

# A CURRICULUM GUIDE FOR FAMILIES



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## GRADE SIX

RELIGION

LANGUAGE ARTS/READING

MATHEMATICS

SCIENCE

SOCIAL STUDIES

FINE ARTS

HEALTH & PHYSICAL EDUCATION

TECHNOLOGY

OFFICE OF CATHOLIC EDUCATION

REVISED 2022



Dear Family,

The purpose of this *Curriculum Guide for Families* is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Grade Six. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support the learning of your child in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The *Curriculum Guide for Families* is an overview of the major learning objectives that will be taught in each of the content areas during Grade Six. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

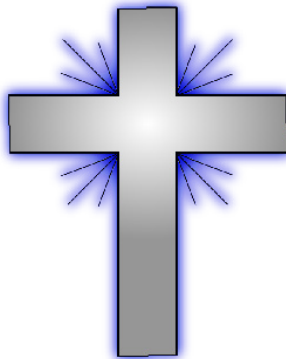
If you have any questions about the progress of your child in the educational program, please contact the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education  
Catholic Diocese of Cleveland

# MISSION

**The Catholic Schools  
of the Diocese of Cleveland  
will work together  
to provide a faith-centered  
Catholic Education  
rooted in the Gospel message  
and evidenced  
in community life,  
family life  
and  
Christian witness  
in service to others.**



# PROFILE OF A CATHOLIC SCHOOL GRADUATE

## ***A Catholic School Graduate is a faith-filled disciple of Christ who is***

Called by Baptism and nourished by the Eucharist;  
Active in the sacramental life of the Church through weekly  
participation in the Eucharist and regular participation in Reconciliation;  
Centered in Gospel values;  
Prayerful.

(As we describe the faith commitment of the Catholic School graduate,  
we understand that students of other faiths express these values  
in alternate faith commitments.)

## ***A Catholic School Graduate is a Christian leader who is***

A decision-maker whose conscience is formed  
by the teachings of the Catholic Church;  
A witness to the Faith;  
A person of integrity;  
Respectful;  
Committed to justice;  
Collaborative;  
A community builder;  
A steward of the environment;  
Active in parish life.

## ***A Catholic School Graduate is a centered, well-rounded person who is***

Self-confident;  
Self-disciplined;  
Open to growth;  
Responsible;  
An active and productive citizen.

***A Catholic School Graduate is  
a loving person who is***

Compassionate;  
Kind;  
Appreciative of diversity;  
Welcoming;  
A peace-filled mediator;  
Respectful of the talents and abilities of others.

***A Catholic School Graduate is  
a life-long learner who is***

Articulate;  
Creative;  
Technologically literate;  
Academically and spiritually competent;  
A critical thinker;  
A problem-solver.

***A Catholic School Graduate is  
a healthy person who is***

Respectful of life;  
Practicing good health habits;  
Committed to reaching his/her full potential;  
A good sport.

# CATHOLIC IDENTITY

## INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

### Catholic Social Justice Teachings

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

This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

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

We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

#### **The Rights and Responsibilities of Every Person**

This call involves both our personal and societal rights and duties.

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

Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

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

The right of the worker is key to making a living. Issues involve just wages and safe and healthful working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

## **Love of Neighbor: Solidarity with All Peoples**

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

## **Care for Creation**

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

## **The Rights of Children**

### **ALL CHILDREN HAVE:**

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.



# RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

## The Profession of Faith

CCC 14. “Those who belong to Christ through faith and Baptism must confess their baptismal faith before men’ (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two).”

## The Celebration of Christian Mystery

CCC 15. “The second part of the Catechism explains how God’s salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church’s liturgy (Section One), especially in the seven sacraments (Section Two).”

## Life in Christ

CCC 16. “The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God’s Ten Commandments (Section Two).”

## Christian Prayer

CCC 17. “The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord’s Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us.”

## As a parent or guardian at home, you can help your child in religion by:

- developing a family custom for making Sunday, the Day of the Lord, special;
- praying as a family together before meals and at other special times;
- reading some parts of the Bible together;
- discussing the religious heritage of the family;
- sharing devotion to Mary and the saints, for example, celebrating baptismal day, name day, etc.;
- being of service to others in the home, school, parish, and neighborhood.



# LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

**Informational Text:** In addition to literature, students will be reading more non-fiction pieces from across all content areas.

**Evidence from Texts:** Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.

**Complex Text and Academic Language:** The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

## Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

## Reading: Literature

### **Key Ideas and Details**

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

## **Craft and Structure**

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

## **Integration of Knowledge and Ideas**

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

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

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

# **Reading: Informational Text**

## **Key Details and Ideas**

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

## **Craft and Structure**

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

## **Integration of Knowledge and Ideas**

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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

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

## **Writing**

### **Text Types and Purposes**

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

- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Craft and Structure**

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

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

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

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

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

## **Speaking and Listening**

### **Comprehension and Collaboration**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study
  - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

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

## Language

### **Conventions of Standard English**

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

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

### **Vocabulary Acquisition and Use**

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

## **As a parent or guardian at home, you can help your child in language arts by:**

- inviting your child to read books and make reports to you or a grandparent or a brother or sister;
- visiting libraries with your child;
- providing reading materials in your home for your child;
- evaluating movies or TV/computer programs which you view together;
- considering having a family reading time using any media available;
- using tools, such as dictionaries, encyclopedia, and online resources to conduct research and investigate questions.



# MATHEMATICS

The Mathematics Curriculum is built upon Ohio’s New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Grade Six instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Three important shifts have occurred in mathematics as a result of the new standards:

**Focus:** Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

**Coherence:** The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

**Rigor:** Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

## Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Ratios and Proportional Relationships

**Understand ratio concepts and use ratio reasoning to solve problems.**

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, “The ratio*

*of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”*

- Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. *For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”*
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
  - a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
  - b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
  - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.
  - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

## **The Number System**

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

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?*

### **Compute fluently with multi-digit numbers and find common factors and multiples.**

- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of

a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ .

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

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
  - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
  - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; 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 and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Understand ordering and absolute value of rational numbers.
  - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.*
  - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write  $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$  to express the fact that  $-3\text{ }^{\circ}\text{C}$  is warmer than  $-7\text{ }^{\circ}\text{C}$ .*
  - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.*
  - d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.*
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

## Expressions and Equations

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

- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions in which letters stand for numbers.
  - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation “Subtract  $y$  from 5” as  $5 - y$ .*
  - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.*
  - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ .*
- Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .*
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.*

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

- Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all non-negative rational numbers.

- Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

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

- Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

## Geometry

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

- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

## Statistics and 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. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.*

- 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 with a single number.

**Summarize and describe distributions**

- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context, such as by:
  - a. Reporting the number of observations.
  - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
  - c. Giving quantitative measures of center (median and/or mean and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
  - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**As a parent or guardian at home, you can help your child in mathematics by:**

- encouraging your child to check homework for accuracy and reasonableness;
- promoting independence and patience in problem solving;
- playing games which involve math, calculations, recognition of shapes and patterns, remembering, and matching;
- playing tic-tac-toe, dots, checkers, board games, chess, and increasingly complex card games with your child;
- taking your child to the grocery store for comparison shopping;
- helping your child find and use the sales tax rate for your city;
- encouraging drawing of geometric shapes and understanding their relationships;
- making up word problems for your child to solve.

# SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

## Science Inquiry and Application

**Theme: Order and Organization.** This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.

- Identify questions that can be answered through scientific investigations;
- Design and conduct a scientific investigation;
- Use appropriate mathematics, tools and techniques to gather data and information;
- Analyze and interpret data;
- Develop descriptions, models, explanations and predictions;
- Think critically and logically to connect evidence and explanations;
- Recognize and analyze alternative explanations and predictions; and
- Communicate scientific procedures and explanations.

## Earth and Space Science ESS

### **Topic: Rocks, Minerals and Soil**

- Minerals have specific, quantifiable properties.
- Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification.
- Igneous, metamorphic and sedimentary rocks form in different ways.
- Soil is unconsolidated material that contains nutrient matter and weathered rock.
- Rocks, minerals and soils have common and practical uses.

## Physical Science PS

### **Topic: Matter and Motion**

- All matter is made up of small particles called atoms.
- Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion.
- There are two categories of energy: kinetic and potential.
- An object's motion can be described by its speed and the direction in which it is moving.

## Life Science LS

### **Topic: Cellular to Multicellular**

- Cells are the fundamental unit of life.
- All cells come from pre-existing cells.
- Cells carry on specific functions that sustain life.
- Living systems at all levels of organization demonstrate the complementary nature of structure and function.

## **As a parent or guardian at home, you can help your child in science by:**

- sharing interests in all phases of science including life science, earth and space science, physical science, and astronomy;
- asking your child to explain cause/effect relationships;
- teaching your child to read labels;
- talking about various jobs, careers, and professions that relate to science;
- encouraging your child to read about science in daily life;
- visiting the Cleveland Science Center, the Botanical Garden, and the Metro Parks together.





# SOCIAL STUDIES

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities. The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenry with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

## History

**Theme: Regions and People of the Eastern Hemisphere**

**Topic: Historical Thinking and Skills**

- Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

**Topic: Early Civilizations**

- Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

## Geography

**Theme: Regions and People of the Eastern Hemisphere**

**Topic: Spatial Thinking and Skills**

- Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
- Latitude and longitude can be used to identify absolute location.

**Topic: Places and Regions**

- Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).

**Topic: Human Systems**

- Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

- Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
- Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

## Government

**Theme: Regions and People of the Eastern Hemisphere**

**Topic: Civic Participation and Skills**

- Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

**Topic: Roles and Systems of Government**

- Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

## Economics

**Theme: Regions and People of the Eastern Hemisphere**

**Topic: Economic Decision Making and Skills**

- Economists compare data sets to draw conclusions about relationships among them.
- The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

**Topic: Scarcity**

- The fundamental questions of economics include what to produce, how to produce and for whom to produce.
- When regions and/or countries specialize, global trade occurs.

**Topic: Markets**

- The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

**Topic: Financial Literacy**

- When selecting items to buy, individuals can compare the price and quality of available goods and services.

## **As a parent or guardian at home, you can help your child in social studies by:**

- discussing current events with your child using maps, graphs, globes, and atlases;
- discussing local, national, and global news events and their causes and effects with your child;
- examining stories in the news from a value perspective with your child;
- sharing stories from family heritage with your child and connecting those stories to larger contexts;
- visiting history museums and/or historic sites with your child;
- encouraging your child to explore the history and biography sections of the library to find something to read;
- encouraging your child to use the computer to research historical times, events, and important persons.



# FINE ARTS

## ART AND MUSIC

The Fine Arts play a major role in developing the Christian call to Message, Worship, Community, and Service. Stained glass windows have told biblical stories as cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

### ART

#### Perceiving/Knowing (PE)

- Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.
- Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.
- Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.
- Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.
- Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

#### Producing/Performing (PR)

- Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.
- Experiment with a variety of techniques and working methods when creating an original work of art.
- Generate ideas and engage in thoughtful planning when solving a visual art problem.
- Transform perceptions and processes into two- and three dimensional artworks.

- Engage in visual problems of personal or social relevance showing focus and persistence to complete the task.
- Integrate elements of art and design to solve interdisciplinary problems.

### **Responding/Reflecting (RE)**

- Explain what makes an object a work of art using a range of criteria.
- Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary.
- Explore and discuss how aspects of culture influence ritual and social artwork.
- Defend artistic decisions using appropriate visual art vocabulary.
- Assess personal progress to improve craftsmanship and refine and complete works of art.
- Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.

### **As a parent or guardian at home, you can help your child in art by:**

- involving your child in art-related experiences either directly or indirectly;
- encouraging your child to use various art forms to express their ideas;
- encouraging your child to engage in hobbies that involve artistic expression;
- visiting the Cleveland Museum of Art or other art galleries and exhibitions;
- discussing with your child how art contributes to other fields including religion, history, science, medicine, and technology.



# MUSIC

## Perceiving/Knowing/Creating (CE)

- Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.
- Identify instruments used in Western and world music ensembles.
- Identify different functions and uses of music in American and other cultures.
- Identify the major periods, genres and composers in the development of Western and non-Western music.
- Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
- Describe roles and skills musicians assume in various cultures and settings.

## Producing/Performing (PR)

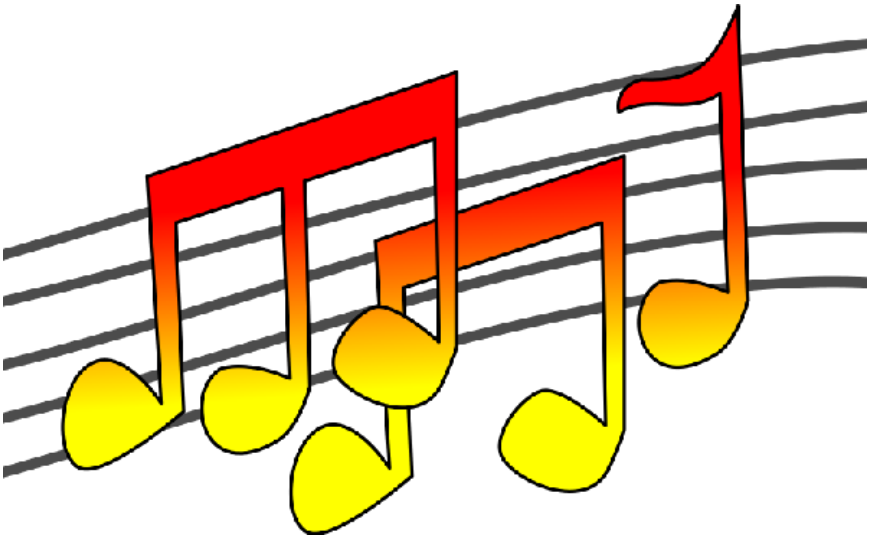
- Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
- Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
- Improvise, compose and arrange music.
- Respond appropriately to the cues of a conductor.
- Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.
- Attend live performances and demonstrate appropriate audience etiquette.

## Responding/Reflecting (RE)

- Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.
- Reflect on a variety of live or recorded music performances.
- Communicate the importance of music in everyday life.
- Describe ways that music relates to other art forms using appropriate terminology.
- Compare and contrast subject matter common to music and other subject areas.
- Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other discipline.

## **As a parent or guardian at home, you can help your child in music by:**

- involving your child in music-related experiences either directly or indirectly;
- encouraging your child to use various forms of music to express their ideas and emotions;
- encouraging your child to engage in hobbies that involve musical expression;
- attending a performance by the Cleveland Orchestra or other music groups;
- discussing with your child how music contributes to other fields including religion, history, science, medicine, and technology.



# HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles and take responsibility to make healthy choices in an ever-changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention and first aid, and health issues and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

## Health Promotion and Disease Prevention

- Analyze the relationship between healthy behaviors and personal health.
- Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- Analyze how the environment affects personal health.
- Describe how family history can affect personal health.
- Describe ways to reduce or prevent injuries and other adolescent health problems.
- Explain how appropriate health care can promote personal health.
- Describe the benefits of and barriers to practicing healthy behaviors.
- Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Influence of Factors on Health Behaviors

- Examine how the family influences the health of adolescents.
- Describe the influence of culture on health beliefs, practices, and behaviors.
- Describe how peers influence healthy and unhealthy behaviors.
- Analyze how the school and community can affect personal health practices and behaviors.
- Analyze how messages from media influence health behaviors.
- Analyze the influence of technology on personal and family health.
- Explain how the perceptions of norms influence healthy and unhealthy behaviors.



- Explain the influence of personal values and beliefs on individual health practices and behaviors.
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- Explain how school and public health policies can influence health promotion and disease prevention.

### **Valid Information, Products and Services**

- Analyze the validity of health information, products, and services.
- Access valid health information from home, school, and community.
- Determine the accessibility of products that enhance health.
- Describe situations that may require professional health services.
- Locate valid and reliable health products and services.

### **Interpersonal Communication Skills**

- Apply effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- Demonstrate effective conflict management or resolution strategies.
- Demonstrate how to ask for assistance to enhance the health of self and others.

### **Decision-Making Skills**

- Identify circumstances that can help or hinder healthy decision making.
- Determine when health-related situations require the application of a thoughtful decision-making process.
- Distinguish when individual or collaborative decision making is appropriate.
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- Predict the potential short-term impact of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives when making a decision.
- Analyze the outcomes of a health-related decision.

### **Goal-Setting Skills**

- Assess personal health practices.
- Develop a goal to adopt, maintain, or improve a personal health practice.

- Apply strategies and skills needed to attain a personal health goal.
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## Health-Enhancing Behaviors

- Explain the importance of assuming responsibility for personal health behaviors.
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate behaviors to avoid or reduce health risks to self and others.

## Advocacy

- State a health-enhancing position on a topic and support it with accurate information.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively to advocate for healthy individuals, families, and schools.
- Identify ways in which health messages and communication techniques can be altered for different audiences.

## **As a parent or guardian at home, you can help your child in health by:**

- promoting healthful nutrition and exercise for your child;
- discussing body systems and the importance of good nutrition with your child;
- reminding your child of safety precautions;
- setting expectations that choices related to health should be based on human dignity and the value of life;
- having regular conversations with your child about peer pressure and the pressures coming from society related to practices harmful to health and wellness.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, cancer.org/bookstore.

# PHYSICAL EDUCATION

The Physical Education Curriculum helps our students to acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

## Competency of Motor Skills and Movement Patterns

**Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.**

- Demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).
- Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.
- Perform simple dance sequences.

**Demonstrate critical elements of specialized manipulative skills in a variety of settings.**

- Send, receive, dribble and shoot in game-like practice using appropriate critical elements.
- Strike an object with hand or implement in game-like practice using appropriate critical elements.
- Strike and field an object with foot, hand or implement in game-like practice.
- Send an object to a target in game-like practice using appropriate critical elements.

## Knowledge of Movement and Performance

**Apply tactical concepts and performance principles in game-like settings.**

- Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).

- Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).
- Identify correct decision in game-like settings.

**Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.**

- Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.
- Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.

## Level of Physical Activity and Fitness

**Develops a plan to meet the recommendation for daily physical activity.**

- Identify a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
- Identify active alternatives to screen time.
- Collect physical activity assessment data and create a plan to improve or maintain physical activity levels.

**Utilizes principles and practices to design a personalized health-related fitness plan.**

- Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPad apps).
- Calculate target heart rate and describe rates of perceived exertion (using RPE scale).
- Identify major muscles used in selected physical activities.
- Identify activities to improve upper body flexibility.
- Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.
- Identify foods and appropriate servings to balance calorie intake with energy expenditure.

## Behavior That Respects Self and Others

**Develop and apply rules, safe practices and procedures in physical activity settings.**

- Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
- Acknowledge and apply rules to game situations to ensure personal and group safety.
- Make choices to demonstrate self-direction and effort.

**Communicate effectively with others to promote respect and conflict resolution in physical activity settings.**

- Offer positive suggestions to facilitate group progress in physical activities.
- Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
- Show consideration of the rights and feelings of others when resolving conflict.
- Accept decisions made by the designated official and return to activity.

### Values of Physical Activity

#### **Makes a connection between participation in physical activity and physical, emotional and intellectual health.**

- Describe how being physically active contributes to a healthy body.
- Describe how being physically active contributes to emotional health.
- Describe how being physically active contributes to intellectual health.

#### **Discusses the positive impact physical activity has on his or her life.**

- Identify enjoyable physical activities.
- Identify a specific activity the student plays because he or she finds it challenging.
- Identify a specific activity the student plays because of the opportunities for social interaction.

### **As a parent or guardian at home, you can help your child in physical education by:**

- encouraging your child to engage in appropriate daily exercise;
- taking walks with your child and observing nature;
- playing catch to develop coordination skills;
- encouraging physical activities or outdoor games;
- beginning to work and play co-operatively.



# TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

## **Information and Communications Technology**

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

## **Society and Technology**

- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

## **Design and Technology**

- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.
- Evaluate designs using functional, aesthetic and creative elements.

## **As a parent or guardian at home, you can help your child in technology by:**

- explaining the importance of acting in accord with the Acceptable Use Policies at school, in the library, and other environments;
- monitoring the use of the computer by your child;
- exploring educational sites together;
- encouraging your child to use technology as an educational resource tool;
- regulating the use of email by your child and encouraging him/her to correspond with grandparents, aunts/uncles, and friends.

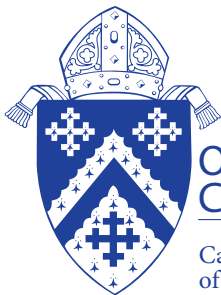
## Notes



# Notes

# Notes





Office of  
Catholic Education

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Catholic Diocese  
of Cleveland