolution in physical activity settings. (CST 6B)
6PHYSED-2F	Work individually or in a group to accomplish a set goal.

Health and Fitness

6PHYSED-3	The student will participate in a wide variety of physical activities which promote lifetime fitness.
6PHYSED-3A	Differentiate between components of fitness (e.g. cardiovascular vs. muscular, flexibility vs. endurance).
6PHYSED-3B	Explore how proper nutrition influences body composition and healthy living.
6PHYSED-3C	Recognize physical activity as a positive opportunity for social and group interaction.

6PHYSED-3D	Define appropriate personal fitness goals.
6PHYSED-3E	Practice positive health habits and personal hygiene to reduce health risks.

WORLD LANGUAGES

FIFTH THROUGH EIGHTH

Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Catholicity

5-8WORLAN-1	The student will understand Creed as the faith professed.
5-8WORLAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
5-8WORLAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
5-8WORLAN-1C	Explore various Catholic Church documents in the target language.
5-8WORLAN-2	The student will understand Sacraments as the faith celebrated.
5-8WORLAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
5-8WORLAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
5-8WORLAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
5-8WORLAN-3	The student will understand Christian morality as the faith lived.
5-8WORLAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.
5-8WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith. (from Jeanne's notes)
5-8WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.

5-8WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
5-8WORLAN-3E	Explore sacred art from the target culture.
5-8WORLAN-4	The student will understand Prayer as the faith prayed.
5-8WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
5-8WORLAN-4B	Compose original prayers in the target language.

Communication

5-8WORLAN-5	The student will understand, interpret, and analyze spoken and written language on a variety of topics.
5-8WORLAN-5A	Understand the main idea of simple conversations that are heard.
5-8WORLAN-5B	Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
5-8WORLAN-5C	Understand a few details of what is heard in conversations, even when something unexpected is expressed.
5-8WORLAN-5D	Comprehend what is heard about events and experiences in various time frames.
5-8WORLAN-5E	Follow stories and descriptions of some length in various time frames.
5-8WORLAN-5F	Understand the main idea of short and simple texts when the topic is familiar.
5-8WORLAN-5G	Understand the main idea of texts related to everyday life and personal interests or studies.
5-8WORLAN-5H	Follow written stories and descriptions about events and experiences in various time frames.
5-8WORLAN-5I	Understand the main idea and some supporting details on a variety of topics of personal and general interests.
5-8WORLAN-6	The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.
5-8WORLAN-6A	Participate in conversations on familiar topics using sentences and series of sentences.
5-8WORLAN-6B	Participate in social interactions in everyday situations by asking and answering questions.
5-8WORLAN-6C	Describe self in everyday life.
5-8WORLAN-6D	Participate with ease and confidence in conversations on familiar topics.
5-8WORLAN-6E	Communicate about events and experiences in various time frames.
5-8WORLAN-6F	Describe people, places, and things.
5-8WORLAN-6G	Describe people, places, and things in an organized way with some detail.
5-8WORLAN-7	The student will present information, concepts, and ideas to listeners or readers on a variety of topics.
5-8WORLAN-7A	Present information on familiar topics using a series of simple and/or complex sentences.
5-8WORLAN-7B	Present information in a generally organized way on school, work, and community topics and on researched topics.
5-8WORLAN-7C	Present information on some events and experiences in various time frames.
5-8WORLAN-7D	Write about familiar topics and present information using a series of simple and/or complex sentences.

5-8WORLAN-7E	Write on topics related to school, general interests, work, and community in a generally organized way.
5-8WORLAN-7F	Write some simple paragraphs about events and experiences in various time frames.
5-8WORLAN-7G	Write organized paragraphs about events and experiences in various time frames.

Culture

5-8WORLAN-8	The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
5-8WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
5-8WORLAN-8B	Initiate and respond to routine courtesy exchanges.
5-8WORLAN-8C	Interact using culturally appropriate patterns of behavior in everyday informal and formal situations.
5-8WORLAN-8D	Explain different traditions and customs of the target culture in simple terms.
5-8WORLAN-8E	Participate in children’s games representative of the target culture.
5-8WORLAN-8F	Identify and color flags and landmarks of the target culture.
5-8WORLAN-8G	Name and experience foods and eating customs of the target culture.
5-8WORLAN-8H	Recognize and write numbers according to cultural custom.
5-8WORLAN-8I	Reflect on cultural experiences and social activities common to a student of a similar age in the target culture.
5-8WORLAN-8J	Identify and discuss some perspectives typically associated with the target culture’s belief systems and social, economic, political, and professional practices.
5-8WORLAN-8K	Discuss and evaluate some commonly held generalizations about the target culture.
5-8WORLAN-8L	Plan and participate in a cultural activity.
5-8WORLAN-8M	Listen to and participate in reading/reciting authentic literature.
5-8WORLAN-9	The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
5-8WORLAN-9A	Name and identify tangible products of everyday living.
5-8WORLAN-9B	Explain the significance of objects, images, symbols, and products of the target culture.
5-8WORLAN-9C	Describe major contributions of influential figures, past and current, from the target culture.
5-8WORLAN-9D	Identify and explain the influence of the target culture on the products of their own culture.
5-8WORLAN-9E	Explain how geography impacts the products of the target culture.
5-8WORLAN-9F	Identify the target culture’s basic perspectives through art, literature, music, dance, and sports.

Connections

5-8WORLAN-10	The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.
5-8WORLAN-10A	Transfer and apply information and skills from other content areas to experiences related to the target language and culture.
5-8WORLAN-10B	Apply information gathered through target language resources to other content areas in order to supplement learning.
5-8WORLAN-11	Students will access and evaluate information and diverse perspectives that are available through the target language and its cultures.
5-8WORLAN-11A	Recognize information about the target culture from selected authentic sources.
5-8WORLAN-11B	Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.
5-8WORLAN-11C	Research authentic target language sources, analyze the content, and acquire information available through the target language and its culture.
5-8WORLAN-11D	Use authentic sources to explore the distinctive perspectives of the target cultures.

Comparisons

5-8WORLAN-12	The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.
5-8WORLAN-12A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.
5-8WORLAN-12B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
5-8WORLAN-12C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
5-8WORLAN-12D	Explore the historical and cultural reasons for cognates and borrowed words, when applicable.
5-8WORLAN-12E	Compare and contrast identified structural patterns of the target language to structural patterns in their own language.
5-8WORLAN-12F	Apply knowledge of sound and writing systems in spontaneous communicative situations.
5-8WORLAN-12G	Use knowledge of structural patterns of their own language and the target language for effective communication.
5-8WORLAN-13	The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.
5-8WORLAN-13A	Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
5-8WORLAN-13B	Identify and apply appropriate verbal and nonverbal behavior between cultures.
5-8WORLAN-13C	Give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.

5-8WORLAN-13D	Give basic descriptions of cross-cultural similarities and differences in the products of the target culture.
5-8WORLAN-13E	Give basic descriptions of cross-cultural similarities and differences in the perspectives of the target culture.

Communities

5-8WORLAN-14	The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.
5-8WORLAN-14A	Identify career paths that are enhanced by proficiency in another language.
5-8WORLAN-14B	Practice oral or written use of the target language with others outside the classroom.
5-8WORLAN-14C	Communicate on a personal level with speakers of the target language.
5-8WORLAN-14D	Produce short presentations for a variety of audiences.
5-8WORLAN-14E	Participate in activities where the ability to communicate in a second language is beneficial.
5-8WORLAN-14F	Communicate with native speakers or those who have a working knowledge of the target language about a variety of topics.
5-8WORLAN-14G	Take part in language-related activities to benefit the school and/or Community. (CST 2B)
5-8WORLAN-14H	Articulate the benefits of being able to communicate in more than one language.
5-8WORLAN-14I	Discover and explore a variety of entertainment sources representative of the target culture.
5-8WORLAN-14J	Identify and discuss issues of interest within the target culture.
5-8WORLAN-14K	Discover and explore samples of art, literature, music, and sports representative in the target culture.
5-8WORLAN-14L	Exchange information with native speakers about topics of personal interest.
5-8WORLAN-14M	Explore various target language resources to expand knowledge of individual hobbies or interests.
5-8WORLAN-14N	Demonstrate extracurricular use of target language media as a source of entertainment.

ⁱ Based on **The Next Generation Science Standards.**

ⁱⁱ *Ibid*