

GRADE SIX
Grade Level Expectations
Updated for 2008-09 school year

The Iowa Core Curriculum essential concepts have been embedded at appropriate places, bolded, and identified with (ICC). Not all ICC may be appropriate at a given grade level, but by the time a student reaches eighth grade, all the primary ICC core concepts will have been taught.

RELIGION

1. Reads, interprets, and applies Scripture to life.
 - Participates in discussion
 - Has knowledge of content
 - Continues to explore how the Ten Commandments, Beatitudes, Works of Mercy and theological virtues are lived out in one's life
 - Knows that Scripture and Tradition together form one source of God's revelation
 - Knows the four evangelists of the Gospels were Matthew, Mark, Luke and John
2. Presents a reasoned rationale, based on faith and knowledge, for being a Catholic.
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Continues to develop a deeper realization of role of Mary's Motherhood of Jesus, of the Church, our mother, and the greatest model of holiness
 - Develops an appreciation of the importance of the Holy Spirit in one's life and in the Church
 - Continues to articulate more about the doctrine of the Catholic faith
 - Explores the mystery of the Trinity
 - Knows the precepts of the Church
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics.
 - Knows the Seven Sacraments; recognizes that the sacraments give grace to help us grow spiritually
 - Develops and appreciates God's special gift of life (grace) to us, especially through prayer and the Sacraments
 - Develops a greater appreciation, gratitude, and joy in participating in Mass and receiving the Eucharist
 - Recognizes the relationship of the Eucharistic sacrifice to Calvary
5. Makes moral decisions consistent with Church teachings.
 - Realizes that God's plan is that people be good in order to live with God forever in heaven
 - Realizes that God gave humans the special gift of free will
 - Recognizes that God gives us rules for living a life of love
6. Illustrates a basic understanding of the history of the Church.
 - Knows the historical and cultural world of Jesus is important because Christianity has its roots in the Jewish religious faith of Jesus
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
 - Recognizes the many gifts, talents and abilities that God has provided each of us
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
 - Practices Christian action toward others
 - Understands that the spiritual and corporal works of mercy are ways to show love for others
 - Recognizes each person goes through various stages of life; each stage brings new changes and challenges for the individual on his/her journey to mature adulthood
 - Knows that God's gift of sexuality includes and affects one's physical, intellectual, emotional, social and spiritual development
9. Demonstrates an appreciation for faith community as the way we come to know God.
 - Continues an awareness of various roles and ministries in the Church
 - Recognizes that the Church is a visible sign of the kingdom of God
10. Uses effective community building skills in relating with others.
 - Applies skills to concrete life situations - is considerate of others and their feelings
 - Understands that God's gift of life needs to be protected and nurtured from conception to death
 - Understands that respect and care must be shown for the biological processes/changes of one's own body and that of others
 - Recognizes the importance of reflecting on what it means to live in relationship with God and to live a moral life

11. Critiques societal structures in light of Catholic social justice principles and applies to social and personal situations.
 - Practices Christian action toward others
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
 - Practices Christian action toward others
 - Understands that being a disciple of Christ calls one to serve family, community and Church
 - Participates in parish and community service projects
 - Is made aware of various roles and ministries in the Church
 - Recognizes that the Work of the Church is to show love, peace, and justice in the world
13. Exercises responsible stewardship for the gift of creation.
 - Practices Christian action toward others
 - Responds joyfully to God's call to give of one's self in love to God and others (stewardship)
 - Continues to study the meaning of stewardship, i.e., "Receive God's gifts gratefully, cultivate them responsibly, share them lovingly in justice with others, and return them with increase to the Lord."
14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service.
 - Participates in parish and community service projects
15. Demonstrates the relationship between faith and culture through arts, social sciences, sciences, technology.
16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences.
 - Participates in planning liturgies and para-liturgies on student level of growth and awareness
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.
 - Develops a personal relationship with Jesus that evokes a response of generous love
 - Can recite and use the designated prayers for this grade level on the Prayer/Basic Beliefs and Practices listing. Other prayers of cultural/liturgical significance may be designated by the local site.
18. Celebrates the presence of the Sacred in experiences of sacramentals, symbols, and rituals.
19. Demonstrates an understanding of liturgical seasons and feasts.
 - Increases knowledge of Church's liturgical seasons of Advent, Christmas, Lent and Easter
 - Participates at their own level of growth and awareness in liturgical celebrations and other forms of prayer
 - Recognizes that the Church year celebrates Jesus as Savior of the world and gives honor to Mary and all the saints, living and dead
 - Understands the church year celebrates God's story of salvation as fulfilled in the life, death, resurrection and ascension of Jesus
 - Knows the Holy Days of Obligation

LANGUAGE ARTS

Writing

1. Uses general skills and strategies in the writing process
 - **Uses an effective writing process (ICC)**
 - Prewriting, drafting and revising, editing and publishing, evaluating peers' and own writing
 - Identifies strengths and weaknesses in own writing
 - Organizes thoughts and expresses opinions and knowledge in a clear manner using complete sentences
 - Writes paragraphs with a clear main idea and several supporting details
 - Writes for a variety of audiences and purposes which include report of information, use of narratives, essays, poetry, and creative writing
 - **Uses knowledge of purpose, audience, format, and medium in developing written communication (ICC)**
 - **Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences (ICC)**
 - **Is able to write on demand (ICC)**
 - **Incorporates technology as a tool to enhance writing (ICC)**
 - Handwriting - Writes legibly using proper size and spacing
2. Uses stylistic and rhetorical techniques in written composition
 - Demonstrates an understanding of the English language, i.e., usage, punctuation, capitalization, and spelling
 - Spells high frequency and words from content areas correctly
 - Identifies and correctly uses all parts of speech
 - Writes compositions that use a variety of sentence structures
 - Writes compositions that show clear evidence of descriptive language that clarifies and enhances ideas
3. Writes with a command of the grammatical and mechanical conventions of composition
 - **Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style (ICC)**
 - Applies rules of grammar usage, punctuation, and capitalization in writing
 - Writes compositions that have no significant errors in the use of ending punctuation marks, e.g., periods, question marks, etc.
 - Writes compositions that have few significant errors in the use of commas; demonstrates proper use of colon, semicolon, hyphen, dash, apostrophe and quotation marks
4. Gathers and uses information for research purposes
 - **Uses writing as a tool for learning (ICC)**
 - **Engages in the information literacy process: accesses, evaluates, and communicates information and ideas (ICC)**
 - Effectively uses media resources to gather information
 - Uses the library/media center on a regular basis and properly uses a variety of resources for research topics; dictionary, glossary, encyclopedia, atlas, and internet
 - Develops the use of outline format and note taking

Reading

5. Reading Process - Uses the general skills and strategies of the reading process
 - Reflects on what has been learned after reading
 - Uses specific strategies to clear up confusing parts of a text, e.g., rereads the text, consults another source, asks for help
 - Accurately identifies author's purpose and point of view
 - Monitors own reading strategies and makes modifications
 - **Uses a variety of strategies to develop and expand reading vocabulary (ICC)**
 - Makes appropriate book selections to gain knowledge and for personal enjoyment
 - **Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres (ICC)**
 - Continues to develop a desire to read; engages in daily silent reading
 - Makes, confirms, and revises simple predictions
 - **Reads with fluency silently and aloud to support comprehension (ICC)**
 - **Reads for a variety of purposes and across content areas (ICC)**

6. Reading Comprehension - Uses reading skills and strategies to understand and interpret a variety of literary works
- **Uses a variety of strategies and skills to comprehend and interpret fiction (ICC)**
 - Responds to literary and informational texts (oral, written, artistic)
 - *Understands and comprehends stated information*
 - *Determines the meaning of new words from their context - vocabulary*
 - *Draws conclusions, makes inferences, and deduces meaning*
 - *Interprets information in new contexts*
 - *Interprets non literal language*
 - *Determines the main idea of a text*
 - Continues to develop and use a variety of comprehension strategies, cause/effect; compare/contrast; classify/categorize, drawing conclusion, predicting outcomes, and giving details of main idea
 - *Analyzes the style or structure of a text; uses text organizers*
 - Identifies the main and subordinate characters in works containing complex character structures
 - Recognizes the use of specific literary devices, e.g., foreshadowing, flashback
 - Recognizes complex elements of plot, e.g., setting, major events, problems, conflicts, resolutions
 - *Infers traits, feelings, and motives of characters*
 - Makes and confirms inferences and predictions about events in a story
 - Reads and identifies various genres of literature and informational texts including technical guides
7. Reading Comprehension - Uses reading skills and strategies to understand and interpret a variety of informational texts
- **Uses a variety of skills and strategies to comprehend non fiction and informational text (ICC)**
 - Responds to literary and informational texts (oral, written, artistic)
 - *Understands and comprehends stated information*
 - *Determines the meaning of new words from their context - vocabulary*
 - *Draws conclusions, makes inferences, and deduces meaning*
 - *Interprets information in new contexts*
 - *Interprets non literal language*
 - *Determines the main idea of a text*
 - Continues to develop and use a variety of comprehension strategies, cause/effect; compare/contrast; classify/categorize, drawing conclusion, predicting outcomes, and giving details of main idea
 - *Analyzes the style or structure of a text; uses text organizers*
 - Can effectively use the structures in informational texts; uses text organizers to determine the main ideas or locate information
 - Uses the various parts of a text (index, table of contents, glossary) to locate specific information
 - Reads for a variety of purposes including to answer a specific question, to form an opinion, and to skim for facts
 - Summarizes and paraphrases information in texts in all content areas

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively
- **Produces a coherent message (ICC)**
 - Expresses ideas clearly
 - **Participates in a variety of communication situations (ICC)**
 - **Participates appropriately in one-on-one situations and groups settings (ICC)**
 - Participates effectively in group discussion
 - Listens, views, and asks questions to collect information
 - **Considers audience and variables in the speaking situation (ICC)**
 - **Uses appropriate content and conventions for purpose, audience, occasion, and context (ICC)**
 - **Demonstrates use of presentation skills to communicate (ICC)**
 - **Recognizes the role of evaluation in oral communication (ICC)**
 - **Recognizes the role of response in oral communication (ICC)**
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- **Listens for information and understanding (ICC)**
 - **Listens for interpretation, analysis, and evaluation (ICC)**
 - **Listens to establish, maintain and enhance relationships (ICC)**

Viewing

9. Uses viewing skills and strategies to understand and interpret visual media
 - **Uses a range of strategies to interpret visual media (ICC)**
 - Understands different messages conveyed through visual media
 - Responds orally and in writing to higher order thinking questions in all content areas
 - Understands basic elements of advertising in visual media
 - **Applies a variety of criteria to evaluate informational media (ICC)**
 - **Understands how literary forms can be represented in visual narratives (ICC)**

Media

10. Understands the characteristics and components of the media
 - Understands that media, messages, and products are composed of a series of separate elements, e.g., sections of a newspaper
 - Enhances the understanding of the similarities and differences among a variety of media, e.g., how documentaries, internet, television, and radio present a story in a different way
 - Knows characteristics and understands the different purposes of a wide range of media, e.g., to provide entertainment or information to persuade, to transmit culture, to focus attention on an issue
 - **Analyzes the effects of visual media on society and culture (ICC)**

MATH

1. **Problem solving** - *Uses a variety of strategies in the problem-solving process*
 - *Solves single-step and multiple-step math problems*
 - Brainstorms possible approaches before starting a problem
 - Breaks complex problems into simpler parts
 - *Identifies extraneous or insufficient information in problems*
 - *Chooses a method for solving a problem* - some methods more helpful than others
 - Checks reasonableness of results of each part of problem solving process
 - Constructs a physical representation for complex problems
2. **Concept of Numbers** - *Understands and applies basic and advanced properties of the concept of numbers*
 - **Understands, estimates, and represents real numbers, including common irrational numbers and use of scientific notation (ICC)**
 - Checks reasonableness of results through estimation - *estimates measurements with appropriate precision*
 - *Uses standard rounding to estimate*
 - *Uses order of magnitude to estimate*
 - *Uses number sense to estimate*
 - Understands the basic relationship of fractions to decimals and fractions to whole numbers and percents to decimals
 - *Represents, compares, and orders numbers; fractions and decimals*
 - **Understands, applies, and is computationally fluent with rational numbers, including negative numbers (ICC)**
 - **Understands and applies ratio and rate, including percents, and connects ratio and rate to fractions and decimals (ICC)**
 - **Understands and applies proportional reasoning (ICC)**
 - *Describes and applies properties of numbers*
 - *Classifies numbers by divisibility*
 - *Demonstrates ways of performing operations*
 - *Uses place value; writes numbers in standard, expanded, and exponential form*
 - *Uses and interprets operational and relationship symbols*
 - *Solves equations and inequalities*
 - *Uses variable expressions to model situations*
 - *Explores numerical patterns*
 - Uses number lines to model a variety of numbers
 - Identifies prime and composite numbers
 - Communicates mathematical concepts through writing and speaking
3. **Computation** - *Uses basic and advanced procedures while performing the process of computation*
 - **Understands, applies and is computationally fluent with multiplication and division of**

fractions and decimals (ICC)

- Rounds decimals and fractions
- Uses order of operations effectively
- Multiplies three-digit numbers
- Divides using two-digit numbers
- Interprets remainders

4. Measurement - *Understands and applies basic and advanced properties of the concept of measurement*

- *Measures length/distance, time, temperature, weight, mass, and volume*
- *Identifies and uses appropriate units of measurement*
 - Selects and uses appropriate units of measurement according to type and size of unit (standard and metric)
 - Converts units within a system, e.g. feet to inches, quarts to pints, hours to minutes
- Estimates, calculates, and compares perimeter, area, and volume
- Applies given measurement formulas for perimeter, area, circumference, volume, and surface area in problem situations

5. Geometry - *Understands and applies basic and advanced properties of the concepts of geometry*

- **Understands, determines, and applies area of polygons (ICC)**
- **Understands and applies similarity, with connections to proportion (ICC)**
- **Understands, determines, and applies surface areas and volume of prisms and cylinders and circumference and area of circles (ICC)**
- **Analyzes two-dimensional space and figures by using distance, angle, coordinates, and transformations (ICC)**
- **Visualizes, represents, and describes three-dimensional shapes (ICC)**
- Recognizes and classifies angles, points, lines, rays and segments and understands the characteristics of slope
- Compares shapes in terms of such concepts as parallel, perpendicular, congruence, and symmetry (turns, flips, sides to investigate concepts of symmetry, similarity, and congruence)
- *Identifies, classifies, and compares geometric figures*
- *Describes geometric properties, patterns, and relationships*
- *Applies the concepts of perimeter, area, and volume*
- Solves real-world problem involving area of geometric figures

6. Data analysis - *Understands and applies basic and advanced concepts of statistics and data analysis*

- Gathers and records data to make generalizations
- **Analyzes and summarizes data sets, including initial analysis of variability (ICC)**
- **Understands, interprets, determines, and applies measures of center and graphical representations of data (ICC)**
- Understands that data comes in many different forms and that collecting, organizing and displaying data can be done in many ways
- Finds mean, median, mode, and range
- *Reads amounts on scales of bar and line graphs*
- *Locates amounts in specific cells of a table*
- *Compares quantities to determine ranks, sums, or differences and to find ratios*
- *Uses tables and graphs to determine rates or identify trends, understand underlying or functional relationships, and generalize or draw conclusions*

7. Probability - *Understands and applies basic concepts of probability*

- **Understands and represents simple probabilistic situations (ICC)**
- **Understands, computes, and estimates simple probabilities using counting strategies and simulation (ICC)**
- **Uses proportions and percentages to analyze data and chance (ICC)**
- *Applies probability concepts and counting rules*
- *Understands and applies measures of central tendency and variability*
- Identifies common errors in the presentation of statistics
- Understands probabilities and the ways they can be expressed
- Understands procedures for selecting an unbiased sample

8. Functions and Algebra - *Understands and applies basic concepts of functions and algebra*

- **Writes, interprets, and uses mathematical expressions, find equivalent forms, and relates such symbolic representations to verbal and tabular representations (ICC)**
- **Understands and applies proportionality (ICC)**

- **Understands, solves, and applies linear equations and inequalities (ICC)**
- **Understands and applies linear functions (ICC)**
- **Uses tables and graphs to analyze systems of linear equations (ICC)**
- Constructs a pattern and articulates why the pattern works
- Solves real-world problems involving formulas with one variable

9. Nature of Mathematics - Understands the general nature and uses of mathematics

SCIENCE/HEALTH

Knowing that there are programs that are K-5, K-6, K-8, 6-8, 7-12, the approach for the science component of the grade level expectations is as follows: grade 6 includes the 13 standards of science/health; grade 7 is focused on life science/health; grade 8 is focused on earth and space/health. Knowing this, there will need to be adjustments at the local level via the curriculum review cycle. This planning was based on the assumption that specific courses are taught at the high school in the areas of physical science, biology, chemistry, physics and other advanced courses.

Earth and Space - Students can understand concepts and relationships in Earth/space sciences.

1. Understands atmospheric processes and water cycle
 - **Understands and demonstrates knowledge of the structure of the earth system and the processes that change the earth and its surface (ICC)**
 - **Understands and demonstrates knowledge of the water cycle, including consideration of events that impact groundwater quality (ICC)**
 - **Understands and demonstrates knowledge of the earth's atmospheric properties and how they influence weather and climate (ICC)**
 - Knows ways in which clouds affect weather and climate, e.g., precipitation, reflection of light from the sun, retention of heat energy emitted from the earth's surface
 - Knows that because of the tilt of the earth's axis, there are variances in heat on parts of the earth during its one year revolution around the sun. This produces seasons and weather patterns.
2. Understands Earth's composition and structure
 - **Understands and demonstrates knowledge of our earth's history based on physical evidence (ICC)**
 - *Understands essential ideas about the composition/structure of the universe and the earth's place in it*
 - *Can understand changes in and around the Earth*
 - Knows that the composition and texture of the soil and its fertility and resistance to erosion are greatly influenced by plant roots and debris, bacteria, fungi, worms, rodents, and other animals as they break up the soil and add organic material to it
 - Knows that fossils provide important evidence of how environmental conditions have changed on the earth over time, e.g., changes in atmospheric composition, movement of crustal plates, impact of an asteroid or comet
3. Understands the composition and structure of the universe and the Earth's place in it
 - *Can understand concepts relating to the universe*
 - **Understands and demonstrates knowledge of the components and predictable patterns of our solar system (ICC)**
 - Knows the characteristics and movement patterns of the nine planets in our Solar System
 - Knows that the moon's orbit around the earth once in 28 days changes how much the moon is lighted by the sun and how much of that part can be seen from the earth, resulting in the phases of the moon

Life Science - Students can understand concepts and relationships in life science.

4. Understands the principles of heredity and related concepts
 - **Understands and demonstrates knowledge of how different organisms pass on traits (ICC)**
 - Knows that reproduction is a characteristic of all living things and is essential to the continuation of a species
 - Knows that hereditary information is contained in genes; explains how characteristics are inherited from parents
 - Explains how species can change through natural selection
5. Understands the structure and function of cells and organisms
 - **Understands and demonstrates knowledge of the basic components and functions of cells, tissues, organs, and organ systems (ICC)**
 - **Understands and demonstrates knowledge of the complementary nature of structure and function and the commonalities among diverse organisms (ICC)**

- *Can understand structures of living things*
 - *Knows that plants and animals have life cycles and are different for different organisms*
- **Understands and demonstrates knowledge of the functions and interconnections of the major human body systems including the breakdown in structure or function that disease causes (ICC)**
 - Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multicellular
6. Understands relationships among organisms and their physical environment
- **Understands and demonstrates knowledge of the interdependency of organisms, changes in environmental conditions, and survival of individuals and species (ICC)**
 - *Can understand environmental interaction and adaptation*
 - Knows the factors that affect the number and types of organisms an ecosystem can support
 - **Understands and demonstrates knowledge of the cycling of matter and energy through ecosystems (ICC)**
 - **Understands and demonstrates knowledge of the social and personal implications of environmental issues (ICC)**
7. Understands biological evolution and diversity of life
- Knows the fossil record, through geologic evidence, documents the appearance of diversification, and extinction of many life forms

Physical Sciences - Students can understand concepts and relationships in physical science.

8. Understands the structure and properties of matter
- **Understands and demonstrates knowledge of elements, compounds, mixtures, and solutions based on the nature of their physical and chemical properties (ICC)**
 - *Identifies and describes the chemical and physical properties of matter*
 - Knows that matter is made up of tiny particles called atoms, and different arrangements of atoms into groups compose all substances
 - Knows that atoms often combine to form a molecule, the smallest particle of a substance that retains its properties
9. Understands the sources and properties of energy
- **Understands and demonstrates knowledge of physical and chemical changes and their relationship to the conservation of matter and energy (ICC)**
 - *Describes the different forms of energy, e.g., electrical, heat, light, and magnetism*
 - Knows that energy is a property of many substances
 - Understands the law of conservation of energy
10. Understands forces and motion
- **Understands and demonstrates knowledge of motions and forces (ICC)**
 - *Can understand and apply concepts related to mechanics, forces, and motion*
 - *Knows the properties of motion*
 - Understands general concepts related to gravitational force
 - Knows that just as electric currents can produce magnetic forces, magnets can cause electric currents
 - Describes Newton's laws of motion
 - Explains relationship between force and motion

Nature of Science - Students can understand and apply skills used in scientific inquiry.

11. Understands the nature of scientific knowledge
- Knows that an experiment must be repeated many times to yield consistent results before the results are accepted as correct
12. Understands the nature of scientific inquiry
- *Uses scientific method (asks questions observes records and interprets results)**
 - Designs and conducts a scientific investigation
 - Understands ethics associated with scientific study
 - **Generates questions that can be answered through scientific investigations (ICC)**
 - **Designs and conducts different kinds of scientific investigations (ICC)**
 - **Understands that different kinds of questions suggest different kinds of scientific investigations (ICC)**
 - **Selects and uses appropriate tools and techniques to gather, analyze and interpret data**

(ICC)

- **Incorporates mathematics in scientific inquiry (ICC)**
- **Uses evidence to develop descriptions, explanations, predictions, and models (ICC)**
- **Thinks critically and logically to make the relationships between evidence and explanations (ICC)**
- **Recognizes and analyzes alternative explanations and predictions (ICC)**
- **Communicates and defends procedures and explanations (ICC)**
- **Uses appropriate safety procedures when conducting investigations (ICC)**

13. Understands the scientific enterprise

- *Can analyze and interpret scientific information*
- Draws conclusions, identifies patterns, generalities and trends, and makes inferences
- Uses appropriate tools including computer hardware and software and techniques to gather, analyze and interpret scientific data.

HEALTH - Students can understand concepts and relationships in health.*

1. Knows the availability and effective use of health services, products, and information
 - Knows the cost and validity of common health products, services, and information
2. Knows environmental and external factors that affect individual and community health
 - Understands how various messages from the media, technology, and other sources impact health practices
3. Understands the relationship of family health to individual health
 - Knows strategies that improve or maintain family health
4. Knows how to maintain mental and emotional health
 - Identifies and shares feelings in appropriate ways
 - Knows characteristics and conditions associated with positive self-esteem
5. Knows essential concepts and practices concerning injury prevention and safety
 - Knows injury prevention strategies for family health
 - Discusses safety topics
6. Understands essential concepts about nutrition and diet
 - Identifies food groups/pyramid and a balanced meal
 - Knows healthy eating practices
 - Knows appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research
7. Knows how to maintain and promote personal health
 - Identifies practices that promote good health
 - Sets personal health goal and makes progress towards its achievement
 - Know personal health strengths and risks
8. Knows essential concepts about the prevention and control of disease
 - Understands how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems
9. Understands aspects of substance use and abuse
 - Knows community resources that are available to assist people with alcohol, tobacco, and other drug problems
10. Understands the fundamental concepts of growth and development
 - Understands how the human body changes as people age
 - Knows strategies for coping with concerns and stress related to the changes that occur during adolescence

SOCIAL STUDIES - listed by strands (**ICC being developed**)

1. Civics

- Understands major ideas about why government is necessary
- Understands the basic structure of the democratic, totalitarian, and authoritarian systems
- Understands the possible consequences of the absence of a rule of law
- Knows opposing positions on current issues involving constitutional protection of individual rights, such as limits on speech, cruel and unusual punishment, search and seizure, and privacy

2. Economics

- Understands that many non economic factors influence patterns of economic behavior and decision-making, e.g., cultural traditions and customs, values, interests, abilities

3. Geography

- Knows the advantages and disadvantages of maps, globes, and other geographic tools to illustrate data

- Understands how geography is used to interpret the past
- Understands the various factors involved in the development of nation/states
- Understands the environmental consequences of people changing the physical environment, e.g., ozone depletion, ground water quality decline, natural wetlands used for housing development
- Uses the tools and concepts of geography

4. Historical Understanding

- Understands patterns of change and continuity in the historical succession of related events
- Knows how to periodize events of the nation into broadly defined eras
- Understands that specific individuals, ideas, events, and decisions had a great impact on history
- Understands cultural and ecological interactions resulting from early European exploration and colonization and/or ancient civilizations
- Understands the basic patterns of human settlement and their causes.

MUSIC

1. Sings alone and with others, a varied repertoire of music

- Sings partner songs and rounds in small groups and able to sing own part
- Sings with good breath control, expression, and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter
- Participates and contributes in class activities
- Attempts to sing on pitch in rhythm with appropriate dynamics and timbre, and maintains a steady tempo
- Matches pitch
- Listens and follows directions
- Responds to the cues of the conductor when singing as part of a group

2. Performs on instruments alone and together, a varied repertoire of music

- Performs rhythm patterns from notation
- Creates movement to accompany music or poems
- Aurally (by ear) identifies instruments of the orchestra and band including percussion instruments

3. Improvises melodies, variations, and accompaniments.

- Improvises simple harmonic accompaniments

4. Composes and arranges music within specified guidelines

- Creates musical accompaniments (e.g. a rhythm instrument accompaniment)
- Composes short pieces within specified guidelines

5. Reads and notates music

- Understands musical notations
- Reads sixteenth notes and rests

6. Knows and applies criteria to music and musical performances

- Appreciates music and is able to analyze in simple terms

7. Understands relationships between music and history and culture

- Understands, appreciates, and participates in liturgical music
- Knows and demonstrates appropriate audience behavior
- Understands the role of musicians (i.e., song leader, conductor, composer, and performer) in various musical settings and culture
- Understands that music preferences reflect one's own personal experiences

ART

1. Understands and applies media techniques and processes related to visual arts

- Maintains an imaginative approach while following simple instructions
- Uses a wider variety of tools safely and economically
- Enjoys using different art media and techniques
- Knows how the characteristics and qualities of art media, techniques, and processes can be used to enhance experiences and ideas
- Understands, critiques, and uses self-evaluation tools both oral and written

2. Knows how to use structures and functions of art

- Follows simple instructions, but maintains an imagination while creating art
- Applies the elements (line, shape, color, space, texture, form) and principles of design (proportion, rhythm, dominance, positive and negative space, balance and/or unity)

- Expresses creativity through art projects
3. Knows range of subject matter.
 - Understands the relationship between culture and history to art
 - Develops a composition showing foreground, middle ground, background, overlapping and center of interest
 - Uses cartooning techniques and creates an original cartoon character
 - Continues to grow in art vocabulary
 4. Understands the visual arts in relation to history and cultures
 - Identifies specific works of art as belonging to particular cultures, times, and places - art appreciation
 - Becomes knowledgeable of famous artists and their work
 - Knows how women/men and different cultures (past and present) have shaped our world
 5. Understands the characteristics and merits of one's own artwork and the artwork of others
 - Understands that specific art works can elicit different responses

PHYSICAL EDUCATION

1. Uses a variety of basic and advanced movement forms (running, skipping, hopping, eye-hand/eye-foot coordination-dribbling while running)
 - Demonstrates knowledge of concepts
 - Demonstrates fundamental skills
 - Uses basic sports-specific skills for a variety of physical activities
2. Uses movement concepts and principles in development of motor skills
 - Understands a variety of relationships with objects (over/under, behind, through, etc.)
 - Demonstrates throwing objects for both accuracy and force
 - Uses basic offensive and defensive strategies in unstructured game environments
3. Understands benefits and costs associated with participation in physical activity
 - Chooses physical activities based on a variety of factors, e.g. personal interests and capabilities, challenge and enjoyment
 - Knows factors that inhibit participation in physical activity, e.g., substance abuse
 - Uses external and internal information to improve performance
 - Celebrates personal successes and achievements as well as those of others
4. Understands how to monitor and maintain a healthy, enhanced level of physical fitness
 - Understands wellness - demonstrates benefits of healthy life style
 - Identifies the health benefits from participation in physical activity
 - Selects and participates regularly in physical activities for the purpose of improving skill and health
 - Demonstrates proper warm up and cool down techniques
5. Understands the social and personal responsibility associated with participation in physical activity
 - Demonstrates the willingness to join in an activity
 - Demonstrates good sportsmanship
 - Understands safety concepts
 - Plays and cooperates with others regardless of personal differences
 - Follows appropriate rules, procedures, and behaviors with few reminders while participating in games/activities; accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
 - Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations
 - Demonstrates acceptance of the skills and abilities of others through verbal and nonverbal behavior

TECHNOLOGY - References McRel with new NETS standards, updated June, 2007; see standard listing

1. Knows characteristics and computer hardware and operating systems (NETS 6)
 - Applies technology skills
 - Knows features and uses of current and emerging technology
 - Knows limitations and tradeoffs of various types of hardware, e.g., laptops, ibooks, modems
2. Knows the characteristics and uses of computer software programs (NETS 6)
 - Practices responsible use of technology systems and software
 - Discusses how formats differ among software applications and hardware platforms
 - Knows common features and uses of spreadsheet
 - Knows common features and uses of desktop publishing
 - Contributes to a group/teacher made presentation program

- Defines the basic elements of a multimedia presentation
 - Places text into a simple, static screen
 - Uses grade appropriate software
3. Understands relationships among science, technology, society, and the individual (NETS 1, 2, 3, 4, 5.)
 - Knows that technology and science have a reciprocal relationship, technology drives science and vice versa
 - Works cooperatively and collaboratively with peers, family members, and others when using technology
 - Effectively uses media resources to gather information
 - Demonstrates positive social and ethical behaviors when using technology, e.g., illegally copying software, software piracy, copyright laws
 - Discusses basic issues related to responsible use of technology and information and describes personal consequences of inappropriate use
 - Effectively uses media resources to display information
 - Discusses common uses of technology in daily life and the advantages and disadvantages those uses provide
 - Understands the history of computers and related careers
 4. Understands the nature of technological design (NETS 2, 4, 5)
 - Knows that the design process is a slow, methodical process of test and refinement
 - Knows that invention is the process of creating a new system or object out of an idea while innovation is the process of modifying an existing system to improve it
 - Evaluates product and design and makes modifications
 5. Understands the nature and operation of systems (NETS 1, 2, 3, 4, 5, 6)
 - Gathers information and communicates with others using telecommunications, with support from teachers, family members, or student partners.
 6. Understands the nature and uses of different forms of technology (NETS 3, 6)
 - Uses technology productivity tools to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
 - Uses telecommunications efficiently and effectively to access remote information, e.g. internet and other online resources

GUIDANCE/HUMAN GROWTH AND DEVELOPMENT - listed by strands

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills
- Demonstrates understanding of various careers as they apply to content areas

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development - derived in part from *Growing in Love*, Harcourt Religion Publishers

- Understands that God created all things out of love
- Recognizes that God's gift of life is precious at all stages
- Recognizes that taking care of ourselves respects God's gift of life
- Recognizes that the Church teaches the right use of God's gift of sexuality
- Understands tenets of safe environment lesson

PERSONAL DEVELOPMENT/SOCIAL RESPONSIBILITY/CITIZENSHIP

- Interacts respectfully with others
- Works effectively as a team member
- Makes an effort to solve social problems
- Participates appropriately
- Follows directions
- Works independently
- Completes high quality work
- Completes homework assignments