



# Sixth Grade Curriculum Guide

**Patron Saint:** Saint Catherine Siena



# Welcome To Sixth Grade!

Dear Parents,

We are pleased to provide you with the curriculum standards that your child will learn this year in sixth grade. These standards spell out exactly what skills and knowledge we expect your child to be able to do and understand by the end of this year. Lumen Christi follows rigorous content standards aligned with national guidelines and Archdiocesan standards. But even the most rigorous standards cannot make our students successful without the support of parents. Studies show that the family is critical to a child's success in school. Understanding what is expected of your sixth grade student enables you, the parent, to assess progress. The more you know about the academic expectations for children this age, the more influence you will have in educational progress. This booklet is designed to inform you of Lumen Christi's expectations for students in the five major curriculum areas: Religion, English Language Arts, Math, Social Studies, and Science. These expectations are aligned with the sixth grade curriculum that is used by the classroom teacher for daily instruction.

As a school dedicated to excellence we are continually reviewing, developing, and improving our curricular choices. Therefore, we will occasionally and purposefully make changes to our scope and sequence as we continue to grow and refine our practice of education.

Blessings!

# RELIGION

## Creedal Church:

- Understands the basic concepts of the Creed
- Recognizes that God is the creator of all life, and God creates every human being for eternal life
- Understands the creation stories as theologically true stories but not necessarily rooted in history or science
- Recognizes that the Old Testament prophets proclaimed redemption, purification and salvation according to God's plan
- Knows that the Old Testament covenants find their culmination in Christ
- Articulates what the Church means by Trinity
- Is able to relate "Body of Christ" and "People of God" to Church
- Can explain Incarnation, Resurrection, Redemption and connect them to feasts and seasons of the Church Year
- Understands role of Mary and saints as models for holiness
- Recognizes the diversity of ministry in the Church
- Articulates the difference between Scripture and Tradition
  - Articulates the difference between Old and New Testament
  - Understands the Bible's role in the Church
  - Recognizes different literary forms in the Bible: fable, parable, myth, hymn, law, poetry, prophetic writing, narratives, faith history, etc.
  - Recognizes stories in previous grade levels and can identify their literary forms
  - Knows terms: covenant and genealogy (family faith tree) – Covenant with Abram (Genesis 15)
  - Identifies and can retell the following stories expressing their faith meaning: Joseph (Genesis 37-45); Moses/Exodus/Passover/Commandments (Exodus 2:1-11, 23-24, Exodus 3, Exodus 12, Exodus 20); David (1 Samuel, 2 Samuel)
  - Expresses belief in Jesus as the Messiah, Prophet, Teacher, true God and true Man (Luke 4:16-22, Matthew 5-7)

## Liturgy/Sacrament:

- Grows continually in understanding of the symbolic actions in the sacraments
- Connects the seven sacraments with life experiences
- Knows that liturgical prayer includes celebrations of the sacraments, Liturgy of the Hours and the Mass
- Participates in Sunday Eucharist, Reconciliation, seasonal rituals of the Church and prayer services
- Recognizes that the Mass always celebrates the Paschal Mystery and sometimes celebrates the solemnities, feasts and memorials of Mary and the saints
- Understands the liturgical year with special emphasis on Lent and the Triduum
- Understands the Eucharist as both a sacrament and a sacrifice
- Knows the difference between a sacrament and a sacramental
- Knows that the purpose of marriage is the good of the spouses, procreation and the education of children

## Moral Life:

- Knows that, as a Temple of the Holy Spirit, each Christian is called to be a saint
- Relates the Ten Commandments, the Two Great Commandments and the Beatitudes to life experiences
- Shows respect for body, self and others
- Articulates how prejudice and injustice are social sins
- Demonstrates problem solving to effect positive change in school, neighborhood and world
- Appreciates the value of humility and fidelity as lived out in the daily life of a Christian
- Contributes to class outreach projects and recognizes the importance of service in the Christian life
  - Describes ways in which the prophets and saints are models for one's own life – Prophets as moral leaders (Amos 5:10-12, 21-24, 8:4-6, Isaiah 1:23, 3:12-15, Isaiah 13-15, Micah 6:1-4, 8, Jeremiah 19:3-4)
  - Accepts consequences for choices made – Adam and Eve (Genesis 3)
- Shows respect for other people's feelings and needs
- Is growing in acceptance and understanding of self as indicated by interactions with others
- Understands that delayed gratification is a sign of growing in maturity
- Practices the virtues of charity, honesty, respect and chastity
- Can define bullying and harassment and recognizes it when it occurs
- Knows how to use conflict management skills
- Can define and discuss the meaning of sexual harassment and sexual abuse

**Christian Prayer:**

- Prays the prayers of the Church previously learned
- Recognizes Abraham as a model of prayer, especially faith
- Prays the psalms as personal and communal prayer
- Meditates by engaging in thought, imagination, emotion and desire
- Prays in adoration, recognizing that we are creatures of God
- Uses parables and relates them to life experiences in prayer
- Prays daily
- Knows that the Canticle of Zechariah in morning prayer and the Magnificat in evening prayer are part of the Liturgy of the Hours

# ENGLISH LANGUAGE ARTS

## Reading: Literature

### Key Ideas and Details

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - Cite evidence from the text to support analysis of information stated explicitly in the text.
  - Cite evidence from the text to support analysis of inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - Determine a theme or central idea of a text.
  - Determine particular details that convey the theme or central idea of a text.
  - Develop a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
  - Describe a story's or drama's plot in a series of episodes.
  - Describe how characters respond or change as the plot develops.

### Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.

### Integration of Knowledge and Ideas

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
  - Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text.
  - Contrast detail that are “seen” and “heard” when reading the text to what is perceived when viewed or heard.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

### Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading: Informational Text

### Key Ideas and Details

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - Cite evidence from the text to support analysis of information stated explicitly in the text.
  - Cite evidence from the text to support analysis of inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - Determine a theme or central idea of the text.
  - Determine particular details that convey the theme or central idea of the text.
  - Develop a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

### **Integration of Knowledge and Ideas**

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
  - Trace and evaluate the argument and specific claims in a text.
  - Distinguish claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### **Range of Reading and Level of Text Complexity**

- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Writing**

### **Text Types and Purposes**

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

### **Research to Build and Present Knowledge**

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry

when appropriate.

- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
  - Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

### **Range of Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### **Comprehension and Collaboration**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
  - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and ideas**

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - Use intensive pronouns (e.g., myself, ourselves).
  - Recognize and correct inappropriate shifts in pronoun number and person.
  - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - Spell correctly.

### **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Vary sentence patterns for meaning, reader/listener interest, and style.

- Maintain consistency in style and tone.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
  - Interpret figures of speech (e.g., personification) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# MATH

## The Number System

### **Apply and extend previous understandings of multiplication and division to divide fractions by fractions**

- Compute quotients of fractions divided by fractions (including mixed numbers)
- Interpret quotients of fractions
- Solve word problems involving division of fractions by fractions
- Fluently compute with multi-digit numbers and find common factors and multiples
- Fluently divide multi-digit numbers using the standard algorithm with speed and accuracy
- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation with speed and accuracy
- Fluently identify the factors of two whole numbers less than or equal to 100 and determine the Greatest Common Factor (GCF)
- Fluently identify the multiples of two whole numbers less than or equal to 12 and determine the Least Common Multiple (LCM)
- Apply the Distributive Property to rewrite addition problems by factoring out the GCF

### **Apply and extend previous understandings of numbers to the system of rational numbers**

- Identify an integer and its opposite
- Use integers to represent quantities in real world situations (above/below sea level, etc.)
- Explain where 0 fits into a situation represented by integers
- Identify a rational number as a point on the number line
- Identify the location of 0 on a number line in relation to positive and negative numbers
- Recognize opposite signs of numbers as locations on opposite sides of 0 on the number line
- Recognize the signs of both numbers in an ordered pair; indicate which quadrant of the coordinate plane the ordered pair will be located
- Find and position pairs of integers and other rational numbers on a coordinate plane
- Reason that the opposite of the opposite of a number is the number itself
- Reason that when only the x value in a set of ordered pairs are opposites, it creates a reflection over the y-axis
- Recognize that when the only y value in a set of ordered pairs are opposites, it creates reflection over the x-axis
- Reason that when two ordered pairs differ only by signs, the locations of the points are related by reflections across both axes
- Order rational numbers on a number line
- Identify absolute values of rational numbers
- Interpret statements of inequality as statements about relative position of two numbers on a number line diagram
- Write, interpret, and explain statements of order for rational numbers in real-world contexts
- Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation
- Distinguish comparisons of absolute value from statements about order and apply to real world contexts
- Calculate absolute value
- Graph points in all four quadrants of the coordinate plane
- Solve real-world problems by graphing points in all four quadrants of a coordinate plane
- Given only coordinates, calculate the distances between two points with the same first coordinate or the same second coordinate using absolute value

## Expressions and Equations

### **Apply and extend previous understandings of arithmetic to algebraic expressions**

- Write numerical expressions involving whole number exponents Ex:  $3^4 = 3 \times 3 \times 3 \times 3$
- Evaluate numerical expressions involving whole number exponents Ex:  $3^4 = 3 \times 3 \times 3 \times 3 = 81$
- Solve order of operation problems that contain exponents

- Use numbers and variables to represent desired operations
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient)
- Identify parts of an expression as a single entity, even if not a monomial
- Substitute specific values for variables
- Evaluate algebraic expressions including those that arise from real-world problems
- Apply order of operations when there are no parentheses for expressions that include whole number exponents
- Translate written phrases into algebraic expressions
- Translate algebraic expressions into written phrases
- Recognize when two expressions are equivalent
- Generate equivalent expressions using the properties of operations

### **Reason about and solve one-variable equations and inequalities**

- Recognize solving an equation or inequality as a process of answering “Which values from a specified set, if any, make the equation or inequality true?”
- Use substitution to determine whether a given number in a specified set makes an equation or inequality true
- Recognize that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set
- Define inverse operation
- Know how inverse operations can be used in solving one-variable equations
- Apply rules of the form  $x + p = q$ , and  $p x = q$ , for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers, to solve real-world and mathematical problems; with only one unknown quantity
- Develop a rule for solving one-step equations using inverse operations with nonnegative rational coefficients
- Solve and write equations for real-world mathematical problems containing one unknown
- Identify the constraint or condition in a real-world or mathematical problem in order to set up an inequality
- Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions
- Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem
- Represent solutions to inequalities of the form  $x > c$  or  $x < c$ , with infinitely many solutions, on number line diagrams

### **Represent and analyze quantitative relationships between dependent and independent variables**

- Define independent and dependent variables
- Use variables to represent two quantities in a real-world problem that change in relationship to one another
- Write an equation to express one quantity (dependent) in terms of the other quantity (independent)
- Analyze the relationship between the dependent variable and independent variable using tables and graphs
- Relate the data in a graph and table to the corresponding equation

## **Geometry**

### **Solve real-world and mathematical problems involving area, surface area, and volume**

- Recognize and know how to compose and decompose polygons into triangles and rectangles
- Compare the area of a triangle to the area of the composed rectangle
- Apply the techniques of composing and/or decomposing to find the area of triangles, special quadrilaterals and polygons to solve mathematical real-world problems
- Discuss, develop and justify formulas for triangles and parallelograms
- Know how to calculate the volume of a right rectangular prism
- Apply volume formulas for right rectangular prisms to solve real-world and mathematical problems involving rectangular prisms with fractional edge lengths
- Model the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths
- Draw polygons in the coordinate plane
- Use coordinates (with the same  $x$ -coordinate or the same  $y$ -coordinate) to find the length of a side of a polygon

- Apply the technique of using coordinates to find the length of a side of a polygon drawn in the coordinate plane to solve real-world and mathematical problems
- Know the 3-D figures can be represented by nets
- Represent three-dimensional figures using nets made up of rectangles and triangles
- Apply knowledge of calculating the area of rectangles and triangles to a net, and combine the areas for each shape into one answer representing the surface area of a three-dimensional figure
- Solve real-world and mathematical problems involving surface area using nets

### **Ratios and Proportional Relationships**

- Understand ratio concepts and use ratio reasoning to solve problems
- Write ratio notation –  $a:b$ ,  $a$  to  $b$ ,  $a/b$
- Know order matters when writing a ratio
- Know ratios can be simplified
- Know ratios compare two quantities; the quantities do not have to be the same unit of measure
- Recognize that ratios appear in a variety of different contexts; part-to-whole, part-to-part, and rates
- Generalize that all ratios relate two quantities or measures within a given situation in a multiplicative relationship
- Analyze your context to determine which type of ratio is represented
- Identify and calculate a unit rate
- Use appropriate math terminology as related to rate
- Analyze the relationship between a ratio  $a:b$  and a unit rate  $a/b$  where  $b \neq 0$
- Make a table of equivalent ratios using whole numbers
- Find the missing values in a table of equivalent ratios
- Plot pairs of values that represent equivalent ratios on the coordinate plane
- Know that a percent is a ratio of a number to 100
- Find a percent of a number as a rate per 100
- Use tables to compare proportional quantities
- Apply the concept of unit rate to solve real-world problems involving unit pricing
- Apply the concept of unit rate to solve real-world problems involving constant speed
- Apply ratio reasoning to convert measurement units in real-world and mathematical problems
- Apply ratio reasoning to convert measurement units by multiplying or dividing in real-world and mathematical problems
- Solve real-world and mathematical problems involving ratio and rate
- Solve real-world problems involving finding the whole, given a part and a percent

## **Statistics and Probability**

### **Develop understanding of statistical variability**

- Recognize that data can have variability

### **Recognize a statistical question (examples versus non-examples)**

- Know that a set of data has a distribution
- Describe a set of data by its center
- Describe a set of data by its spread and overall shape
- Recognize there are measures of central tendency for a data set
- Recognize there are measures of variances for a data set
- Recognize (measures) of central tendency for a data set summarize the data with a single number
- Recognize (measures) of variation for a data set describe how its values vary with a single number
- Identify the components of dot plots, histograms, and boxplots

### **Summarize and describe distributions**

- Find the median, quartile and interquartile range of a set of data
- Analyze a set of data to determine its variance

- Create a dot plot to display a set of numerical data
- Create a histogram to display a set of numerical data
- Create a box plot to display a set of numerical data
- Organize and display data in tables and graphs
- Report the number of observations in a data set or display
- Describe the data being collected, including how it was measured and its units of measurement
- Calculate quantitative measures of center
- Calculate quantitative measures of variance
- Identify outliers
- Determine the effect of outliers on quantitative measures of a set of data
- Choose the appropriate measure of central tendency to represent data
- Analyze the shape of the data distribution and the context in which the data were gathered to choose the appropriate measures of central tendency and variability and justify why this measure is appropriate in terms of content

# SOCIAL STUDIES

## Grade 6, 7, and 8

### Economics

#### **Production/Consumption/Distribution**

- Describe how personal economic decisions impact global economy (e.g., starting new business initiatives, boycotts, and earning power of workers)
- Analyze the impact of personal decisions on global issues (e.g., trade agreements, recycling, and conserving the environment)
- Determine the location of natural resources and explain how they generate trade and economic patterns
- Describe effects of investments in infrastructure (e.g., education, healthcare, public safety, transportation, etc.) on the economy
- Identify and explain various points of view concerning economic issues (e.g., taxation, unemployment, inflation, the national debt, and distribution of income)
- Compare the standard of living in various societies

#### **Exchange**

- Interpret and explain the development of money in history
- Differentiate among the various economic & political systems (e.g., feudalism, capitalism, communism, etc.)
- Distinguish and explain basic economic concepts (e.g., supply and demand; production, exchange, and consumption; labor, wages, and capital; inflation and deflation; public and private goods and services; market economy and command economy)
- Identify the economic roles of institutions (e.g., corporations and businesses, banks, labor unions, and the Federal Reserve System)

### History

#### **Time**

- Interpret the past using a variety of primary and secondary sources
- Compare ancient and present-day communities around the World
- Analyze the cause and effect relationship of different events over time

#### **People**

- Identify and describe significant people in the major eras in the United States and World History
- Examine the impact of immigration on the United States and World History
- Summarize major issues associated with the history, culture, and tribal sovereignty of the indigenous peoples of Americas
- Research the political values of freedom, democracy, equality, & justice as embodied in important documents (e.g. the Magna Carta, Declaration of Independence, U.S. Constitution, and the Bill of Rights)
- Organize and analyze information to place people in historical perspective

#### **Events:**

- Analyze significant events and the major eras of the United States and the World
- Describe the relationship between and among significant events in the United States and World History
- Critically analyze current events in the United States and the World
- Explain the interpretation of historical events according to various viewpoints
- Identify major scientific discoveries and technological innovations and describe their social and economic effects on society
- Explain the need for laws and policies to regulate science and technology

### Geography

#### **Location**

- Identify past & present countries in the World
- Explain relative and absolute location of places using appropriate geographical terminology
- Locate and identify physical features in the World

#### **Map Skills**

- Use maps, charts, and graphs to display and compare information

- Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction size, and shape
- Create different types of maps (e.g., political, physical, and thematic)

### **Regions**

- Identify past & present World regions
- Identify United State regions throughout history

### **Place**

- Identify components of culture (e.g., religion, art, language, customs, and cuisine)
- Understand the different characteristics of climate, landforms, bodies of water, cities, governments, and other characteristics of place

### **Human Environment Interaction**

- Describe and analyze ways in which people interact with, modify and adapt with the environment
- Research the causes and consequences of global issues (e.g., urbanization, extinction of species, consumption of natural resources, and World events)
- Identify changing boundaries and major land acquisitions of the United States

### **Movement**

- Explain the movement of people, ideas, products, and diseases in the World
- Evaluate the impact of science and technology on the United States and the World

## **Political Science**

### **Citizenship**

- Demonstrate ways in which a citizen may participate in public policy debates Identify individual responsibilities to local, state, national and global communities Explain the role and impact of civil actions Locate, organize, and use relevant information to understand issues

### **Laws**

- Explain how laws are developed, changed, and enforced
- Analyze and discuss important political documents (e.g., the Magna Carta, Constitution, Bill of Rights, and landmark decisions of the Supreme Court)

### **Government**

- Explain the role of political parties and interest groups in American politics
- Identify and explain the different forms of government, including the basic principles of democracy
- Explain how legislative, executive, and judicial powers are separated and balanced at the federal level
- Describe and explain how the federal system separates the powers of federal, state, and local government
- Distinguish how the powers of government are acquired, maintained, justified, and sometimes abused
- Describe the role and effects of international organizations and political alliances throughout the World
- Analyze how various groups of people and cultures govern themselves

## **Behavioral Science**

### **Individual**

- Describe and explain how various factors influence individual identity

### **Institution**

- Describe cooperation and interdependence among groups, societies, and nations
- Demonstrate knowledge of the World's religions

### **Society**

- Compare and contrast the components of various region's culture
- Explain impact of World events globally
- Describe the reflection of cultural values and ideas in art and architecture
- Describe cultural contributions of racial and ethnics groups in the United States and the World

- Identify examples of bias and stereotyping and how they contribute to conflict
- Analyze cultural conflicts in United States History
- Give examples of media influence on behavior and decision-making of individuals and groups

## Catholic Social Teachings

### **Life and Dignity of the Human Person**

- Analyzes social issues based on whether human dignity is valued or harmed
- Identifies elements of human dignity based on Catholic Social Teaching
- Acts to transform human dignity
- Uses conflict resolution skills
- Identifies abuses of human dignity found in American Society
- Identifies Biblical passages related to human dignity

### **The Call to Family, Community, and Participation**

- Models responsible behavior to family and community through service
- Is involved in service projects beyond the local community
- Uses the church's social teachings as a lens to look at the moral and human dimensions of public issues

### **The Rights and Responsibilities of the Human Person**

- Articulates the component parts of human dignity
- Identifies actions that would be considered abuses of human rights (local, national, international)
- Practices peaceful conflict resolution strategies within the family, school, and community
- Researches social data and church teaching as a way to begin to transform injustice

### **Option for the Poor and the Vulnerable**

- Shares personal resources to help the poor and vulnerable
- Can discuss laws and policies that can benefit the poor and vulnerable members of society
- Practices behaviors that help others
- Can articulate the causes of poverty and the systems which prevent people from overcoming poverty
- Does research on the 20th and the 21st century people who have fought for justice, e.g. Archbishop Romero, Dorothy Day, Martin Luther King
- Clearly articulates the difference between justice and charity

### **Dignity of Work and the Rights of Workers**

- Can discuss the role work can play as a contribution to self and society
- Can articulate the importance of intrinsic values
- Demonstrates putting forth the best effort in school, recreation, and work
- Demonstrates respect for the basic rights and responsibilities at school and neighborhood
- Gives examples of the basic rights and responsibilities of workers in at least three different job areas

### **Solidarity of the Human Family**

- Models attitudes and behaviors that accept and value differences (racial, ethnic, economic, etc.)
- Displays an awareness of responsibility to others throughout the world
- Demonstrates the policies, and behaviors that support a peaceful world

### **Care for God's Creation**

- Displays individual and group actions to protect and preserve the environment
- Takes an active role in programs and laws that support and help all forms of life

# SCIENCE

## Earth Science

### Changes in the Earth

- Know that successive layers of sedimentary rock are affected by folding, breaking, and uplifting of layers
- Know that landforms are created through constructive and destructive forces
- Know that the Earth's crust is divided into plates that move in response to mantle movement

## Life Science

### Animals

- Classifications
  - Identify different taxonomic groups of the Animal Kingdom
- Cycles
  - Know that sexual reproduction results in the continuation of the species
  - Describe the basic life processes that all animals carry out.
- Characteristics
  - Know that animals have a variety of body structures with specific functions for survival

### Plants

- Characteristics
  - Describe the chemical process of photosynthesis
- Life Cycles
  - Discover that plants carry on basic life processes
  - Understand that sexual and asexual reproduction are necessary for the continuation to the species
- Classification
  - Compare and contrast monocots and dicots
  - Identify various plant tissues and explain their function
  - Describe how plants are producers
- Adaptations
  - Know that plants have a variety of body structures with specific functions for survival
  - Explain plant responses to environmental stimuli

### Environment

- Habitats
  - Understand that through the process of succession, communities change over time
  - Describe the eight biomes in terms of their distinct biotic and abiotic characteristics
- Adaptations
  - Recognize how things evolve
  - Know the process of natural selection
  - Know the history of the Theory of Evolution

### Cells, Heredity and Classification

- Realize that both heredity and the environment contribute to the development of living things
- Know that organisms are classified based on similarities that reflect their evolutionary relationships
- Identify the levels of organization in living things: cells, tissues, organs, systems, and organisms
- Know the structure and function of the different parts of a cell

#### Standards and information obtained from:

- Archdiocese of Milwaukee Office of Schools
- National Benchmarks and Standards for College and Career Readiness
- Department of Defence Education Activity