



CURRICULUM GUIDES

A Work in Progress

GRADE SIX

Please Note:

The program for grades 6 through 8 is a “Middle School Program” offering a departmental course of study. Teachers must be certified either K-8 or 7-12 and they must have a special interest and/or professional expertise in the curriculum area that will be their major focus of instruction, for example: science, math. ...

Rev. 2008

Overview

The curriculum guides for Cathedral School are modeled after a report distributed by the State Board of Education entitled, Learning Results. The Learning Results were developed from a task force comprised of citizens, educators and business representatives who came together to identify what Maine students should know and be able to do by the time they leave school. Input was gained through various public process methods, such as public hearings, surveys, student meeting, etc.

The Learning Results are essential for all Maine Students because the demands of contemporary life and work require us to know and be able to do a great deal. These demands ask us to be:

- *Clear and Effective Communicators*
- *Self-Directed and Life-Long Learners*
- *Creative and Practical Problem Solvers*
- *Responsible and Involved Citizens*
- *Collaborative and Quality Workers*
- *Integrative and Informed Thinkers*

These six specific areas of knowledge and skills are called the **Guiding Principles**.

Learning Results have been developed in each of these subject areas:

- *Career Preparation*
- *English Language Arts*
- *Foreign Languages*
- *Health & Physical Education*
- *Mathematics*
- *Science*
- *Social Studies*
- *Visual & Performing Arts*

At Cathedral School, we have the unique opportunity and responsibility to teach *Religion* as a primary subject and to assure our students experiences of “Faith in Action”!

As you explore our new presentation for curriculum guides for each grade, please keep in mind that this is a *work in progress* and we are still fine-tuning the details. Enjoy, and please feel free to ask our Principal or your child’s teacher any questions related to our curriculum or the Learning Results report.

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1. RELIGION

Text: **Blest Are We**
Silver Burdett and Ginn

- Learns to transcend to “What Would Jesus Do?” in daily actions.
- Works at local food cupboard.
- Demonstrates knowledge of the Biblical stories from the Old Testament.
- Demonstrates knowledge of the Gospels (Matthew, Mark, Luke, and John) from the New Testament.
- Learns to act with respect towards themselves and others.
- Discusses aging and death and caring for others.
- Learns the importance of setting goals and planning the necessary steps to achieve them.
- Studies all seven Sacraments, Ten Commandments, Stations of the Cross, Holy Days, Beatitudes, Corporal and Spiritual Works of Mercy, Gifts of the Holy Spirit, and Mysteries of the Rosary.
- Attends Masses and Prayer Services.
- Learns parts of the Mass, names of vestments and Church vessels.
- Celebrates all Holy Days.
- Recognizes selected prayers: Hail Holy Queen, Prayer of St. Francis, Memorare, Act of Faith, Angelus, Lord’s Prayer, Hail Mary, Glory Be to the Father.
- Learns Church year and seasonal changes.

2. LITERATURE/LANGUAGE ARTS

Text: **Literature, Course 1,**
Glencoe/McGraw-Hill
English Composition and Grammar
Harcourt Brace Jovanovich

- Reads literature in a variety of genres, which illustrate distinct cultures in a variety of genres, and formulates and defends assumptions based on the literary elements. (Literature Study, English, Reading)
- Reads, listens to or views a variety of texts in order to identify, represent, and support or oppose various viewpoints on a debatable issue. (Literature Study, Reading)
- Evaluates the connections between, and identifies the universality of themes among, various forms of literature. (Literature Study, Reading)
- Produces a well-developed piece of writing on demand, in response to an assigned prompt, that is organized, uses language effectively, has voice and demonstrates control of mechanics in a manner appropriate to the demands and the complexity of the assigned tasks. (Spelling, English, Research papers, Book reports, Essays, Creative Writing, Poetry Notebook, Civic Oration Speech)
- Independently and accurately uses standard oral and written language conventions in formal and informal situations. (Spelling, English, Creative Writing, Book Talks/Reports, Research Papers, Poetry Notebook, Civic Oration Speech)
- Generates an initial text on a self-selected topic, using prewriting strategies, and then use strategies for revision to improve correctness, clarity of purpose and expression in a finished piece for a specific audience. (English, Creative Writing, Research, book reports, Poetry Notebook, Civic Oration Speech)
- Uses a variety of media and technological resources to investigate multiple topics for creative and expository written and oral presentations. (Research Report, English)
- Uses research skills to locate, collect, organize, and share materials from a variety of resources to inform, describe, entertain, and/or persuade depending on audience and purpose. (Library, English, Research Papers, Civic Oration Speech, Creative Writing)

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- Adjusts reading, listening, and viewing strategies in order to comprehend a variety of materials for a variety of purposes. (Reading, Literature)
- Identifies bias in oral, written, and visual materials. (Reading, Newspaper)
- Evaluates the reliability of information from the mass media. (Newspaper)
- In reading, discussing or writing about written materials independently, poses questions, predicts, interprets and responds to build comprehension. (Reading, Literature Study)

Each semester additional books are read. These vary according to the personality and reading level of the class.

3. FOREIGN LANGUAGE (Latin)

Text: **Minimus**

Presents the fact that Latin is the root of all of the Romance Languages.

Demonstrates through the journeys of a mouse the language, practices, ideas, perspectives and products (i.e. Music, foods, literature) of another culture and peoples.

- Infers themes, ideas or perspectives about the target culture by examining tangible products of culture, to include popular music and dance, literature, architecture and education.
- Explains how idiomatic expressions impact communications and reflect culture.
- Demonstrates more than one way to express an idea across languages.

Makes linguistic, economic, political, geographical, cultural and historical connections between and among countries and people.

- Observes, identifies and discusses patterns of behavior typical of their peer group in the native and target cultures.
- Understands the process of word borrowing from one language to another.
- Distinguishes between the sound and writing systems of the target language and these same elements in the native language.
- Identifies cultural beliefs and perspectives of people in both the native and target cultures relating to family, school, work and play.

Provides, obtains, interprets, and uses information from a variety of sources, including technologies and worldwide resources.

- Follows simple classroom commands and directions.
- Answers questions on the content of announcements and messages on familiar topics.
- Follows a set of directions to develop a product.
- Reads and evaluates written work in simple sentence form by editing, revising and creating a final draft.
- Identifies the primary messages in short written informational texts on familiar topics.
- Reads and interprets multiple-step written directions and simple printed information (advertisements, posters).
- Understands main ideas and supporting details of short narratives on familiar topics.
- Comprehends short spoken messages in the target language on topics being studied in other classes.
- Recognizes common oral phrase groupings and structures.
- Collects data, identifies main ideas, themes and details from authentic TV, radio or live presentations from the target culture.

Engages in conversations and discussions about everyday topics and current events using authentic information.

- Uses strings of short sentences to exchange information about personal events and

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familiar situations.

- Asks for and gives spoken directions and simple instructions.
- Compares and contrasts people, objects, and events using short spoken sentences.
- Interviews a peer on a specified topic.

Presents information, concepts, and ideas on a variety of topics orally and in writing to an audience of listeners or readers or both within and beyond the school setting.

- Uses a series of connected sentences to write notes or letters on topics of personal interest.
- Prepares stories or brief written reports on daily life or a topic studied in another subject area.
- Writes summaries of the main ideas, events, people, places and things in instructionally appropriate texts.
- Narrates in writing and explains feelings about a special personal event.
- Uses strings of short-spoken sentences to present information about topics of interest and current events.

4. MATHEMATICS

Text: **Middle School Math**
Scott Foresman-Addison Wesley

- Analyzes and reports on data using mean, median, mode, and range to formulate and solve problems.
- Finds the probability of simple events and makes predictions by applying the theories of probability.
- Uses simulations to estimate probabilities.
- Computes and models all four operations with whole numbers, fractions, decimals, integers, and percents, applying the order of operations.
- Creates, solves, and justifies multi-step, real-life problems (including those with ratio and proportion) having selected and applied appropriate methods, tools and manipulatives.
- Uses numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential) in practical and theoretical problem solving.
- Understands the relationship between basic arithmetic operations.
- Applies ratio, proportions, percents, number theory concepts (i.e. Primes, factors and multiples) in practical and other mathematical situations.
- Identifies, describes, compares, classifies, discriminates, and draws 2D shapes and 3D figures using similarity, congruence, symmetry and properties of change.
- Classifies lines, angles, and triangles as an introduction to geometry.
- Uses a coordinate system to define and locate position.
- Demonstrates the structure and use of systems of measurement.
- Develops and uses concepts that can be measured directly or indirectly, such as the concept of rate.
- Uses directed graphs to model practical situations or solve problems.
- Analyzes and reports on data using mean, median, mode, and range to formulate and solve problems.
- Make inferences and constructs convincing arguments based on data.
- Uses the concepts of variables and expressions.
- Supports reasoning using models, known facts, properties and relationships.

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5. SCIENCE

Text: **Earth Science**
Glencoe/McGraw-Hill

Knows the processes, which work to change the earth.

- Classifies and identifies rocks and minerals based on their physical and chemical properties, their composition and crystal structure, and the processes which formed them.

Articulates what is known about the universe and the principles upon which it operates.

- Describes the concept of galaxies, including size and number of stars.
- Compares and contrasts distances, and the time required traveling those distances on Earth, in the solar system, in the galaxy and between galaxies.
- Describes how scientists find out what is in space and some of the objects they have found there including comets, asteroids and pulsars.

Uses scientific reasoning to justify ideas and make informed decisions.

- Provides examples of the variety of ways people can form generalizations and know the implications of each.
- Supports reasoning using models, known facts, properties and relationships.
- Identifies stereotypes in common inferences about persons, places, things, and events.
- Judges the accuracy of alternative explanations by identifying the types of evidence necessary to support each alternative.
- Demonstrates the difference between the formal and informal uses of logical connectors (if...then, and, or) in everyday situations.
- Analyzes situations where more than one logical conclusion can be drawn from data presented.
- Revises studies to improve their validity in terms of better sampling, better controls or better data analysis techniques.
- Provides an example to show that agreement among people does not necessarily make an argument valid.

6. SOCIAL STUDIES

Text: **Human Heritage**
Glencoe/McGraw-Hill

Understands how to exercise the rights and responsibilities of participation in civic life, including analyzing and evaluating public policies based on history and heritage of nations.

- Identifies the characteristics of governments throughout history.
- Describes how government policies can change.
- Compares reasons for revolutions in different times and places.
- Investigates, evaluates and debates current community issues involving government; and, its evolution.

Understands power and how it is distributed and expressed.

- Explains the connections between political power and economic, social, military, gender and religious groups.
- Describes, analyzes and compares responses to the abuse of power.
- Identifies power groups within nations and how government authorities reconcile the needs of these groups.
- Evaluates the benefits and liabilities of centralized power.

Understands the types and purposes of governments, their evolution and their relationships with the governed.

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- Compares leadership and civic rights in our democracy to that of an authoritarian type government.
- Describes the government of another nation drawing distinctions between this government and our own.

Understands the applies constitutional principles and the democratic foundations of national, state, and local political, economic and social systems and institutions of the United States.

- Examines and analyzes current events to become active participants in the community.

Understands the past and present political relationships between the United States and other nations.

- Uses current events to analyze the relationships of the United States and its citizens with other nations.
- Explains reasons for alliances with some nations against others.
- Identifies the sequence of historical turning points in the roles and relationships of the United States with other nations.

Uses the chronology of history and major eras to demonstrate the relationship of events and people.

- Describes the effects of historic changes on daily life.
- Traces simultaneous events in various parts of the world.
- Predicts outcomes by using knowledge of past and current events.
- Evaluates the validity of cause and effect arguments.

Uses technology and evaluates the credibility and perspectives of multiple sources of information, including documents, artifacts, maps, the arts and literature in interpreting current and historical events.

- Uses information from a variety of sources to identify and support a point of view on a controversial historical topic.
- Identifies ethnic and cultural perspectives missing from an historical account and describes these points of view.

Identifies and predicts historical and current patterns and turning points.

- Defines the characteristics of historical turning points.
- Evaluates the impact of changes on past and present cultures.

Knows how to construct and interpret maps and uses globes and other geographic tools to locate and derive information about people, places, regions and environments.

- Visualizes and constructs maps of the world and its subregions to identify patterns of human settlement, major physical features and political divisions.

Applies the physical and human characteristics of places and regions to analyze their patterns of change.

- Analyzes how technology shapes the physical and human characteristics of places.
- Explains how regions are connected and how people, goods and ideas move among them.

Integrates studies of people and environments to understand patterns of populations, interdependence, resources, cooperation, and conflict ad how they are shaped by economic, political and cultural systems.

- Identifies and explains factors involved in settling and developing cities in various time and places.
- Explains how migration influences the character of places.

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Understands common characteristics of and unique expressions of cultures including language, beliefs, the arts, societal institutions and technologies.

- Defines culture in terms of one's own experience.
- Describes the major characteristics associated with the world religions of Christianity, Judaism, Islam, Buddhism and Hinduism.
- Describes how a culture grew and changed during "a golden age".
- Identifies and describes unique contributions of different cultures to society.

Understands and analyzes the benefits and challenges of cultural interactions and how they lead to cooperation, conflict, and interdependence among individuals, groups, and societies.

- Evaluates one's dominant learning style.
- Recognizes the characteristics and stages of human growth and development.
- Evaluates the influences of nationality, ethnicity, religion and socioeconomic status on personal identity.
- Analyzes how the media characterize cultural and social groups.
- Explains how cultural differences may cause people to react differently to situations.
- Analyzes benefits and problems when cultures have interacted.

Understands that individuals, households, businesses, governments and societies make decisions based on resource availability and the costs and benefits of choices.

- Analyzes how scarcity affects governments' and individuals' decisions about production and consumption of goods and services.

Understands the patterns and results of trade, interdependence and distribution of wealth in local, regional, national and global economics.

- Evaluates how world trade issues can affect a nation's economy and how trade can influence and transform societies.
- Explains the impact that major events and technological advancements have had on economic cycles and predict future economic trends and career opportunities.