**St. Theodore School**

**Sixth Grade Curriculum**

**RELIGION**

**We believe,**

* *Scripture has relevant meaning for life today*
* Compare how the authors of the Bible used many different literary forms to convey God's message
* Describe the major figures in the development of God's relationship with the chosen people
* Explain why the Exodus is the central saving event of the Hebrew Scriptures
* Describe how the Hebrew Scriptures are fulfilled in Jesus Christ as revealed in the Christian Scriptures (New Testament)
* Demonstrate how the Christian Scriptures encompass the life of Christians in the early days of the Church
* Debate why the Bible is the Word of God, which tells the story of God's people
* Illustrate how the Bible defines God's chosen people
* Argue how Jesus is the fulfillment of the Hebrew Scriptures
* Diagram how God is revealed through the Sacred Scriptures
* *The early history of the Church has a profound impact on the current church today*
* Illustrate the role of the Catholic Church in world history
* Interpret why, throughout the Church's history, there have been periods of needed reform
* Name the many saints in the Church throughout the ages and compare their similarities to the many holy people who are living within society today
* Describe Mary and her role in the life of the Church
* *The doctrine and dogma of the church are found in the Creedal statements*
* Justify why the paschal Mystery is the heart of the Catholic faith
* Debate why the Church is one, holy, catholic, and apostolic
* *The Trinity is revealed to all people in the person, word, and works of Jesus*
* Demonstrate how God is the Supreme Being, who always was and always will be
* Explain one understands of the Incarnation - Jesus took flesh and became human in all things but sin
* Tell how the Holy Spirit sanctifies, or makes holy, one's mind and heart

**We worship**

* *Sacraments are important moments in the life of the community, especially the centrality of the Eucharist*
* Illustrate how the Sacraments are actions of the risen Christ working through His church to love, heal, and call each person to change
* Justify how the seven sacraments express and enrich one's faith
* Illustrate how the sacramental actions of the Church originated in Jewish rituals (laying on hands, anointing with oil, purifying with water, sharing a meal)
* Compare the seven sacraments, their signs and symbols, and how they mediate God's grace
* *The Eucharistic Liturgy (the Mass) is the communal celebration of the Paschal Mystery in which each person is called to full and active participation*
* Explain how the faithful worship as a community at the Eucharistic Liturgy
* Restate the responses used at the Eucharistic Liturgy
* Describe how the Church gathers at the Eucharistic Liturgy to celebrate the life, death, and resurrection of Jesus
* Argue why the Eucharistic Liturgy is the central prayer of the Catholic community
* Explain why all of the Eucharistic Liturgy is considered prayer
* Justify why it is one's responsibility to fully and actively participate in the Eucharistic Liturgy

**We pray**

* *Catholic prayer and traditions are an important aspect of the life of the Church*
* Explain why one needs to show appreciation for the Word of God byattentive listening and responding to it in life
* Experience all forms of prayer: formal, informal, spontaneous, reflective, personal, Jesus prayer, music and movement, guided meditation, and communal
* Evaluate the aspects of community prayer, by praying in a group, attending prayer services or liturgies, and visiting the church
* Compose prayers such as blessings, psalms, petitions, and contemporary reflections on the Mysteries of the Rosary
* Demonstrate the responses of the liturgy as prayer
* Explain why the Stations of the Cross is a devotional tradition of the Church
* Justify why the Mass is the highest form of worship and prayer
* Recite and explain the traditional prayers of the Church: Sign of the Cross, Our Father, Hail Mary, Grace before Meals, Doxology (Glory to the Father...), Act of Contrition, Apostles Creed, and Nicene Creed
* Acknowledge and show appreciation for the traditional prayers of the Church: the Rosary, Prayer of St. Francis, Acts of Faith, Hope, & Love, Prayer of the Holy Spirit, Hail Holy Queen, and Stations of the Cross
* Examine why the Psalms are prayers that Jesus prayed while on earth and evaluate why they remain an important part of Catholic worship today

**We live**

* *Moral teachings give individuals the ability to make good moral decisions and to act in a responsible, Christian manner*
* Demonstrate the ability to make moral decisions and to evaluate the consequences of one's actions
* Compare the Ten Commandments, the Beatitudes, and God's Law of Love as guidelines in the formation of conscience
* Illustrate the meaning of freedom and how to exercise freedom responsibly
* *The seven key principles of the Catholic Social Teachings can be applied to personal and societal situations*
* Express how each person possesses a basic dignity that comes from God, not from any human quality or accomplishment
* Describe God's teachings on human dignity in the Bible
* Identify the positive values that are exemplified within the family and describe how family contributes to society through participation in community, church, and state
* Explain one's basic human rights and responsibilities and justify why people have an obligation to respect the rights of others and to work for the common good
* Justify why, as Christians, each person is called to respond to the needs of all members of society and illustrate the ways that Christians can aid the poor and vulnerable
* Examine ways that work is an expression of dignity and that people have the right to decent and productive work
* Explain how, by virtue of Baptism, every Christian is called to service and that this call is fulfilled through a variety of lifestyles and ministries
* Discuss how, as one human family, each person is responsible to defend the dignity and rights of people everywhere
* Illustrate how everyone hurts when injustice exists within the human race
* Debate how God entrusted each person to be caretakers of the created world and to conserve and preserve it for future generations

**We are God’s Family**

* *Each person is drawn to God who, in creating them, has placed a desire for happiness in their hearts*
* Argue why faith is a gift from God
* Demonstrate how Jesus is the foundation of the Christian Catholic faith
* *The Church is the People of God, the Body of Christ, and the Community of Faith*
* Demonstrate how the Church is a sign of God's presence in the world today
* Examine how the Catholic Church is a global community of persons whose cultural traditions enrich the experience of faith
* Explain how each Christian, single, married, cleric, or religious, is called by Baptism to follow Christ and minister to others
* Describe how lay women and men contribute to their Faith community through their parish community, as well as their daily witness to Gospel values
* Identify how ordained priesthood and religious life are specific responses to the Baptismal call to minister in a special way to God's people
* *The church expresses basic principles of Catholic teaching on the family*
* Explain how the gift of human life begins at the moment of conception
* Explain the nature and importance of sexuality as a divine gift, a fundamental component of personality, and an enrichment of the whole person - body, emotions, soul
* Justify why chastity is a virtue that develops a person's authentic maturity and makes him or her capable of guiding the sexual instinct in the service of love and integrating it into his or her psychological and spiritual development
* Examine the human and Christian values that sexuality is intended to express
* Express a knowledge of, and respect for, the moral norms regarding sexuality that are taught by the Church
* Examine the nature of aging and the Christian meaning of death and new Life

**COMMUNICATION ARTS**

**Reading**

* Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text
* Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text
* Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning
* Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
* Compare and contrast texts in different genres that address similar themes or topics
* \*Explain how plot and conflict reflect historical and/or cultural contexts (\*Should be taught through the lens of Catholicism)
* Read and comprehend literature, including stories, dramas, and poems, independently and proficiently
* Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials
* \*Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable) (\*Should be taught through the lens of Catholicism)
* Analyze how a particular sentence, paragraph, section, or image contributes to meaning
* Explain how an author's point of view or purpose is conveyed in a text
* Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning
* Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not
* Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation
* Compare and contrast one author’s presentation of events with that of another
* \*Explain how a text reflects historical and/or cultural contexts (\*Should be taught through the lens of Catholicism)
* Read and comprehend informational text independently and proficiently

**Writing**

* Conduct research from several sources to answer a question
* a. draw on several sources
* b. integrate information using a standard citation system (MLA, APA)
* c. gather relevant information from multiple print and digital sources
* d. assess the credibility of each source
* e. quote or paraphrase the data and conclusions of others while avoiding plagiarism
* f. provide basic bibliographic information for sources
* Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate
* Develop narratives--including poems-- about real or imagined experiences with
* a. clearly identified characters
* b. well-structured event sequences
* c. narrative techniques
* d. relevant descriptive details
* Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details
* Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence
* Organize the content by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows the text
* Choose precise language; establish and maintain appropriate and consistent style; write in complete sentences
* Demonstrate a command of the conventions of standard English grammar and usage
* Use transitions to clarify relationships, connect ideas and claims, and signal time shifts
*
* Use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others
* Review, revise, and edit writing with consideration for the task, purpose, and audience

**Language**

* *Apply conventions of the standard English language*
* Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
* Use pronouns in the proper case (nominative, possessive, objective)
* Use intensive pronouns
* Recognize and correct inappropriate shifts in pronoun number and person
* Use pronouns in agreement with their noun antecedents
* Use punctuation to set off nonrestrictive/parenthetical elements
* Use verbs in agreement with subjects in complex sentences
* Explain and use descriptive and limiting adjectives
* Explain and use adverbs in writing
* Explain and use periods, commas, semicolons, colons, question marks, exclamation points, quotation marks, apostrophes, and dashes
* \*Develop an understanding of and respect for diversity in languages and dialects across cultures, ethnic groups, geographic regions, and social roles (\*Should be taught through the lens of Catholicism)

**Speaking & Listening**

* Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
* Delineate a speaker’s argument and claims in order to 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 by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing
* Speak clearly, audibly, to the point, and with appropriate volume using conventions of language as appropriate to task, purpose, and audience when presenting
* Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint
* Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims, findings, and ideas
* Adjust one's use of spoken, written, and visual language (i.e. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for a variety of purposes

**MATH**

**Ratios & Proportional Relationships**

* *Understand and use ratios to solve problems*
* Understand a ratio as a comparison of two quantities and represent these comparisons
* Understand the concept of a unit rate associated with ratio, and describe the meaning of the unit rate
* Solve problems involving ratios and rates
* Create tables of equivalent ratios, find missing values in the tables, and plot the pairs of values on the Cartesian coordinate plane
* Solve unit rate problems
* Solve percent problems (finding whole given part, the part given the whole, and percentage)
* Convert measurement units within and between two systems of measurements (use ratios to compare sizes of similar figures with different units)

**Number Sense & Operations**

* *Apply and extend previous understandings of multiplication and division to divide fractions by fractions*
* Compute and interpret quotients of positive fractions
* *Compute with non-negative multi-digit numbers and find common factors and multiples*
* Demonstrate fluency with division of multi-digit whole numbers
* Demonstrate fluency with addition, subtraction, multiplication, and division of decimals
* Find common factors and multiples
* a. Find the greatest common factor and the least common multiple
* b. Use distributive property to express a sum of two whole numbers with
* a common factor as a multiple of a sum of two whole numbers
* *Apply and extend previous understanding of numbers to the systems of rational numbers*
* Use positive and negative numbers to represent quantities
* Locate a rational number as a point on a horizontal and vertical number line
* Write, interpret, and explain problems of ordering rational numbers
* Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line
* Understand that the absolute value of a rational number is its distance from 0 on the number line
* Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals, and percentages (limited to terminating decimals and/or benchmark fractions of 1/3 and 2/3)
* Solve problems involving the four arithmetic operations with integers, fractions, and decimals including order of operations

**Expressions, Equations & Inequalities**

* *Apply and extend previous understandings of arithmetic to algebraic expressions*
* Describe the difference between an expression and an equation
* Create and evaluate expressions involving variables and whole number exponents
* a. Identify parts of an expression using mathematical terminology
* b. Evaluate expressions at specific values of the variables
* c. Evaluate non-negative rational number expressions
* d. Write and evaluate algebraic expressions
* e. Understand the meaning of the variable in the context of a situation
* Identify and generate equivalent algebraic expressions using mathematical properties
* *Reason about and solve one-variable equations and inequalities*
* Use substitution to determine whether a given number in a specified set makes a one-variable equation and/or inequality true
* Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true
* Write and solve equations using variables to represent quantities, and understand the meaning of the variable in the context of the situation
* Solve one-step equations in one variable involving rational numbers
* Recognize that inequalities may have infinitely many solutions
* a. Write an inequality of the form x>c, x>c , x ≥ c, or x ≤ c to represent a constraint or condition
* b. Graph the solution set of an inequality
* Solve one-step inequalities in one variable involving rational numbers
* *Represent and analyze quantitative relationships between dependent and independent variables*
* Identify and describe relationships between two variables that change in relationship to one another
* a. Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable
* b. Analyze the relationship between the dependent and independent variables using graphs, tables, and equations, and relate these representations to each other

**Geometry & Measurement**

* *Solve problems involving area, surface area, and volume*
* Find the area and perimeter of polygons by composing or decomposing the shapes into rectangles or triangles
* Find the volume of prisms
* a. Understand that the volume of a right rectangular prism can be found by filling the prism with multiple layers of the base
* b. Apply V = l \* w \* h and V = Bh to find the volume of right rectangular prisms
* Solve problems by graphing points in all four quadrants of the Cartesian coordinate plane
* a. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the Cartesian coordinate plane
* b. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes
* c. Find distances between points with the same first coordinate or the same second coordinate
* d. Construct polygons in the Cartesian coordinate plane
* Solve problems using nets
* a. Represent three-dimensional figures using nets made up of rectangles and triangles
* b. Use nets to find the surface area of three-dimensional figures whose sides are made up of rectangles and triangles

**Data Analysis, Statistics, & Probability**

* *Develop understanding of statistical variability*
* Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers
* Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape
* Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary from a single number
* *Summarize and describe distributions*
* Display and interpret data
* a. Use dot plots, histograms, and box plots to display and interpret numerical data
* b. Create and interpret circle graphs
* Summarize numerical data sets in relation to the context
* a. Report the number of observations
* b. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement
* c. Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), and describe any overall pattern and any striking deviations from the overall pattern with reference to the context of the data
* d. Analyze the choice of measures of center and variability based on the shape of the data distribution and/or the context of the data

**SCIENCE**

* NGSS Space Systems (MO =Earth's Place in the Universe, pg 18)
* Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]
* Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them.
* Examples of models can be physical or conceptual.]
* Analyze and interpret data to determine scale properties of objects in the solar system [Clarification Statement: Examples of scale properties include the sizes of an object’s layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.]
* NGSS History of Earth pg 57 (MO = History of Earth pg 19)
* \*Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history
* [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth’s history. Examples of Earth’s major events could range from being very recent (such as the last Ice Age or the earliest fossils of
* homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] (\*Should be taught through the lens of Catholicism - As Catholics, we believe that God is the creator of all things, yet there is no conflict between this belief and the scientific understanding of the Earth's age)
* Construct an explanation based on evidence for how geosciences processes have changed Earth’s surface at varying time and spatial scales [Clarification Statement: Emphasis is on how processes change
* Earth’s surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.] (\*MO standards has this in Earth Materials and Systems)
* Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] (\*MO standards has this in Earth Materials and Systems)
* NGSS Earth's Systems pg 58 (MO = Earth Materials & Systems pg 20)
* Develop and use a model to illustrate that energy from the Earth’s interior drives convection which cycles Earth’s crust leading to melting, crystallization, weathering and deformation of large rock formations, including generation of ocean sea floor at ridges, submergence of ocean sea floor at trenches, mountain building and active volcanic chains
* [Clarification Statement: The emphasis is on large-scale cycling resulting from plate tectonics that includes changes in rock types through erosion, heat and pressure.]
* Design and develop a model to describe the cycling of water through
* Earth's systems driven by energy from the sun and the force of gravity
* [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle.
* Examples of models can be conceptual or physical.] (\*MO Standards list this under Role of Water)
* \*Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes and human activity [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans.
* Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).] (MO Standards list this under Natural Resources)
* (\*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to
* Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)
* NGSS Weather & Climate pg 59 (MO separates these into other categories)
* Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions
* [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.] (\*MO standards put this in role of water)
* Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution.
* Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.] (\*MO standards put this in role of water)
* \*Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century [Clarification Statement:
* Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities.
* Emphasis is on the major role that human activities play in causing the rise in global temperatures.] (\*MO standards group this with Climate
* Change...MO leaves out the last statement on "emphasis on major role that human activities play in causing the rise in global temperatures.")
* (\*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to
* Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)
* NGSS Human Impacts pg 60 (MO = Human Impacts on Earth's Systems pg 24)
* 6.1 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).] (MO Standards has this in Natural Hazards)
* Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).] (\*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)
* 6.3 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth’s systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.] (\*Should be taught through the lens of Catholicism. As Catholics, we believe God has provided us with the resources necessary to support human life. It is more of a matter of humanity being good stewards and learning to share those resources equitably. The Church is adamantly against population control methods such as limiting the number of children a family can have through government laws.)
* Engineering Design 6-8 (Must be taught throughout grades 6-8 units of study)
* Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions
* Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem
* Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
* Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved

**SOCIAL STUDIES**

* Geography
* Civics (Governmental Systems & Principles)
* *Settlements (World Geography and Cultures)*
* Economics
* History (Continuity & Change)
* *Conflict & Crisis*
* People Groups & Cultures
* WORLD HISTORY

**TECHNOLOGY**

**Computing Systems**

* Evaluate the design of computing devices, based on the characteristics of each device and how users interact with it, to improve the overall user experience
* Design projects that combine hardware and software to collect and exchange data
* Develop a systematic troubleshooting routine to identify the problem, research solutions, and fix problems with computing devices, components, and software

**Networks & Internet**

* Model the different ways that data is transferred across a network and the protocols used to transmit the data
* Recognize and determine computer threats and be able to identify programs and methods to protect electronic information
* Demonstrate how data is transmitted through multiple methods of encryption

**Data Analysis**

* Represent data using multiple encoding schemes
* Collect data using computational tools and display it for the end user in an easy to understand way

**Algorithms & Programming**

* Analyze methods to refine computational models based on received data
* Design algorithms with flow charts and/or pseudocode to show solutions to complex problems
* Create clearly named variables to store and manipulate information
* Design and develop combinations of control structures, nested loops, and compound conditionals
* Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs
* Create procedures with parameters to organize code and make it easier to reuse
* Use feedback from team members and users to refine solutions to meet user needs
* Use flowcharts and/or pseudocode to solve problems using algorithms
* Test and refine programs using a range of test cases
* Manage project tasks and timelines when collaboratively developing computational artifacts

**Digital Citizenship**

* Compare tradeoffs associated with computing technologies that have impacted people's activities, careers, and lives when solving global problems using the power of computing
* Give proper attribution to code, media, etc. that are used in projects
* Discuss issues of bias and accessibility in the design of existing technologies
* Collaborate through strategies such as crowdsourcing or surveys when creating a computational artifact
* Describe tradeoffs between allowing information to be public and keeping information private and secure
* **Innovative Designer**
* Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems
* Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk
* Develop, test, and refine prototypes as part of a cyclical design process
* Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems

**ART**

**Create**

* Combine concepts collaboratively to generate innovative ideas for creating art
* Formulate an artistic investigation of personally relevant content for creating art
* Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design
* Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment
* Design or redesign objects, places, or systems that meet the identified needs of diverse users
* Reflect on whether personal artwork conveys the intended meaning and revise accordingly

**Present**

* Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork
* Individually or collaboratively, develop a visual plan for displaying works of art by analyzing exhibit space and layout, as well as the needs of the viewer
* Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community

**Respond**

* Identify and interpret works of art or design that reveal how people live around the world and what they value
* Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions
* Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed
* Develop and apply relevant criteria to evaluate a work of art

**Connect**

* Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making
* Analyze how art reflects changing times, traditions, resources, and cultural uses

**MUSIC**

**Create**

* Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent
* Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and that convey expressive intent
* Use standard notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas
* Evaluate one's own work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources
* Describe the rationale for making revisions to the music based on evaluation criteria and teacher feedback
* Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending and to convey expressive intent

**Perform**

* Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
* When analyzing selected music, read, identify, and perform standard symbols for rhythm, pitch, articulation, dynamics, and harmonic progression
* Identify how cultural and historical context inform performances
* Perform a selected piece of music demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent
* Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform
* Perform the music with technical accuracy to convey the creator's intent
* Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose

**Respond**

* Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose
* Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and the context (such as personal and social)
* Identify the context of music from a variety of genres, cultures, and historical periods
* Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent
* Apply teacher-provided criteria to evaluate musical works or performances

**Connect**

* Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
* Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

**P.E. & HEALTH**

**Movement & Manipulative Skills**

* Demonstrate competency in a variety of motor skills and movement Patterns

**Strategy & Applying Skills**

* Practice strategic thinking skills in a variety of team-oriented games and activities
* Work cooperatively to apply strategic offensive and defensive strategies in team activities by analyzing which would work best based on opponent's strategies

**Health & Fitness**

* Analyze the impact of physical activity choices relative to the development of each health-related component of fitness
* Establish, measure, and monitor a self-selected physical activity goal for health-related components of fitness
* Demonstrate appropriate stretching, warm-up, and cool-down activities
* Identify the major muscle groups used in a variety of physical activities
* Identify foods in each basic food group and the importance of selecting appropriate servings and portions
* Explain the importance of being physically active throughout one's life span
* Identify positive and negative effects of stress and appropriate strategies to combat and manage/eliminate the negative effects. Implement strategies and reflect on one's progress over time
* Engage in aerobic physical activity in a variety of individual and team-oriented games and activities
* Identify the components of skill-related fitness

**Attitude & Behavior**

* Exhibit responsible personal and social behavior that respects self and others (attitude and behavior)