# Religion

**GRADE 6**    (Can be presented in grade 4 based on local needs (textbook material) as determined by the director of religious education with pastoral approval.)

I.    **GOAL:** To have the student understand that God's saving actions and His love are manifested in salvation history and fulfilled in Jesus.

II.    **INSTRUCTIONAL OBJECTIVES:**

REL.6.1    **Profession of Faith - The Creed** *(CCC 185-1050)*

a.  The scriptures as the inspired account of God's relationship with mankind. *(CCC 203-277)*

b.  Creation and the promise of a Redeemer as signs of the goodness and love of God. (CCC 279-327; CCC 355-379)

c.  Salvation history as the initiative of God in revealing Himself to His people and their response. (CCC 203-260)

- Adam and Eve are the first parents of the human race. *(CCC 410-412)*

- Adam and Eve disobeyed God and committed the Original Sin *(CCC 396-412)*.
  ❖ God promised Adam and Eve a redeemer.

- God chose Abraham to be the Father of His Chosen People. Abraham is the Father of all believers, a model of faith and trust. *(CCC 144-146)*

- Through the patriarchs (Abraham, Isaac, Jacob, etc.), God fulfilled His plan for His chosen people. *(CCC 61; 705-710)*

- Moses' role in furthering God's relationship with His People. *(CCC 205-211)*
  ❖ Moses was chosen by God to lead the Israelites out of slavery in Egypt.

- The Exodus as a central event in the history of Israel. *(CCC 1164-1167)*

- The Covenant of Sinai (which includes the Ten Commandments) is the irrevocable bond between God and His Chosen People. *(CCC 2052-2063; 2077)*

- Israel grew through the various leaders called by God (Joshua, Judges, Kings, etc.). *(CCC 758-762)*

- The prophets had an important role as God's messengers, who spoke to the Chosen People for Him. *(CCC 702)*

d.  The lives of the holy men and women of the Old Testament and the lives of saints as role models to imitate. *(CCC 946-959; 2683-2684)*


REL.6.2    **Celebration of the Christian Mystery - Liturgy and Sacraments  (CCC 1066-1690)**

a. The Passover and Exodus by the Hebrew people as links to a deeper appreciation of the Mass and the Sacraments of Baptism and Holy Eucharist. *(CCC 1322-1323; 1217-1222)*

b. The need for personal conversion which is supported by the sacramental graces in the Sacrament of Penance/Reconciliation, especially when received often. *(CCC 1422-1470)*

c. The Mass as the source and summit of Christian life
   - sacrifice of Calvary
   - memorial of the death and resurrection of Jesus
   - sacred meal
   - pledge of eternal life
   - source of saving grace. *(CCC 1324-1405)*

d. The meaning of transubstantiation and the real presence of Jesus in the Eucharist. *(CCC 1413)*

**REL.6.3** <u>Life in Christ - The Commandments and the Moral Life</u> *(CCC 2052-2550)*

a. Like Israel of old, the People of God have a responsibility to give witness to God's love and goodness in our own lives.
   - Students should develop a commitment to the service of others, and to moral responsibility. *(CCC 863; 2083-2086; 1749-1794)*

b. Mary and the saints were faithful to their covenant relationship with God. *(CCC 966-969, CCC 946-959)*
   - Obeying the Commandments is an essential part of our covenant relationship with God.

c. The Ten Commandments are part of the body of truths which Catholics know by heart *(CCC 496-497)*; doctrines for us from God.

d. The Israelites are our ancestors in the faith. They are God's chosen people. *(CCC 62-64; 218; 238; 2085)*

e. Virtue is the habit of doing good.
   - Some recommended age appropriate virtues to develop are Presence of God, understanding and sociability. *(CCC 1803-1811)*

**REL.6.4** <u>Christian Prayer</u> *(2761-2855)*

a. Scripture is a valuable source of prayer and meditation. *(CCC 2585-2589, 2653-2654)*

b. The Holy Sacrifice of the Mass fulfills the four purposes of prayer - Adoration, Contrition, Thanksgiving, and Supplication. *(CCC 2623-2643)*

c. A devotional life is a good way to grow in prayer. *(CCC 2697-2699)*

d. One's patron saint can be a model to imitate and an intercessor and guardian. *(CCC 1717; 2030; 2156; 2683-2684)*

e. The Rosary and Stations of the Cross are tried and true ways to prayerfully reflect upon the life of Jesus and Mary. *(CCC 971; 2678; 2708; 571-153)*

## REL.6.5    TERMS TO KNOW:

### New to Grade

| | |
|---|---|
| Abraham | Rosary |
| Chosen People | Scripture |
| City of David | Sinai |
| Exodus | Solomon |
| Generosity | Sociability |
| Israel | Stations of the Cross |
| Israelites | Supplication |
| Judges | Temple |
| Moses | Thanksgiving |
| Passover | Tower of Babel |
| Patriarch | Transubstantiation |
| Patron Saint | Tree of Life |
| People of God | Understanding |
| Perseverance | Witness |
| Profession of Faith | Yahweh |
| Responsibility | |

### Cumulative List

| | |
|---|---|
| Absolution | Corporal Works of Mercy |
| Adam and Eve | Covenant |
| Adoration | Creation |
| Advent | Creator |
| Alleluia | Creed |
| Angel | Deacon |
| Anointing of the Sick | Diaconate |
| Apostles Creed | Easter |
| Ark of the Covenant | Episcopacy |
| Assumption of Mary | Eucharist |
| Baptism | Evangelist |
| Beatitudes | Exposition of the Blessed Sacrament |
| Benediction | Faith |
| Bible | Fast |
| Bishop | Father |
| Blessed Sacrament | Feast Day |
| Charity | Fixed Formula Prayer |
| Cheerfulness | Forgiveness of Sin |
| Children of God | Form (Sacramental) |
| Chrism | Fortitude |
| Christmas | Genuflection |
| Church | God |
| Commandments | Gospel |
| Communion | Grace |
| Confession | Guardian Angel |
| Confirmation | Heaven |
| Conscience | Hell |
| Consecration | Hero |
| Contrition | Holy Communion |

Holy Family
Holy Orders
Holy Spirit
Holy Trinity
Immaculate Conception
Incarnation
Industriousness
Incense
Intercessor
Jesus
Joseph
Justice
Kingdom of God
Laity
Last Supper
Lent
Liturgical Year
Liturgy
Liturgy of the Eucharist
Liturgy of the Word
Love of God
Love of Neighbor
Magisterium
Manna
Marks of the Church - One,
Holy, Catholic and Apostolic
Mary, Mother of God
Mass
Matrimony
Matter (Sacramental)
Miracle
Monstrance
Mysteries of the Rosary
Mystery
New Covenant
New Testament
Obedience
Old Testament
Orderliness
Ordination
Original Sin
Parable
Parts of the Mass
Paschal Mystery

Penance
Pentecost
Perseverance
Pope
Prayer
Priest
Priesthood
Prophet
Purgatory
Real Presence
Reconciliation
Redeemer
Redemption
Religious Community
Respect
Resurrection
Revelation
Reverence
Rosary
Sacrament
Sacramental Sign
Sacraments of Healing
Sacraments of Initiation
Sacraments of Vocation
Sacrifice
Saint/Sainthood
Salvation History
Sanctifying Grace
Savior
Sin (Mortal and Venial)
Sinai
Solomon
Son
Sorrow for Sin
Spiritual Works of Mercy
Spontaneous Prayer
State of Grace
Tabernacle
Trinity
Vocation
Vow
Witness
Works of Mercy
"Yes to God"

## REl.6.6      PRAYERS AND CONCEPTS TO KNOW

### New to Grade

**Planning Prayer Service**
**Stations of the Cross**
**Idea of Christian Service as Act of Charity**

### Cumulative List

**Act of Contrition**
**Acts of Faith, Hope and Love**
**(Standard form)**
**Apostles Creed**
**Benediction**
**Eucharistic Exposition and**
**Benediction**
**Examination of Conscience**
**Genuflection (Method and**
**Meaning)**
**Glory Be**
**Grace Before Meals**
**Guardian Angel Prayer**

**Hail Mary**
**Hail Mary Queen (Salve Regina)**
**How to Say the Rosary**
**Memorare**
**Morning Offering (Some Form)**
**Our Father (The Lord's Prayer)**
**Parts of the Mass**
**Sign of the Cross**
**Spiritual and Corporal Works of Mercy**
**Ten Commandments**
**Twenty Mysteries of the Rosary**
**Two Commandments of Love**

## Grade 6

### REL.6.V.1      VIRTUE: PRESENCE OF GOD

**Presence of God** is the virtue by which one is able to find God in his or her ordinary life, the midst of the work, out in the street, in the people around during the day and in prayer. When fully developed this virtue means that there is never a moment of the day in which God is not present to us.

**SCRIPTURE/READINGS:**
Exodus 40:34-35; Exodus 19:9; cf Mark 9:7; Matt 17:8; John Paul II, Encyclical Redemptor Hominis, 7; St. Alphonsus Liguori, How to converse continually and familiarly with God; 1 Cor 10:31

**PRACTICES:**
- Make sure that there are reminders of God, Our Lady, and the saints around you at home, in your room, on your desk, your walls, and even as bookmarks in your school books. Each time you see one of these reminders, say a short prayer.

- Begin the day with the Morning Offering, say grace at meals, and end the day with night prayers.

- Try to think what Jesus, Mary or the saints would do in a particular situation you are in - perhaps an argument with classmates, a discussion that has gotten into dangerous topics that could be an occasion of sin, watching a T.V. show or listening to music that is not beneficial to your soul. Ask for the grace to imitate them.

- If you feel alone or frightened, remember your Guardian Angel and the presence of God.

- Offer each subject at school or chore at home for some intention - for the Holy Father, for priests, for an increase in vocations to the priesthood and religious life, for the conversion of sinners, for the poor and homeless, etc.

### REL.6.V.2      VIRTUE: SOCIABILITY

**Sociability** is the virtue by which one is able to get along well with people, show an interest in them and communicate well with them. It has to do with a kind of unselfish solidarity based on love of one's neighbor, rather than mere utilitarian motives.

**SCRIPTURE/READINGS:**
Mark 2:13-17; John 11:11; cf Mark 11:3; cf Luke 2:51; cf Matt 9:7; cf Luke 7:11; cf John 19:26-27; cf Luke 5:19; Matt 11:28-30; Mark 8:2.

**PRACTICES:**
- Make an effort to talk to someone in the class who is not one of your regular friends. Find out what are his or her hobbies, interests, and talents.

- Join a group - such as a sport team or dance class or service group - and get to know people who are not in your family or your class.

- Practice being a good conversationalist by asking questions and then really listening to the answers

given.

- If you notice that someone has hurt feelings - in the family or in your class - be kind to that person and try to cheer him or her up.

- Think of how Jesus was friendly to everyone and ask Him to give you the grace to be a good friend.

- Pray for your friends and family members every day.


## REL.6.V.3      VIRTUE: UNDERSTANDING

Understanding is the virtue by which one is able to recognize and comprehend with a degree of sympathy and compassion the difficulties of the position or situation in which another finds himself.  It also means being able to comprehend more deeply the truths of the Faith.

### SCRIPTURE/READINGS:
cf Isa 11:1-2; Ps 143:10; Rom 8:14, 17; Gal 5:22-23; Catechism of the Catholic Church 1830-1832; 815; 821; 1939.

### PRACTICES:
- Realize that everyone is different - made that way by God.  Try to understand someone you are having trouble getting along with.  Pray for that person.

- Ask for the grace to understand the topics you are learning in religion class so that they will not just be some words to memorize or write down, but that they will be very meaningful to you.

- Parents, teachers, and other adults have difficulties of their own sometimes - headaches, worries, tiredness.  Try to understand if you feel you are not being treated as you would like and pray for the adult.

- Ask the Holy Spirit to help you in your studies - Math, Science, English, etc.

- Your vocation at this time is to be a student.  It is important that you do your best and offer your work and your talents or sufferings to God.  In this way you show understanding for God's plan for you.


Grade 7

# English

READING LANGUAGE ARTS

GRADE 6

## MASTERY OF SKILLS

- Story elements (plot, setting, conflict, character, point of view)
- Publish a five-paragraph essay which includes introduction, topic sentences, supporting details, conclusion
- Recognize and apply grammar concepts in sentences and in writing
- Identify and use subject, verb, adjective, noun, adverb, preposition, conjunction, pronoun
- Understand the writing process

## Standard 1 – Oral Language & Listening Skills

**R/L.6.1**   **The student will develop listening skills**

    a.    Respond to questions
    b.    Follow multi-step directions
    c.    Develop critical listening skills to analyze one's own and other's presentations
    d.    Summarize oral presentations
    e.    Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
    f.    Discuss the speaker's specific purpose: information, appreciation, entertainment, directions, persuasion
    g.    Identify speaker's main point and supporting details
    h.    Distinguish fact from opinion
    i.    Compare and contrast viewpoints

**R/L.6.2**   **The student will speak effectively**

    a.    Practice choral speaking, reading aloud, presentations and conducting interviews
    b.    Use evidence to present personal opinions
    c.    Paraphrase each major topic and add supporting ideas with accurate details
    d.    Speak directly to the audience and make eye contact
    e.    Read a written selection orally with the proper intonation
    f.    Acknowledge others' points of view

    g.    Demonstrate the ability to collaborate with diverse teams

    h.    Understand and practice the tools for speaking clearly and correctly
- i. Pitch
- ii. Stress
- iii. Enunciation
- iv. Projection

    i.    Practice introductions

    j.    Utilize visual aides in presentations

    k.    Utilize nonverbals
- i. Eye contact
- ii. Posture
- iii. Tone
- iv. Gestures
- v. Facial expressions

    l.    Use grammatically correct language

## Standard 2 – Reading/Literature

**R/L.6.3**    **The student will read and learn the meaning of unfamiliar words and increase vocabulary**

    a.    Use phonetic, structural, and context clues to decode unfamiliar words

    b.    Work towards fluent reading
- i. Read and re-read stories, poems, and passages with fluency and expression
- ii. Self-correct when necessary

    c.    Develop vocabulary in content areas

    d.    Recognize multiple meanings of words

    e.    Develop word meanings

    f.    Identify and use roots

    g.    Identify and use cognates

    h.    Identify and use affixes
- i. Synonyms
- ii. Antonyms
- iii. Homonyms

    i.    Understand the construction and impact of figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)

    j.    Extend general and cross-curricular vocabulary through speaking, listening, reading and writing

    k.    Use word reference materials (glossary, dictionary and thesaurus)

    l.    Solve analogies

    m.    Solve syllogisms

**R/L.6.4**     **The student will demonstrate comprehension of literature selections in:**

- Fiction
- Nonfiction
- Poetry
- Prose

a.   Use prior knowledge to build background
b.   Identify the main idea/supporting details
c.   Summarize/retell the passage
d.   Draw conclusions
e.   Predict outcomes
f.   Follow sequence of events and ideas
g.   Relate cause to effect
h.   Identify the author's purpose/point of view
i.   Use knowledge of text structures to make inferences
j.   Distinguish fact/opinion
k.   Support opinions
l.   Identify problem/solution
m.   Identify steps in a process
n.   Form generalizations
o.   Make judgments/decisions
p.   Recognize techniques of persuasion and propaganda
q.   Compare/contrast elements of literature
r.   Discuss what is read
s.   Write about what is read
t.   Adjust rate of reading according to material, level of difficulty, and purpose for reading
u.   Analyze story elements (characters, setting, plot, point of view, mood, conflict and theme) and how they contribute to text meaning
v.   Identify characteristics of common types of literature (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)
w.   Identify the use of sensory imagery (five senses)
x.   Recognize bias and symbolism
y.   Identify flashback and foreshadowing techniques
z.   Respond to literature by relating it to real life, making historical and multicultural connections (text to text, text to self, text to world)

## Standard 3 – Writing/Grammar

**R/L.6.5**  **The student will engage in writing on a daily basis and recognize that writing is a repetitive process**
- a. When posed with a question, use stated question as part of the answer
- b. Employ prewriting strategies – brainstorm, free write, discussion, graphic organizers
    - i. Choose and narrow topics
    - ii. Identify purpose and audience
    - iii. Compose a thesis statement
- c. Select writing mode and form
    - i. Narrative
    - ii. Descriptive
    - iii. Expository
    - iv. Persuasive
    - v. Research paper
- d. Write a first draft
- e. Organize generated information for writing to fit mode or topic
- f. Evaluate and revise content
    - i. Organization
    - ii. Topic development
    - iii. Transition
    - iv. Clarity
    - v. Appropriateness of language, vocabulary
    - vi. Word and sentence variety
    - vii. Appropriateness to purpose and audience
- g. Revise for corrections
- h. Review and edit with self and peers
- i. Publish: use technology to plan, revise, edit and publish
    - i. Share composition with others
    - ii. Use appropriate manuscript style - MLA

**R/L.6.6**  **The student will apply grammatical rules when writing**
- a. Use and understand sentence structure
    - i. Simple
    - ii. Declarative
    - iii. Interrogative
    - iv. Imperative
    - v. Exclamatory
    - vi. Simple subject
    - vii. Simple predicate
    - viii. Direct object
    - ix. Understood subject
    - x. Inverted order

           xi.     Compound subject
           xii.    Compound predicate
           xiii.   Complete subject
           xiv.   Complete predicate
           xv.    Subject complement
           xvi.   Compound object
           xvii.  Independent clause
           xviii. Subordinate clause
           xix.   Compound sentence
           xx.    Coordinate conjunction
           xxi.   Compound complement
           xxii.  Diagram simple and compound sentences

b.    Identify and use pronouns
       i.     Person, number, gender, possessive, subject and object pronouns
       ii.    Pronoun-antecedent agreement
       iii.   Interrogative, indefinite, and demonstrative pronouns
       iv.   Subject-verb agreement

c.    Identify and use adjectives
       i.     Descriptive, proper, comparison of, demonstrative article, possessive, indefinite
       ii.    Interrogative
       iii.   Subject-complement

d.    Identify and use verbs
       i.     Action, auxiliary, being, linking, simple tenses and principal parts (present, present participle, past, past participle)
       ii.    Transitive/intransitive
       iii.   Simple, perfect, and progressive tense
       iv.   Subject verb agreement

e.    Identify and use adverbs
       i.     Time, place, manner, degree, affirmation, and negation

f.    Identify and use prepositions
       i.     Prepositional phrase
       ii.    Adjective phrase and adverb phrase

g.    Identify and use conjunctions
       i.     Coordinate conjunctions

h.    Identify and use interjections

i.    Follow the standards of capitalization
       i.     Capitalize pronoun *I*
       ii.    First word in a sentence
       iii.   Proper nouns
       iv.   Days of the week
       v.    Months of the year
       vi.   Abbreviations of a word beginning with a capital letter
       vii.  Initials
       viii. Salutation and closing of a letter
       ix.   Titles of books and poems
       x.    First word in a quotation

            xi.      Story titles
            xii.     Titles of honor and respect when preceding a name
            xiii.    Pronouns relating to God and proper adjectives

j.    Follow standards of punctuation

    i.      Use period after a declarative/imperative sentence, abbreviations, initials, in an outline

    ii.     Use question mark after an interrogative sentence

    iii.    Use exclamation mark after an exclamatory sentence

    iv.    Use comma in a friendly letter, an address, to separate words in a series, to set off direct quotations, to set off direct address, after "yes" or "no" to separate clauses connected by conjunctions (and, but, or, nor, so, for and yet)

    v.      Use an apostrophe in contractions, to show singular/plural possession, to show the omission of a letter, letters, or numbers, in the plural forms of numbers and letters

    vi.    Use quotation marks: before/after a direct quotation, in divided quotations, to enclose titles of short stories, articles, poems, and television episodes

    vii.   Italicize (underline when handwritten) titles of books, magazines, newspapers, movies, and works of art

    viii.  Use a semicolon to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction

    ix.    Use a colon after the salutation in a business letter and before a list or enumeration of items

    x.      Use a dash to indicate a sudden change of thought

    xi.    Use a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

## R/L.6.7    The student will use correct spelling

a.    Spell words using a multi-sensory approach
b.    Understand structural principles and spelling patterns
c.    Spell words learned in the content areas correctly
d.    Spell high frequency words correctly
e.    Practice dictation regularly
f.    Use the etymology of words to enhance spelling skills
g.    Practice proofreading skills
h.    Practice dictionary skills

## R/L.6.8    The student will write legibly

a.    Write with correct form, alignment, and spacing
b.    Present work neatly done in cursive

## Standard 4 – Media Literacy

**R/L.6.9**  **The student will understand elements of media literacy**

    a.    Compare/contrast various media messages
    b.    Discover purposes of media literacy and examine how they are constructed
    c.    Identify authorship, format, audience, content, purpose
    d.    Identify characteristics and effectiveness of a variety of media messages
    e.    Create and publish audience specific media messages

## Standard 5 – Research

**R/L.6.10**  **The student will locate information in reference sources**

    a.    Note format and parts of books
    b.    Use alphabetical sequence to locate information
    c.    Use appropriate reference materials
        i.    Recognize reliable internet sources
        ii.    Utilize library resources
        iii.    Cite primary and secondary sources

    d.    Skim materials to develop a general overview of content or to locate specific information
    e.    Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
    f.    Credit reference sources, analyze and evaluate credibility/validity of sources
    g.    Compose list of references (works cited using MLA format)
    h.    Use in-text citations
    i.    Develop an understanding of plagiarism and its repercussions

## Standard 6 – Technology

**R/L.6.11**  **Use technology to locate, evaluate, and organize information from a variety of sources**

    a.    Select relevant information (content and images) from appropriate technology resources
    b.    Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement research
    c.    Refine search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
    d.    Collect and organize information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)

# Math

# MATHEMATICS
## SIXTH GRADE
*Overview*

The sixth grade math curriculum is based on the skills introduced and mastered in Kindergarten through fifth grades. For sixth grade, emphasis is placed on the following skills:

- Solve single-step and multi-step problems that involve addition, subtraction, multiplication, and division of fractions, mixed numbers, and decimals, expressing answer either in simplest form or rounded to the nearest given place value; check solution by comparing it with the estimation resulting from rounding the original numbers.
- Add, subtract, multiply, and divide integers.
- Round, compare, order, and graph (on a number line) positive rational numbers (whole numbers, fractions, mixed numbers, terminating and repeating decimals); convert between positive fractions (including improper fractions and mixed numbers), decimals, percents, numbers written in scientific notation, and points on a number line.
- Find and interpret the percent of a number in a real world context (ex. compute 5%, 10%, 15%, or 20% in practical situations such as tips, tax, and discounts).
- Write simple variable expressions, equations, and inequalities that model verbal phrases, patterns, and real world contexts; write and solve one-step linear equations with one variable, including proportions, by applying the Properties of Equality; write, interpret, and graph inequalities with one variable.
- Write the ordered pair of a given point; graph an ordered pair onto a coordinate plane; determine the location of an ordered pair (axis or quadrant); find the distance between two point on the same horizontal or vertical line.
- Find the perimeter and area of rectangles, triangles, parallelograms, and trapezoids; find the circumference and area of circles, approximating for π (pi) or writing in π (pi) notation as necessary; find the volume and surface area of cubes and prisms (rectangular and triangular) using unit cubes, nets, and formulas.

## MASTERY OF SKILLS

- Apply rules of divisibility for 2, 3, 4, 5, 6, 9, and 10 (ex. simplify fractions; identify prime and composite numbers).
- Mentally multiply or divide whole numbers or decimals by 10, 100, and 1000.
- Round whole numbers and decimals to nearest place value; round proper fractions and mixed numbers to the nearest whole number.
- Add, subtract, multiply, and divide whole numbers (up to two-digit divisors), decimals, and proper fractions (expressing answer in either simplest form or rounded to the nearest given place value).

# MATHEMATICS

## APPLICATION OF SKILLS

### Standard 1 – Number Sense and Estimation

M.6.1   Identify, compare, and order integers; represent values from real world contexts with integers; interpret and apply the absolute value of an integer.

M.6.2   Round, compare, order, and graph (on a number line) positive rational numbers (whole numbers, fractions, mixed numbers, terminating and repeating decimals).

M.6.3   Convert between positive fractions (including improper fractions and mixed numbers), decimals, percents, numbers written in scientific notation (positive exponents), and points on a number line.

M.6.4   Find the prime factorization of a composite number using exponents (if applicable); find and apply the Greatest Common Factor (GCF) and Least Common Multiple (LCM) in real world contexts (ex. making equivalent groups; finding repeated events).

M.6.5   Identify and evaluate square roots of perfect squares from 0 to 256.

# MATHEMATICS

## Standard 2 - Computation and Fluency

M.6.6    Solve single-step and multi-step problems that involve addition, subtraction, multiplication, and division of fractions or mixed numbers, expressing answer either in simplest form or rounded to the nearest given place value; check solution by comparing it with the estimation resulting from rounding the original fractions or mixed numbers.

M.6.7    Solve single-step and multi-step problems that involve addition, subtraction, multiplication, and division of decimals, expressing answer either precisely [terminating or repeating decimal (using bar notation)] or rounded to the nearest given place value; check solution by comparing it with the estimation resulting from rounding the original decimals.

M.6.8    Add, subtract, multiply, and divide integers.

M.6.9    Find and interpret the percent of a number in a real world context (ex. compute 5%, 10%, 15%, or 20% in practical situations such as tips, tax, and discounts).

# MATHEMATICS

## Standard 3 – Measurement

M.6.10  Determine reasonable estimates for the measurement of a given object within a given unit of the customary and metric systems (length/distance, mass/weight, and capacity/volume); (ex. verify the solution from a real world context problem).

M.6.11  Compare and convert units of measure within the customary and metric systems (length/distance, mass/weight, and capacity/volume) and time, including compound units (ex. 6 ft 2 in).

M.6.12  Add and subtract compound units of measurement within the customary system (length/distance, weight, and volume) and of time; multiply and divide a compound unit of measure by a whole number.

# MATHEMATICS

## Standard 4 - Geometry

M.6.13    Derive an approximation for π (pi) (3.14 or 22/7) by gathering data and comparing the circumference to the diameter ratio of various circles.

M.6.14    Find the perimeter and area of rectangles, triangles, parallelograms, and trapezoids; find the circumference and area of circles, approximating for π (pi) or writing in π (pi) notation as necessary.

M.6.15    Find the volume and surface area of cubes and prisms (rectangular and triangular) using unit cubes, nets, and formulas.

M.6.16    Identify, classify, and sketch transformations (translations, reflections, rotations, dilations) of a given figure.

M.6.17    Identify and construct figures with line and/or rotational symmetry.

M.6.18    Recognize and define congruent and similar geometric figures; identify their corresponding sides and angles.

M.6.19    Measure, draw, and classify angles using a protractor.

M.6.20    Write the ordered pair of a given point; graph an ordered pair onto a coordinate plane; determine the location of an ordered pair (axis or quadrant); find the distance between two point on the same horizontal or vertical line.

# MATHEMATICS

## Standard 5 - Data Analysis and Probability

M.6.21    Investigate and solve problems involving theoretical and experimental probability of a single event (as a decimal, fraction, or percent).

M.6.22    Calculate and interpret measures of central tendency (mean, median, and mode) or range from a set of data (consisting of integers or positive rational numbers).

M.6.23    Determine the effect on the measures of central tendency (mean, median, and mode) or range when data is added, removed, or changed.

M.6.24    Collect, display, and analyze data in bar graphs, line graphs, circle graphs, pictograph, and line plots (*moved from M.6.21*)..

# MATHEMATICS

## Standard 6 - Patterns, Functions and Algebra

**M.6.25**  Write, interpret, and compare ratios (part:part and part:whole) or rates given real world context or data; make a table of equivalent ratios to represent a proportional relationship between two quantities when given a ratio or practical situation.

**M.6.26**  Determine whether a proportional relationship exists between two quantities when given a table of values, verbal description of a practical situation, or graph of ordered pairs; determine missing values in a ratio table that represents a proportional relationship between two quantities using proportional reasoning or writing and solving a proportion *(moved from 7ᵗʰ Grade).*

**M.6.27**  Identify and distinguish between expressions, equations, and inequalities; write simple variable expressions, equations, and inequalities that model verbal phrases, patterns, and real world contexts.

**M.6.28**  Write and solve one-step linear equations with one variable, including proportions, by applying the Properties of Equality.

**M.6.29**  Write, interpret, and graph inequalities with one variable.

# Science

# SCIENCE
# SIXTH GRADE

## Scientific Investigation, Reasoning and Logic

S.6.1      The student will plan and conduct investigations in which
- a) observations are made involving fine discrimination between similar objects and organisms
- b) precise and approximate measurements are recorded
- c) scale models are used to estimate distance, volume and quantity
- d) hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables
- e) a method is devised to test the validity of predictions and inferences
- f) data are collected, recorded, analyzed and reported using appropriate metric measurements
- g) data are organized and communicated through graphical representation (graphs, charts and diagrams)
- h) models are designed to explain a sequence
- i) an understanding of the nature of science is developed and current applications are used to reinforce science concepts
- j) one variable is manipulated over time, using many repeated trials

## Environmental Science

S.6.2      The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere and on the Earth's surface.
**Concepts** include:
- a) Earth's energy budget (total power entering and leaving the physical system of Earth)
- b) the role of radiation and convection in the distribution of Earth's energy
- c) the motion of the atmosphere and the oceans
- d) cloud formation
- e) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes

**S.6.3**  The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere.
**Concepts** include:
- a) air as a mixture of gaseous elements and compounds
- b) air pressure, temperature and humidity
- c) how the atmosphere changes with altitude
- d) natural and human-caused changes to the atmosphere
- e) the relationship of atmospheric measures and weather conditions
- f) basic information from weather maps including fronts, systems and basic measurements
- g) the importance of protecting and maintaining air quality

**S.6.4**  The students will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment.
**Concepts** include:
- a) water as the universal solvent
- b) the properties of water in all three states
- c) the action of water in physical and chemical weathering
- d) the ability of large bodies of water to store heat and moderate climate
- e) the importance of water for agriculture, power generation and public health
- f) the importance of protecting and maintaining water resources

**S.6.5**  The student will investigate and understand the natural processes and human interactions that affect watershed systems.
**Concepts** include:
- a) the health of ecosystems and the abiotic factors of a watershed
- b) the location and structure of Virginia's regional watershed systems
- c) divides, tributaries, river systems and river and stream processes
- d) wetlands
- e) estuaries
- f) major conservation, health, and safety issues associated with watersheds
- g) water monitoring and analysis using field equipment including hand-held technology

**S.6.6**     The student will investigate and understand environmental issues.
**Concepts** include:

    a)    management of renewable resources (water, air, soil, plant life, animal life)
    b)    management of nonrenewable resources (coal, oil, natural gas, nuclear power, mineral resources)
    c)    the mitigation of land-use and environmental hazards through preventive measures
    d)    cost/benefit tradeoffs in conservation policies

## Earth Science

**S.6.7**     **The student will investigate the earth's surface**

    a)    surface layers include lithosphere, hydrosphere, atmosphere
    b)    Earth's structure consisting of a crust (including the ocean floor), mantle and core
    c)    rocks are classified by how they are formed; the rock cycle
    d)    geological history, topics include fossils, carbon dating
    e)    Earth's landscape includes mountains, valleys, caves, glaciers, floodplains, deltas and sand dunes

**S.6.8**     **The student will investigate and understand how Earth's surface is constantly changing.**
**Concepts** include:

    a)    plate tectonic theory explains the movement of the Earth's crust
    b)    geological changes may be sudden or gradual
    c)    earthquakes and volcanoes, as well as how they might be predicted
    d)    surface changes are caused by weathering, erosion and deposition
    e)    weathering may be physical or chemical
    f)    natural agents of change are water (running water, groundwater, waves, glaciers) and wind
    g)    human impact on the physical features of the Earth

## Earth Space Systems

**S.6.9**      The student will review the organization of the solar system and the relationships among the various bodies that comprise it.
**Concepts** include:
   a)   the sun, moon, Earth, other planets and their moons, meteors, dwarf planets, asteroids and comets
   b)   relative size of and distance between planets
   c)   the role of gravity

**S.6.10**      Students will understand the interrelationship of the earth, sun and moon.
   a)   revolution and rotation
   b)   the mechanics of day and night and the phases of the moon
   c)   the unique properties of Earth as a planet
   d)   the relationship of the Earth's tilt and the seasons
   e)   the cause of tides
   f)   the history and technology of space exploration
   g)   solar and lunar eclipses

**S.6.11**      Students will investigate and understand scientific concepts as they relate to evolution of the universe.
   a)   LeMaitre Origin Theory
   b)   Life cycle of stars
   c)   Star systems and galaxies
   d)   The history and technology of space exploration

# Social Studies

# SOCIAL STUDIES
## SIXTH GRADE

*Overview*

These standards enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the development of Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers; integrate writing skills into the curriculum, as well as making links to other curriculum areas; and recognize and discuss current events material and its application to the course of studies. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical events from the era or society being studied.

# SOCIAL STUDIES
## APPLICATION OF SKILLS

### Standard 1 – Catholic Identity

SS.6.1   The student will demonstrate skills that will complement the scope of social studies, including the ability to:
   a)   incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on:
      1.   Life and dignity of the human person
   b)   employ age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
   c)   incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Virtues, Sociability, Presence of God, Understanding, Audacity).

# SOCIAL STUDIES

## Standard 2 – Map Skills

SS.6.2      The student will integrate skills for historical and geographical analysis by:

     a)    Location:
1. using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.
2. identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.

     b)    Place:
1. identifying major geographic features important to the study of world history to 1500 A.D.

     c)    Movement:
1. identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.
2. analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D.

# SOCIAL STUDIES

## Standard 3 – Human Origins & Early Civilizations, Prehistory to 1000 B.C.

SS.6.3  The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by:
a)  Place:
   1.  explaining the impact of geographic environment on hunter-gatherer societies
b)  Human and Environmental Interactions:
   1.  listing characteristics of hunter-gatherer societies, including their use of tools and fire
   2.  describing technological and social advancements that gave rise to stable communities
   3.  explaining how archeological discoveries are changing present-day knowledge of early peoples

SS.6.4  The student will demonstrate knowledge of ancient river valley civilizations, including Egypt and Kush, Mesopotamia, and the civilizations of the Hebrews and Phoenicians by:
a)  Location:
   1.  locating those civilizations in time and place
   2.  locating major trade routes
b)  Place (Human Characteristics):
   1.  describing the development of social, political, and economic patterns, including slavery
   2.  explaining the development of religious traditions
   3.  describing the origins, beliefs, traditions, customs, and spread of Judaism
      i.  refer to 6th grade religion curriculum
   4.  explaining the development of language and writing

## Standard 4 – Classical Civilizations of Persia, India and China

SS.6.5    The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by:
a)    Location:
    1.    locating those civilizations in time and place
    2.    locating major trade routes
b)    Place (Human Characteristics):
    1.    describing Persia, with emphasis on the development of an imperial bureaucracy
    2.    describing India, with emphasis on the caste system
    3.    describing the origins, beliefs, traditions, and customs of Hinduism and Buddhism
    4.    describing the impact of Confucianism, Taoism, and Buddhism
    5.    describing India's contributions to modern advancements, for example, binary system of numbers, precise celestial calculations, etc.
    6.    describing China, with emphasis on the construction of the Great Wall and its contributions in the areas of math, technology, and medicine
c)    Movement:
    1.    describing India, with emphasis on the Aryan migrations
    2.    describing the spread of Hinduism and Buddhism
    3.    describing China with an emphasis on the development of an empire

## Standard 5 – Ancient Greece and the Rise of Democracy

SS.6.6    The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by:
   a)    Location:
         1.    assessing the influence of geography on Greek economic, social, and political development. Be familiar with geography of area.
   b)    Place (Human Characteristics):
         1.    describing Greek mythology and religion
         2.    identifying the social structure and role of slavery
         3.    explaining the significance of citizenship and the development of democracy
         4.    evaluating the significance of the Persian and Peloponnesian Wars
         5.    characterizing life in Athens during the Golden Age of Pericles
         6.    citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle
   c)    Movement:
         1.    assessing the influence of the impact of Greek commerce and colonies
         2.    identifying the spread of Hellenistic culture by Alexander the Great
   d)    Regions:
         1.    comparing the city-states of Athens and Sparta
         2.    explaining the conquest of Greece by Macedonia

## Standard 6 –Ancient Rome and the Rise of Christianity

SS.6.7   The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by:
a)    Location:
1.    assessing the influence of geography on Roman economic, social, and political development. Include map skills
b)    Place (Human Characteristics):
1.    describing Roman mythology and religion
2.    explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic
3.    assessing the roles of Julius Caesar and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs
4.    explaining the economic, social, and political impact of the Pax Romana
5.    describing the origin, beliefs, traditions, customs, and spread of Christianity
6.    explaining the development and significance of the Church in the late Roman Empire
7.    listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law
8.    life in Ancient Rome
c)    Movement:
1.    sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas
2.    assessing the impact of military conquests on the army, economy, and social structure of Rome
3.    citing the reasons for the decline and fall of the Western Roman Empire
4.    explaining the reasons for the persecution of Christians and its role in the decline of the Roman Empire
5.    describing the role of Constantine in spreading Christianity

## Standard 7 – The Byzantine Empire

SS.6.8      The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by:

     a)      Location: Include maps for location
         1.      explaining the establishment of Constantinople as the capital of the Eastern Roman Empire

     b)      Place (Human Characteristics):
         1.      identifying Justinian and his contributions, including the codification of Roman law and describing the expansion of the Byzantine Empire and economy
         2.      characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions
         3.      explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church
         4.      describing the role and accomplishments of significant figures such as St. Basil the Great, St. John Chrysostom, and Vladimir of Kiev

     c)      Movement:
         1.      assessing the impact of Byzantine influence and trade

## Standard 8 – Islamic Civilization

SS.6.9      The student will demonstrate knowledge of Islamic civilization from about 600 to 1500 A.D. by:
- a)    Location: use maps to reinforce learning
  1. assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade
- b)    Place (Human Characteristics):
  1. identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours
  2. citing cultural and scientific contributions and achievements of Islamic civilization
- c)    Movement:
  1. describing the origin, beliefs, traditions, customs and spread of Islam

## Standard 9 – African Civilization

SS 6.10    The student will demonstrate knowledge of African civilization from about 600 to 1500 A.D. by:

    a)    Place (Human Characteristics):

        1.    identifying the following areas/tribes and their historical significance:

            i.    Ghana

            ii.    Mali

            iii.    Kongo

            iv.    Zulu

## Standard 10 – The Middle Ages and the Renaissance

SS.6.11    The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by:
a)    Place (Human Characteristics):
1.    explaining the structure of feudal society and its economic, social, and political effects
b)    Movement:
1.    sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe, including the importance of Charlemagne
2.    explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire
3.    sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Viking
4.    Rise of Muscovite State and Eastern European Empires
5.    Romanovs
6.    Polis Lithuanian Commonwealth
7.    Hapsburg Empire
c)    Regions:
1.    recognizing the contribution of Christianity toward a unified Europe: universities, saints (Dominic, Francis of Assisi, Clare, Thomas Aquinas), literature, social improvements

SS.6.12    The student will demonstrate knowledge of civilizations and empires of Europe and Asia and their interactions through regional trade patterns by:
a)    Location:
1.    locating major trade routes
b)    Movement:
1.    identifying technological advances and transfers, networks of economic interdependence, and cultural interactions

SS.6.13    The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by:
a)    Place (Human Characteristics):
1.    explaining modernity as a Christian development
2.    citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch
3.    comparing the Italian and the Northern Renaissance, and citing the contributions of writers

b) Movement:
1. identifying the economic foundations of the Renaissance
2. explaining the Protestant revolt as a schism within the Western Church – Martin Luther
3. sequencing events related to the rise of Italian city-states and their political development

## Standard 11 – Technology

SS 6.14    Instructor will plan and implement lessons the integrate technology to meet the diverse needs of learners in a variety of educational settings
    a)    Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources

# P.E.

# Grade Six Grade Level Objectives
(Refer to monitoring sheets for guided breakdown skills.)

## Skilled Movement
P.6.1 The student will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.
  a) Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
  b) Demonstrate incorporating complex movement sequences to a rhythm.
  c) Demonstrate skill in a variety of individual and team activities representative of different countries.

## Movement Principles and Concepts
P.6.2 The student will apply movement principles and concepts to movement-skill performance.
  a) Refine and adapt individual and group activity skills by applying concepts of *relationship*, *effort*, *spatial awareness*, *speed*, and *pathways*.
  b) Use feedback, using available technology when feasible [digital recordings], to improve skill performance.
  c) Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
  d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

## Personal Fitness
P.6.3 The student will use personal fitness data to improve physical fitness.
  a) Use measurement and assessment data (e.g., standardized assessments, Internet, software, Fitness Gram, heart rate monitors, pedometers) to develop goals for improvement in at least two fitness components.
  b) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Youth Fitness Program).
  c) Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.
<div align="center">**AND/OR**</div>
  Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.

## Responsible Behaviors
P.6.4 The student will work independently and with others in physical activity settings.
  a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
  b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
  c) Follow rules and safety procedures.
  d) Use practice time to improve performance.

**Physically Active Lifestyle**

P.6.5 The student will identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity.

# Health

# Grade Six

Students in grade six recognize the dignity and self-worth of the human person as a child of God. Students will develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

## Essential Health Concepts

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.

    a) Identify and describe the major structures and functions of the urinary system (kidneys, ureters, bladder, and urethra) and strategies to promote renal health.

    b) Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.

    c) Compare the intake of nutrients and metabolism.

    d) Assess the effects of communicable and noncommunicable diseases on the functions of the body.

    e) Differentiate between proper use and misuse of prescription and nonprescription medications.

    f) Evaluate refusal strategies related to alcohol, tobacco, and other drug use.

    g) Determine the effects of environmental influences on personal health.

    h) Create strategies to prevent injuries, to include safety habits in vehicles, on the Internet, and in public areas, and using protective gear.

    i) Describe basic first aid and emergency procedures for treatment of sunburn and injuries to the head, teeth, and eyes.

    j) Identify and interpret nonverbal cues.

    k) Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists.

    l) Explain methods to reduce conflict, harassment, and violence.

    m) Explain the myths and facts about gangs and gang-related behaviors.

    n) Analyze the relationship between self-image and gang-related behaviors.

    o) Recognize the importance of significant friends or adult mentors.

    p) Identify personal characteristics that can contribute to happiness for self and others (e.g., selfdiscipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).

    q) Analyze the factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing

positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).

 r) Research the impact of air quality on body function during moderate and vigorous physical activity.

## Healthy Decisions

6.2 The student will describe the influence of family, peers, and media on personal health decisions.

 a) Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.

 b) Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.

 c) Evaluate the influence of the media and marketing techniques on prescription and nonprescription medication choices.

 d) Identify the benefits of a tobacco-free environment.

 e) Describe how screen time affects physical and social health.

 f) Analyze the role of self and others in avoiding risk-taking behaviors.

 g) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.

 h) Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.

 i) Use a decision-making process to determine when medical assistance is needed.

 j) Explain the importance of friends or adult mentors in avoiding gang involvement.

 k) Identify external influences that affect personal health choices.

 l) Recognize the importance of family, peers, and the media in preventing bullying.

 m) Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills.

 n) Describe how culture, media, and other external factors influence perceptions about body image and gender roles.

 o) Explain the importance of understanding the feelings and perspectives of others.

 p) Identify internal factors, such as criticism or stress, which influence emotional and social health.

## Community Health and Wellness

H.6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include

 a) personal responsibility for exhibiting healthy practices within the school and community setting

           (1) virtues (truthfulness, trustworthiness, friendliness, etc.)
           (2) manners
           (3) encouragement of others
           (4) appropriate cooperation and sharing of workload;

b) involvement in community and family projects;
c) development of increased leadership-role participation;
d) development of peer mediation techniques;
e) respect for the opinions and beliefs of other individuals;
f) respect for rules and regulations.

## Advocacy and Health Promotion

6.3 The student will develop personal strategies and skills for personal, social, and community health.

a) Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.
b) Assess personal and family wellness related to nutrition, physical activity, and sleep choices. c) Monitor personal progress toward a physical activity, nutrition, and sleep goal.
c) Analyze the influence of media on issues related to body image and weight management.
d) Develop strategies to prevent chronic disease.
e) Identify strategies to reduce illness and injury at home and at school.
f) Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.
g) Determine strategies to protect against the harmful effects of the sun.
h) Recognize the effects of peer pressure.
i) Analyze the reliability of health information.
j) Recognize the persuasive tactics used by various types of media.
k) Create a plan to prevent and manage stress.
l) Demonstrate ways to show respect for individual differences, opinions, and beliefs.
m) Set personal boundaries for privacy, safety, and expression of emotions and opinions.
n) Assess positive and negative responses to criticism.
o) Evaluate a plan to prevent or manage the effects of bullying.
p) Practice ways to resolve conflict nonviolently.
q) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs. s) Identify the relationships among personal actions, self-image, and personal success.
r) Encourage others to minimize pollution in the environment.
s) Create and monitor progress toward a goal to protect the environment.

# Spanish

# SPANISH LEVEL 1 CURRICULUM OBJECTIVES

**This course is taught in grades 6-8 and is the equivalent of a full year of study in High School.**

**Summary:**

The curriculum objectives for the Diocese of Arlington encompass the Virginia State Standards and the National ACTFL Standards. In accordance with these standards, Spanish 1 students develop the four skills of language learning: listening, speaking, reading, and writing.

**Objectives:**

**Person-to-Person Communication**

The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
2. Express likes and dislikes, requests, descriptions, and directions.
3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.

The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
2. Use formal and informal forms of address in familiar situations.
3. Use gestures and simple paraphrasing to convey and comprehend messages.

**Listening and Reading for Understanding**

The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.
1. Identify main ideas and some details when listening and reading.
2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

The student will use verbal and nonverbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
2. Use basic gestures, body language, and intonation to clarify the message.

**Oral and Written Presentation**

The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
3. Demonstrate increasing attention to accurate intonation and pronunciation, especially when presenting prepared material orally.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

**Cultural Perspectives, Practices, and Products**

The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the roles of family members.
2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify some important historical and contemporary individuals associated with significant events from Spanish-speaking cultures.
4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.

The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of Spanish speakers, such as the concepts of the extended family, a daughter's 15th birthday, and typical foods, shape Spanish-speaking cultures.
2. Identify major cities and geographical features in Spanish-speaking countries and the reasons they are significant in the cultures of those countries.

**Making Connections through Language**

The student will connect information about the Spanish language and Spanish-speaking culture(s) with concepts studied in other subject areas.
1. Give examples of the use of Spanish vocabulary, phrases, proverbs, and symbols in other subject areas.
2. Relate content from other subject areas to topics discussed in Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

**Cultural and Linguistic Comparisons**

The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those of Spanish-speaking societies.
2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
3. Demonstrate an awareness of unique elements of the student's own culture.

The student will compare basic elements of the Spanish language to those of the English language.
1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
2. Recognize basic sound distinctions and intonation patterns and their effect on the communication of meaning.

**Communication across Communities**

The student will explore situations in which to apply Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the Spanish language and the cultures of Spanish-speaking countries evident in and through media, entertainment, and technology.
2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the Spanish-speaking world.

# SPANISH LEVEL 1 CURRICULUM OBJECTIVES
## Grades 6-8

## VOCABULARY

### Social Functions

| | |
|---|---|
| SP.6-8.1 | Common greetings and farewells |
| SP.6-8.2 | Basic expressions of courtesy |
| SP.6-8.3 | Basic introductions |
| SP.6-8.4 | Proper Names |
| SP.6-8.5 | Expressing likes and dislikes |
| SP.6-8.6 | Basic food and drink expressions, reading a menu |

### Geography

| | |
|---|---|
| SP.6-8.7 | Names of 21 Spanish- speaking countries, their capitals, and nationalities |
| SP.6-8.8 | Simple geographical divisions (continent, country, city, town) |
| SP.6-8.9 | Cardinal points (north, south, east, and west) |
| SP.6-8.10 | Nature and the environment (basic plants and animals) |

### Time, Weather and Leisure

| | |
|---|---|
| SP.6-8.11 | Days of the week |
| SP.6-8.12 | Months of the year |
| SP.6-8.13 | Basic weather expressions |
| SP.6-8.14 | Telling time and basic time divisions |
| SP.6-8.15 | Simple pastimes and basic sports |
| SP.6-8.16 | Question words |

### Friends, Family and Home

| | |
|---|---|
| SP.6-8.17 | Simple description of people (physical and personality) |
| SP.6-8.18 | Basic temporary states of emotion/well-being |
| SP.6-8.19 | Simple description of things |
| SP.6-8.20 | Basic colors |
| SP.6-8.21 | Basic clothing |
| SP.6-8.22 | Immediate family |
| SP.6-8.23 | Basic parts of the body |
| SP.6-8.24 | Basic parts of the house |

### School, Education and Work

| | |
|---|---|
| SP.6-8.25 | Basic classroom activities |
| SP.6-8.26 | Basic classroom objects |
| SP.6-8.27 | Basic mathematical operations |
| SP.6-8.28 | Cardinal numbers up to 1,000 and ordinal numbers from 1$^{st}$ through 10$^{th}$ |
| SP.6-8.29 | Basic professions |

**Travel and Transportation**

SP.6-8.30    Simple places in a city
SP.6-8.31    Basic directions
SP.6-8.32    Basic modes of transportation

## GRAMMAR

**Nouns and Articles**

SP.6-8.33    Gender and number of nouns
SP.6-8.34    Definite articles (el, la, los, las)
SP.6-8.35    Use of definite articles with a title
SP.6-8.36    Contractions with "al" and "del"
SP.6-8.37    Use of definite article with day of the week to express "on"
SP.6-8.38    Indefinite articles (un, una, unos, unas)
SP.6-8.39    Possession of nouns (use of *de+noun* to express *'s*)
SP.6-8.40    Diminuitive ending –ito, -ita

**Adjectives**

SP.6-8.41    Adjective agreement with nouns in gender and number
SP.6-8.42    Position
SP.6-8.43    Short form possessives (mi, tu, su, etc.)
SP.6-8.44    Demonstratives
SP.6-8.45    Ordinal Numbers 1$^{st}$ – 10$^{th}$
SP.6-8.46    Cardinal numbers 1-1000

**Verbs**

**SP.6-8.47    Subject-verb agreement**

SP.6-8.48    Present Tense
             a. regular ar, er and ir verbs
             b. irregular verbs: ser, estar, ir, tener, oír, decir, venir
             c. irregular "yo" forms: salir, conocer, saber, hacer, dar, ver, poner
             d. stem-changing verbs
             e. the expression "hay" (the present of haber)
SP.6-8.49**  Not required but highly recommended.
             Preterite tense
             a. regular ar, er and ir verbs
             b. irregular verbs: ser, ir, hacer, dar, ver
SP.6-8.50    Negative construction
SP.6-8.51    Affirmative tú commands of regular ar, er and ir verbs
SP.6-8.52    Ser vs. estar
SP.6-8.53    Verbs followed by an infinitive: tener que, poder, querer, ir a, acabar
             de, hay que

SP. 6-8.54   Use of gustar
SP.6-8.55    Hacer used in weather expressions
SP.6-8.56    Present Progressive

## Adverbs

| | |
|---|---|
| SP.6-8.57 | Adverbs of affirmation (sí, cómo no, por supuesto, también) |
| SP.6-8.58 | Adverbs of negation (no, nada, nunca, tampoco) |
| SP.6-8.59 | Adverbs of time and frequency (tarde, temprano, siempre, ahora, hoy, nunca, después de, antes de, etc.) |
| SP.6-8.60 | Adverbs of place (aquí, allí) |

## Pronouns

| | |
|---|---|
| SP.6-8.61 | Subject |
| SP.6-8.62 | Direct Object |
| SP.6-8.63 | Indirect Object |
| SP.6-8.64 | Interrogative |
| SP.6-8.65 | Demonstrative |

## Prepositions

| | |
|---|---|
| SP.6-8.66 | Prepositions (de, a, en, con, para, sin, según, entre) |
| SP.6-8.67 | Conmigo, contigo |
| SP.6-8.68 | Basic directions |
| SP.6-8.69 | Basic modes of transportation (a pie, en tren, por avión, etc.) |

## Conjunctions

| | |
|---|---|
| SP.6-8.70 | Simple conjunctions (y, o, e, u, pero) |

## Interjections

| | |
|---|---|
| SP.6-8.71 | Simple interjections (¡Ay!, ¡Oye!, ¡Caramba!) |

## Other

| | |
|---|---|
| SP.6-8.72 | Interrogatives |
| SP.6-8.73 | Word order of statements and questions |
| SP.6-8.74 | Personal "a" |

## SOUND DISCRIMINATION

| | |
|---|---|
| SP.6-8.75 | Sound of all letters of the alphabet |
| SP.6-8.76 | Statement vs. question intonation |

## LISTENING

| | |
|---|---|
| SP.6-8.77 | Comprehend simple spoken statements and questions |
| SP.6-8.78 | Comprehend commands in Spanish |
| SP.6-8.79 | Recognize sound patterns |

## SPEAKING

| | |
|---|---|
| SP.6-8.80 | Ask/answer basic questions/statements in the affirmative and negative |
| SP.6-8.81 | Pray in Spanish |
| SP.6-8.82 | Demonstrate oral proficiency |

## READING

| | |
|---|---|
| SP.6-8.83 | Able to read and comprehend simple written text |

## WRITING

| | |
|---|---|
| SP.6-8.84 | Answer questions with complete sentences |
| SP.6-8.85 | Write a paragraph using correct grammar and appropriate vocabulary |

## CULTURE AND CIVILIZATION

| | |
|---|---|
| SP.6-8.86 | Exposure to names of the most important holidays and explanation of how they are celebrated |
| SP.6-8.87 | Exposure to geography of Latin America and Spain |

# Music

# APPLICATION OF SKILLS: SIXTH GRADE

## Standard 1 – Performance

6.1     The student will explore meter.

   6.1.1   Recall function of the top and bottom number of a time signature (review)

   6.1.2   Recall the difference between simple and compound meter (review)

   6.1.3   Perform music in 6/8 time

   6.1.4   Perform music that includes triplets

6.2     The student will sing and/or play a repertoire of songs in tune with a clear tone quality.

   6.2.1   Sing songs and/or play instruments with expression using indicated dynamics and phrasing

   6.2.2   Sing and/or play in a group performing songs in more complex harmony

   6.2.3   Sing and/or play music from a traditional score

   6.2.4   Demonstrate choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)

   6.2.5   Sing liturgical songs and common parts of the Mass

6.3     The student will perform rhythmic patterns.

   6.3.1   Identify and perform sixteenth notes and dotted quarter notes (review)

   6.3.2   Identify and perform a dotted eighth note followed by a sixteenth note (review)

   6.3.3   Identify and perform triplets

6.4     The student will play melody and rhythm together on classroom instruments with

precision and accuracy.

## Standard 2 – Compose & Improvise

6.5     The student will compose using standard notation.

    6.5.1    Create and perform melodies in 6/8 time

    6.5.2    Create melodies in *bass and/or treble clef*

    6.5.3    Create a melody using triplets

    6.5.4    Practice writing or transferring musical notation by hand on a *grand staff*

## Standard 3 – Music Theory

6.6     The student will review major scales.

    6.6.1    Identify and write the pattern/formula of a major scale

    6.6.2    Recall notes from the *treble clef* (review)

    6.6.3    Identify notation for the *bass clef*

    6.6.4    Explain how the *treble and bass staves* connect forming the *grand staff*

6.7     The student will learn how to identify and build a basic triad.

    6.7.1    Identify the function of the *tonic chord*

    6.7.2    Identify the function of the *dominant chord*

6.8     The student will identify the difference between a symphony and a concerto.

## Standard 4 – Analysis and Critique

6.9     The student will investigate a variety of musical sounds, forms, styles, and genres through listening, discussing or writing, and/or performing.

    6.9.1    Analyze a composer and his work using musical terminology

    6.9.2    Analyze a performance live or recorded using music terminology

6.9.3 Identify instruments, voice classifications *(soprano, alto, tenor, bass)*, and a variety of performing ensembles aurally and visually

6.9.4 Identify traditional and nontraditional sound sources i.e. trash instruments and sounds made from found objects/*Stomp*

## Standard 5 – Music Culture

6.10 Students will identify musical characteristics of music from various cultures.

## Standard 6 – Cross-Curricular Connection

6.11 The student will investigate the role of music in society.

6.11.1 Identify career pathways in music

6.11.2 Identify the influence of daily music experience in one's personal life

6.12 The student will identify and demonstrate the relationships between music and other disciplines.

## Standard 7 – Citizenship

6.13 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.

6.13.1 Exhibit respect for the contributions of self and others within a music setting

# Art

**Examples are given as suggestions and not meant as requirements.**

**Visual Art – 6<sup>th</sup> Grade**

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade. Students will understand the factors that distinguish artistic styles and the role of art in culture; students will determine how artists convey meaning through the use of forms, media and symbols. Students should begin to evaluate the effects of various influences on the visual arts.

**Emphasis should be placed on the artistic <u>process</u> including idea development, production and reflection to achieve a final piece of art.**

## Skills
A.6.1.  Demonstrate safety and stewardship of materials
A.6.2.  Identify and use the elements of art
    A.6.2.a.    Color:  transparent and opaque *(Example: watercolor sunset with a transparent sky and opaque silhouette.)*
A.6.3.  Identify and use the principles of design
A.6.4.  Drawing
    A.6.4.a.    Use shading to create the illusion of 3D form in a 2D work of art *(Example, Greek columns)*
A.6.5.  Create a radial design with symmetry *(Example: rose windows, mandalas)*

## Creative Expression
*Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid "cookie cutter artwork."*

A.6.6.  Demonstrate self-expression by creating a work of art based on:
    A.6.6.a.    the Catholic faith
    A.6.6.b.    a social or cultural event
    A.6.6.c.    service to a community *(Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach)*
A.6.7.  Use visual memory skills to produce a work of art
A.6.8.  Utilize mythical characters as a means of expression in works of art *(Example: draw a composite creature such as a unicorn, griffin, mermaid)*
A.6.9.  Identify and use symbols in a work of art

A.6.10. Use thumbnail sketches to initiate creative process
A.6.11. Use masterpieces/famous works as inspiration to create a work of art
A.6.12. Create a 3D work of art
A.6.13. Discuss artistic choices made in the creation of your artwork

## Art Heritage

A.6.14. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art
A.6.15. Discuss works of art in terms of cultural and religious meaning
A.6.16. Compare art, architecture and artifacts of a past culture with that of the present time
A.6.17. Identify components of an artist's style; including materials, design, methods, and subject matter
A.6.18. Identify the contributions of artists to society *(Example: manuscripts, calligraphy, tapestries, stained glass windows)*

## Aesthetic Judgment

A.6.19. Use age appropriate art vocabulary to:
  - A.6.19.a. Critique an artwork emphasizing the elements of art and the principles of design
  - A.6.19.b. Discuss the ways art can be persuasive
  - A.6.19.c. Demonstrate appropriate vocabulary for Art Criticism
  - A.6.19.d. Discuss the ideas and emotions expressed in works of art
  - A.6.19.e. Identify the steps of the creative art processes
A.6.20. Explore careers in the visual arts
A.6.21. Recognize the role of creativity in the modern workplace. *(Examples: robotics, engineering etc.)*

# Library
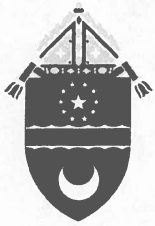
# LIBRARY

## Grade 6

| | |
|---|---|
| L.6.1A.1 (R) | Explain that libraries (school, public, other) are places to store and retrieve ideas and information |
| L.6.1.A.2 (M) | Explain that libraries can be virtual or physical spaces with both print and digital content |
| L.6.1.A.3 (M) | Explain that libraries are places to collaborate, create and share information |
| L.6.1.B.2 (M) | Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization) |
| L.6.1.B.3 (M) | Locate catalog/automated catalog OPAC |
| L.6.1.C.1 (R) | Replace materials (books, etc.) in proper place when finished |
| L.6.1.C.2 (R) | Use and care for library materials appropriately |
| L.6.1.C.3 (R) | Follow local circulation procedures |
| L.6.1.D.3 (D) | Identify types of print and digital media available in libraries (books, periodicals, databases, digital resources.) |
| L.6.2.A.1 (M) | Explain how books are shelved in the library |
| L.6.2.A.2 (M) | Use local classification schemes to find library materials (Dewey, genre, other) |
| L.6.2.B.1 (M) | Search by author, title, subject, and/or keyword, series |
| L.6.2.B.2 (D) | Use advanced search strategies |
| L.6.2.B.3 (M) | Identify call number and circulation status of library materials |
| L.6.2.B.4 (D) | Identify bibliographic information in a catalog record as it relates to title page/verso of a book (publisher, copyright date) |
| L.6.2.B.5 (D) | Identify additional information in a catalog record (summary, subjects, awards, reviews, etc.) |
| L.6.2.B.6 (D) | Access patron account to use individualized features (Ebook, holds, write reviews, etc.) as available |
| L.6.3.1 (M) | Identify and red books of various genres and formats |
| L.6.3.2 (D) | Identify author's purpose |
| L.6.3.3 (R) | Identify and explain the significance of appropriate notable awards for children's literature |
| L.6.3.4 (R) | Use self-assessment tools for selecting books of appropriate reading levels for enjoyment and information |
| L.6.3.5 (M) | Distinguish between contemporary and classic literature |
| L.6.3.6 (D) | Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text |
| L.6.3.7 (D) | Explain how artwork expresses mood and tone of the work |

| | |
|---|---|
| L.6.4.A.1 (D) | Recognize the need for information and research ideas |
| L.6.4.A.2 (D) | Verify and Use Background Knowledge |
| L.6.4.B.1 (D) | Match information needed with appropriate sources |
| L.6.4.B.2 (D) | Identify resources available through the public library and other institutions |
| L.6.4.B.3 (D) | Locate bibliographic information for citation |
| L.6.4.B.4 (I) | Use effective search strategies and advanced search fields to narrow or broaden digital information results |
| L.6.4.B.5 (I) | Select the appropriate database or specialized reference materials to solve information and research problems as assigned by subject area teachers |
| L.6.4.B.6 (D) | Identify and use text features to enhance understanding (ex: captions, graphs, table of contents, index, glossary, etc.) |
| L.6.4.C.1 (I) | Compare and analyze digital and print information gathered |
| L.6.4.C.2 (I) | Evaluate purpose, scope, authority of information resources |
| L.6.4.C.3 (I) | Identify potential bias or false information |
| L.6.4.C.4 (I) | Differentiate between primary and secondary sources |
| L.6.5.D.1 (I) | Monitor gathered information, and assess for gaps or inconsistencies before producing final product |
| L.6.4.D.2 (D) | Discriminate among relevant and irrelevant information |
| L.6.4.D.3 (I) | Organize information in a logical and useful sequence for presentation |
| L.6.4.D.4 (D) | Collaborate with others to broaden and deepen understanding of information |
| L.6.4.D.5 (D) | Create new product based on information gathered |
| L.6.5.1 (M) | Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community |
| L.6.5.2 (D) | Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.) |
| L.6.5.3 (D) | Define the term "copyright" and explain Creative Commons |
| L.6.5.4 (I) | Understand the basics of Fair Use for educational purposes |
| L.6.5.5 (R) | Define the term "plagiarism" and the consequences of plagiarism |
| L.6.5.6 (D) | Credit sources using a Works Cited page or bibliography for classroom assignments (MLA, APA, etc.) |

# Technology

## SIXTH GRADE TECHNOLOGY STANDARDS

## Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

| | |
|---|---|
| **T.6.1.A** | **Demonstrate knowledge of the nature and operation of technology systems** |
| T.6.1.A.1 | Match hardware components to their functions (Input, Output, Storage, Processing) |
| T.6.1.A.2 | Demonstrate the proper care of the computer hardware and software |
| T.6.1.A.3 | Demonstrate understanding of the basics of the operating system and its relationship to application software |
| T.6.1.A.4 | Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines |
| **T.6.1.B** | **Demonstrate proficiency in the use of technology** |
| T.6.1.B.1 | Practice file management (such as creating folders and organizing files within folders) |
| T.6.1.B.2 | Use proper keyboarding skill techniques to increase speed to a goal of 20 wpm with 90% accuracy and know shortcut keys |
| T.6.1.B.3 | Choose and integrate appropriate multiple applications to perform an assigned task |
| T.6.1.B.4 | Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization. |
| T.6.1.B.5 | Understand the use of digital calendars for organization of projects, reports and other material management. |

## Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

| | |
|---|---|
| **T.6.2.A** | **Technology and Society: Explain how technology affects the individual and society** |
| T.6.2.A.1 | Explain technology's influence on the individual and society |
| T.6.2.A.2 | Identify examples of technology's impact on the environment |
| T.6.2.A.3 | Recommend ways technology can be used to meet the needs of societies |
| T6.2.A.4 | Reinforce taking our Catholic values that we use in our real world into the digital world. Add example: Using proper Christian values and etiquette when participating in online conferencing and discussion boards |

| | |
|---|---|
| T.6.2.A.5 | Address the permanence of uploads, including email and social media. |

**T.6.2.B**     **Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information**

| | |
|---|---|
| T.6.2.B.1 | Explain the purpose of and follow the acceptable use policy |
| T.6.2.B.2 | Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, click bait etc.) and safeguards for limiting exposure to these |
| T.6.2.B.3 | Use safe and correct security procedures (such as protecting/updating password and user ID) |

**T.6.2.C**     **Ethical and Legal Issues: Demonstrate an understanding of current legal standards**

| | |
|---|---|
| T.6.2.C.1 | Comply with copyright laws and fair use provisions when using digital content |
| T.6.2.C.2 | Use electronic resources appropriately (such as paraphrasing) |
| T.6.2.C.3 | Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago) |

**T.6.2.D**     **Ethical and Legal Issues: Understand current online safety guidelines**

| | |
|---|---|
| T.6.2.D.1 | Understand that the Internet offers access to multiple digital communities with differing guidelines |
| T.6.2.D.2 | Explain and practice safety and privacy issues related to using the Internet |
| T.6.2.D.3 | Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords) |
| T.6.2.D.4 | Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult so they can mitigate malware) |
| T.6.2.D.5 | Explain the importance of firewalls and filtering systems |
| T.6.2.D.6 | Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission. |

## Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

**T.6.3.A**     **Use technology to locate, evaluate, and organize information from a variety of sources**

| | |
|---|---|
| T.6.3.A.1 | Select relevant information (content and images) from appropriate technology resources |
| T.6.3.A.2 | Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement |
| T.6.3.A.3 | Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases |

| T.6.3.A.4 | Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet) |
|---|---|
| T.6.3.A.5 | Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks |
| T.6.3.A.6 | Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.) |

### T.6.3.B  Create and use spreadsheets/databases to evaluate information

| T.6.3.B.1 | Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.) |
|---|---|
| T.6.3.B.2 | Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.) |
| T.6.3.B.3 | Print data tables and graphs (print preview, setup, gridlines, etc.) |
| T.6.3.B.4 | Calculate information (formulas, functions, etc.) |
| T.6.3.B.5 | Graph data effectively (create, format, modify charts, etc.) |
| T.6.3.B.6 | Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, search engine, etc. |

## Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

### T.6.4.A  Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas

| T.6.4.A.1 | Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings |
|---|---|
| T.6.4.A.2 | Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience |
| T.6.4.A.3 | Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents |
| T.6.4.A.4 | Evaluating: Evaluate student-created product design based on purpose, audience, and format |

### T.6.4.B  Learning: Select and use technology tools to enhance learning

| T.6.4.B.1 | Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills |
|---|---|
| T.6.4.B.2 | Explain why specific technology tools were selected to support learning |
| T.6.4.B.3 | Assess the use of the selected technology for individual learning of the specific task |

## Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

**T.6.5.A**  **Productivity and Problem Solving: Select and use technology tools to increase productivity**

T.6.5.A.1  Explain why the selected technology tools are being used to accomplish tasks efficiently

T.6.5.A.2  Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)

T.6.5.A.3  Use word processing technology when appropriate

T.6.5.A.4  Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation

T.6.5.A.5  Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers

T.6.5.A.6  Input and analyze information in a spreadsheet or database (e.g., Science Fair)

T.6.5.A.7  Describe and analyze a sequence of instructions being followed (e.g., describe a character's behavior in a video game as driven by rules and algorithms)

T.6.5.A.8  Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)

## Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

**T.6.6.A**  **Communication – Tools: Select and use technology for communication**

T.6.6.A.1  Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions

T.6.6.A.2  Present information independently to various audiences

**T.6.6.B**  **Communication - Media Formats: Use and explain the purposes of different media formats**

T.6.6.B.1  Communicate independently with various audiences using different media formats

T.6.6.B.2  Evaluate the appropriateness of media formats for various purposes

**Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

**T.6.7.A**     **Collaboration: Select and use technology tools to encourage collaboration**

T.6.7.A.1     Use technology tools to work collaboratively within the school community (for example through Google Drive, Microsoft 365)

T.6.7.A.2     Use technology tools to exchange ideas with individuals or groups outside of the school community

T.6.7.A.3     Articulate the advantages of collaboration supported by technology tools