

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
and Report Card Indicators
for all courses in
Sixth through Eighth Grade**

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Third through Eighth Grade Spiritual and Social Development

A student who demonstrate grade level spiritual and social development --

3-8th	Spiritual and Social Development
3-8.SD.1	Expresses gratitude for God's gifts.
3-8.SD.2	Shows God's love through acts of kindness and generosity.
3-8.SD.3	Demonstrates Christian virtues.
3-8.SD.4	Participates in prayer and demonstrates reverence during Mass.
3-8.SD.5	Uses courtesy and respect in speech and actions.
3-8.SD.6	Collaborates well with others.
3-8.SD.7	Actively contributes to class discussions.
3-8.SD.8	Demonstrates self control and assumes responsibility for actions.
3-8.SD.9	Listens attentively when others are speaking.
3-8.SD.10	Shows desire and interest in learning.
3-8.SD.11	Demonstrates servant leadership.
3-8.SD.12	Treats others with dignity.

Third through Eighth Grade Work Habits

A student who demonstrate grade level work habits --

3-8th	Work Habits
3-8.WH.1	Applies God's gifts and talents to achieve personal best.
3-8.WH.2	Begins and pursues tasks independently.
3-8.WH.3	Follows written and oral directions.
3-8.WH.4	Demonstrates organizational skills.
3-8.WH.5	Shows focus and attention to given tasks.
3-8.WH.6	Seeks help when needed.
3-8.WH.7	Follows routines and procedures.
3-8.WH.8	Chooses appropriate strategies to problem solve.
3-8.WH.9	Produces legible and neat work.
3-8.WH.10	Transitions smoothly between tasks.
3-8.WH.11	Takes risks and accepts mistakes.
3-8.WH.12	Comes prepared for the school day.
3-8.WH.13	Exhibits appropriate confidence.
3-8.WH.14	Uses time management skills to complete tasks.
3-8.WH.15	Produces work that reflects ability.

Anchor Standards
for use in
Kindergarten through Eighth Grade
Religion Courses

Through the study of Scripture, saints, prayers, and key concepts and vocabulary, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to--

	Anchor Standard	Report Card Wording
	The Great Commission	
ANCHOR 1 K-8.Rel.1	Evangelization and Missionary Discipleship (CCC 1-49) Explain our purpose on earth and why we are able to believe, through evangelization and missionary discipleship.	Explain our purpose on earth and why we are able to believe.
	Pillar I: The Profession of Faith	
ANCHOR 2 K-8.Rel.2	Sacred Scripture (CCC 50-141) Describe the revelation of God's plan through Sacred Scripture as the Word of God, with understanding of the unity of God's plan and Revelation through two Testaments.	Describe revelation of God's plan through Sacred Scripture.
ANCHOR 3 K-8.Rel.3	Faith and Church History (CCC 142-184) Describe humanity's response to God through faith and throughout Church history, as guided by the Holy Spirit and sustained by the Church.	Describe response to God through faith/Church history.

<p>ANCHOR 4</p> <p>K-8.Rel.4</p>	<p style="text-align: center;">The Creed (CCC 185 - 1065)</p> <p>Comprehend the Creed of the Catholic Church as the profession of faith through which we enter in communion with God the Father, Son, and Holy Spirit.</p> <p>I believe in God the Father Almighty, creator of Heaven and earth (185-421)</p> <p>I believe in Jesus Christ, the only Son of God (422-682)</p> <p>I believe in the Holy Spirit (683-1065) (The study of *731-1059 is also included in standard 9 as it pertains to the Church)</p>	<p>Comprehend the Creed of the Catholic Church.</p>
Pillar II: The Celebration of the Christian Mystery		
<p>ANCHOR 5</p> <p>K-8.Rel.5</p>	<p style="text-align: center;">God and the Sacred Liturgy (CCC 1066-1209)</p> <p>Understand the Sacred Liturgy as the source of life in the Church as it produces the fruits in the life of the faithful in its celebration, including the diverse liturgical traditions and unity of faith traditions within the celebration.</p>	<p>Understand Sacred Liturgy as source of life in the Church.</p>
<p>ANCHOR 6</p> <p>K-8.Rel.6</p>	<p style="text-align: center;">Seven Sacraments of the Church (CCC 1210-1690)</p> <p>Prepare for and engage in the life of the Sacraments of the Church, as the Sacraments touch all stages of the Christian life and form an organic whole in which each particular sacrament has its own vital place.</p>	<p>Prepare for/engage in life of the Sacraments of the Church.</p>
Pillar III: Life in Christ		
<p>ANCHOR 7</p>	<p style="text-align: center;">Dignity of the Human Person (CCC 1691-1876)</p>	<p>Connect the dignity of the human person to the</p>

K-8.Rel.7	Connect the dignity of the human person to the freedoms and responsibilities of life on earth, through an understanding of the Beatitudes, moral conscience, virtue, and sin.	freedoms/responsibilities of life on earth.
ANCHOR 8 K-8.Rel.8	<p style="text-align: center;">The Human Community (CCC 1877-1948)</p> <p>Respond to one's call to the human community, including the communal character of the human vocation, the necessity of contribution and participation in society, and the preservation of the common good, social justice, and human solidarity.</p>	Respond to call to the human community.
ANCHOR 9 K-8.Rel.9	<p style="text-align: center;">God's Salvation: Law and Grace (CCC 1949-2051) (along with 731-1059 as it pertains to the Church)</p> <p>Understand the Catholic Church to be the source of the Word of God and the community of the baptized through which Christians experience the example of holiness of the Virgin Mary and the saints, and through which Christians celebrate the Sacraments.</p>	Understand the Catholic Church to be source of the Word of God/community of baptized.
ANCHOR 10 K-8.Rel.10	<p style="text-align: center;">Love the Lord your God (CCC 2052-2195)</p> <p>Describe the relationship between the love of God and following the commandments, through study of the first three commandments and in reflection of loving God with all your heart, and with all your soul, and with all your mind.</p>	Describe relationship between love of God and following the commandments.
ANCHOR 11 K-8.Rel.11	<p style="text-align: center;">Love your Neighbor as Yourself (CCC 2196-2557)</p> <p>Describe the relationship between the love of others and following the</p>	Describe relationship between love of others and following the commandments.

	commandments, through study of commandments four through twelve and in reflection of love fulfilling the law.	
Pillar III: Christian Prayer		
ANCHOR 12 K-8.Rel.12	<p style="text-align: center;">Prayer (CCC 2558-2865)</p> <p>Pray and understand how to pray in various forms, in recognition of prayer as God's gift and to appreciate the universal call to prayer, as Jesus teaches us how to pray and Jesus hears our prayer, and as a study of ways to pray, the traditions of prayer, living a life of prayer, and praying the Lord's Prayer.</p>	Pray and understand how to pray in various forms.

Sixth, Seventh, and Eighth Grade English Language Arts Curriculum Standards
(Compiled list of all standards for all ELA courses 6-8)

Students who demonstrate understanding of 6th-8th grade English language arts are able to--

	Full Standard	Report Card Wording
	Reading	
6-8.Eng.R.1	Determine the relationships between a text and the tenets of Catholic faith.	Determine relationships between text and the tenets of Catholic faith.
6-8.Eng.R.2	Demonstrate cultural literacy and familiarity with the great works and authors of classical and contemporary, American and world, literature.	Demonstrate cultural literacy and familiarity with works/authors of classical/contemporary, American/world, literature.
6-8.Eng.R.3	Interpret, synthesize, respond to, summarize, critique and analyze various types of texts.	Analyze various types of texts.
6-8.Eng.R.4	Determine and discuss relationships among the audience, purpose, and structure of a given work.	Determine/discuss relationships among audience/purpose/structure.
6-8.Eng.R.5	Analyze an author's choices of content, organization, evidence, reasoning, and language use.	Analyze choices of author.
6-8.Eng.R.6	Evaluate texts to discover the virtues and values an author presents.	Evaluate texts to discover virtues/values.
6-8.Eng.R.7	Synthesize the meaning and purpose of a text.	Synthesize meaning/purpose.
6-8.Eng.R.8	Analyze the impact of specific word choice on meaning and tone of a text.	Analyze impact of specific word choice on meaning/tone.

6-8.Eng.R.9	Explain how poetic knowledge, connotative language, symbolism, and artistic creativity explore complex elements of the human condition.	Explain how text explores complex elements of human condition.
6-8.Eng.R.10	Explain how a specific piece of writing contributes to strengthening the reader's moral character.	Explain how writing contributes to strengthening moral character.
6-8.Eng.R.11	Analyze how authors use literary devices, such as Biblical allusions, to develop elements of their writing.	Analyze how authors use literary devices.
6-8.Eng.R.12	Compare the works of multiple authors from the same historical eras to explain how literature can reflect the historical culture of its time.	Compare works of multiple authors to explain how literature reflects historical culture.
6-8.Eng.R.13	Describe how an author's choices, such as setting, development of characters, and inclusion of details, impact the development of a narrative	Describe how choices impact development of narrative.
6-8.Eng.R.14	Describe how a theme develops over the course of a text and determine a shared theme in multiple texts.	Describe development of themes.
6-8.Eng.R.15	Analyze specific organizational structure used in a text or media.	Analyze organizational structure.
6-8.Eng.R.16	Recognize differences between errors and intentional variations from expected conventions in published works, and examine why an author may deviate from Standard American English.	Recognize differences between errors and intentional variations from expected conventions.
Writing and Language Use		
6-8.Eng.W.1	<p>Create informational text to examine and discuss specific ideas</p> <ul style="list-style-type: none"> a. Including significant and relevant facts, definitions, quotations, and other appropriate knowledge on the subject b. Using varied syntax to clarify and connect ideas. 	Create informational text to examine/discuss specific ideas.

6-8.Eng.W.2	<p>Create written arguments to support specific claims in order to discuss a particular topic or text</p> <ol style="list-style-type: none"> a. Incorporating evidence and reasoning as support b. Anticipating and discussing potential counterclaims, and c. Using varied syntax to clarify relationships among claim, evidence, reasoning, and counterclaim. 	Create written argument to support a specific claim.
6-8.Eng.W.3	<p>Create narratives (from real or imagined experiences) to develop effective writing techniques and express human emotion and experience</p> <ol style="list-style-type: none"> a. Engaging the reader by establishing a problem, situation, or observation for exploration through plot and character development b. Developing characters or perspectives that interpret the human condition, human behaviors, and/or human actions in its redeemed and unredeemed state c. Using techniques such as dialogue, description, action, and reflection to develop ideas d. Including purposeful language to convey vivid images e. Providing conclusion or resolution that offers final reflection. 	Create narratives to develop effective writing techniques/express human experience.
6-8.Eng.W.4	Make decisions about organizational structures, including appropriate paragraph and sentence breaks, to strengthen the writing for the intended purpose and audience.	Make decisions about organizational structures.
6-8.Eng.W.5	Use varied sentence structures purposefully in one's writing, and determine the placement and structure of sentences based on the intended emphasis and content of ideas.	Determine the placement/structure of sentences based on intended emphasis/content.
6-8.Eng.W.6	Utilize precise language, deliberate word choice, and content specific vocabulary to enhance the effectiveness of the writing piece.	Utilize deliberate word choice/content-specific vocabulary.

6-8.Eng.W.7	Develop, practice and refine various aspects of writing processes including, but not limited to, invention, research, drafting, sharing with others, revising in response to reviews, and editing.	Develop/practice various aspects of writing processes.
6-8.Eng.W.8	Use and offer feedback to revise texts to strengthen the writing for its intended purpose and audience.	Use/offer feedback to revise texts.
6-8.Eng.W.9	Use technology strategically and with clear purpose to enhance writing for its intended audience.	Use technology strategically and with clear purpose for intended audience.
6-8.Eng.W.10	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical rules.	Edit/proofread.
6-8.Eng.W.11	Place punctuation effectively, including commas, semicolons, apostrophes, and ellipses.	Place punctuation effectively: commas, semicolons, apostrophes, ellipses.
6-8.Eng.W.12	Use commonly confused words in the correct context, including its/it's, there/their/they're, affect/effect, and who/whom.	Use commonly confused words in the correct context.
6-8.Eng.W.13	Self-reflect, using metacognitive strategies, on the specific and individual processes and techniques used in writing, in order to assess progress toward academic goals.	Self-reflect on processes/techniques used in writing.
6-8.Eng.W.14	Articulate how different writing tasks and elements of writing processes assist in the development of the writer.	Articulate how elements of writing processes assist in development of the writer.
Communication		
6-8.Eng.C.1	Contribute to ongoing written and spoken conversations with one's own ideas and opinions about specific topics, including analysis of texts.	Contribute to ongoing written/spoken conversations with ideas, opinions, analysis.

6-8.Eng.C.2	Choose, among given options, appropriate platforms to publish or present content in order to be effective with an intended audience.	Choose appropriate platforms to publish/present to be effective with intended audience.
6-8.Eng.C.3	Articulate a clear point of view, sequencing ideas logically and using pertinent details, to a variety of audiences.	Articulate clear point of view, sequencing ideas logically and using pertinent details.
6-8.Eng.C.4	Present and explain complex content, in order to proclaim the Word of God, share the teachings of Jesus Christ, and to promote the greater good of the community.	Present and explain complex content.
6-8.Eng.C.5	Use appropriate eye contact, adequate volume, clear pronunciation, and purposeful tone of voice while presenting information.	Use appropriate eye contact, adequate volume, clear pronunciation, purposeful tone.
Documentation		
6-8.Eng.D.1	Read critically, and evaluate and select appropriate print and digital sources to use in one's own work.	Evaluate/select appropriate sources.
6-8.Eng.D.2	Recognize various approaches to the documentation and attribution of sources while reading, including MLA and APA.	Recognize various approaches to the documentation/attribution of sources while reading.
6-8.Eng.D.3	Directly quote and paraphrase reliable sources for use in one's own work.	Directly quote/paraphrase reliable sources.
6-8.Eng.D.4	Use an established citation system, such as MLA or APA, to precisely quote and reference various sources within one's own writing.	Use MLA/APA to precisely quote/reference various sources.

**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for Cross-Content Literacy
in grades 6-8**

Students who demonstrate understanding of eighth grade literacy are able to ---

	Full Standard	Report Card Wording
6-8.CL.1	Solve authentic problems through open-ended inquiry and ideation to build problem-solving techniques and learning in various contexts.	Solve authentic problems through open-ended inquiry/ideation.
6-8.CL.2	Summarize content-specific traditional texts and digital media in simpler but still accurate terms.	Summarize in simpler/accurate terms.
6-8.CL.3	Determine whether an author's perspective is in accord or discord with Catholic teaching.	Determine whether perspective of author is in accord/discord with Catholic teaching.
6-8.CL.4	Identify omitted information in a piece of published work and infer reasons for such omissions.	Identify omitted information in published work and infer reasons for omissions.
6-8.CL.5	Identify an author's claim, evidence, reasoning, and anticipated counterclaim in a published work.	Identify claim, evidence, reasoning, anticipated counterclaim.
6-8.CL.6	Explain a published work's purpose, tone, and structure in relation to the author's perspective and the intended audience.	Explain purpose/tone/structure.
6-8.CL.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms and content-specific vocabulary.

6-8.CL.8	Use content-specific vocabulary in the creation of texts or media.	Use content-specific vocabulary.
6-8.CL.9	Compare various domain-specific texts or media (i.e. historical primary sources, scientific research, videos, websites, etc.) in their structural features and design.	Compare various texts/media.
6-8.CL.10	Compare the claims, evidence, and reasoning of various arguments.	Compare claims/evidence/reasoning of various arguments.
6-8.CL.11	Present a clear understanding of a complex topic through the use of multiple relevant and useful sources of information.	Present a clear understanding of a complex topic.
6-8.CL.12	Accurately cite sources of information for use as evidence and reasoning to support an argument.	Accurately cite sources of information.
6-8.CL.13	Construct an argument using a claim, evidence, reasoning, and counterclaim to demonstrate understanding of a content-specific topic of inquiry.	Construct argument using claim, evidence, reasoning, counterclaim.
6-8.CL.14	Use collaboration to connect with peers and experts to explore various topics.	Connect with peers/experts to explore topics.
6-8.CL.15	Inform and influence audiences, through verbal communication and the creation of media and writing, in order to proclaim the Word of God, share the teachings of Jesus Christ, and to promote the greater good of the community.	Inform/influence audiences to proclaim Word of God/promote greater good.
6-8.CL.16	Self-reflect, using metacognitive strategies, on the specific and individual processes and techniques used to complete academic tasks in order to assess progress toward academic goals.	Assess progress toward academic goals.

Sixth, Seventh, and Eighth Grade Mathematics Curriculum Standards
(Compiled list of all standards for all Mathematics courses 6-8)

Students who demonstrate understanding of eighth grade mathematics are able to --

	Full Standard	Report Card Wording
	Number	
6-8.Math.N.1	Use a number line to locate, describe, and compare rational and irrational numbers.	Locate/describe/compare rational/irrational numbers.
6-8.Math.N.2	Solve real-world problems using fractions, decimals and percents.	Solve real-world problems using fractions/decimals/percents.
6-8.Math.N.3	Describe and explain percents greater than 100 and less than 1.	Describe/explain % > 100 and < 1.
6-8.Math.N.4	Develop models to compare relationships among percents, fractions, and decimals.	Develop models to compare percents/fractions/decimals.
6-8.Math.N.5	Recognize, represent, and perform operations with numbers in standard, exponential, scientific, and expanded forms.	Recognize/represent/perform operations in various forms.
6-8.Math.N.6	Compare the effects of using arithmetic operations with rational numbers.	Compare effects of using arithmetic operations with rational numbers.
6-8.Math.N.7	Simplify computations with rational numbers through the use of the associative and commutative properties of addition and multiplication and the distributive property of multiplication.	Simplify computations with rational numbers.
6-8.Math.N.8	Use inverse relationships: addition and subtraction, multiplication and division, squaring and finding square roots, cubing and finding cube roots, to simplify computations and solve problems.	Use inverse relationships to simplify computations/solve problems.

6-8.Math.N.9	Select appropriate methods and tools for computing with rational numbers from among mental computation, estimation, technology application, and paper and pencil, depending on the situation, and apply the selected methods.	Select appropriate methods/tools for computing with rational numbers.
6-8.Math.N.10	Develop and use strategies of estimation to determine the reasonableness of the results of rational-number computations.	Develop/use strategies of estimation.
6-8.Math.N.11	Recognize proportionality and use ratios and proportions to represent unknowns in quantitative relationships.	Use ratios/proportions to represent unknowns.
6-8.Math.N.12	Analyze real world situations to determine proportionality, and solve using multiple methods such as scaling, finding equivalent ratios, and using the means-extremes property.	Analyze real world situations to determine proportionality.
Algebra		
6-8.Math.A.1	Identify and describe different purposes for variables in mathematics.	Identify/describe purposes for variables in mathematics.
6-8.Math.A.2	Write and use algebraic equations and inequalities in order to represent situations and solve problems involving linear relationships.	Write/use algebraic equations/inequalities.
6-8.Math.A.3	Identify functions as linear or nonlinear, and contrast their properties in tables, graphs, or equations.	Identify functions as linear/nonlinear, and contrast properties in tables/graphs/equations.
6-8.Math.A.4	Identify linear functions as proportional or nonproportional and describe the difference.	Identify linear functions as proportional/nonproportional and describe the difference.
6-8.Math.A.5	Identify and describe relationships among equations, graphs, and tables of a function.	Identify/describe relationships among equations/graphs/tables of a function.

6-8.Math.A.6	Interpret the specific meaning of intercepts and slopes on graphs used in real world problems.	Interpret meaning of intercepts/slopes.
6-8.Math.A.7	Apply properties of integer exponents to numerical and algebraic expressions.	Apply properties of integer exponents to numerical/algebraic expressions.
6-8.Math.A.8	Identify and create equivalent forms for algebraic expressions.	Identify/create equivalent forms for algebraic expressions.
6-8.Math.A.9	Model and solve real-world problems using various representations, such as graphs, tables, and equations.	Model/solve real-world problems using various representations.
6-8.Math.A.10	Use various algebraic methods to solve systems of equations.	Use various algebraic methods to solve systems of equations.
Geometry		
6-8.Math.G.1	Describe, classify, and recognize relationships among types of 2D and 3D objects using their defining properties.	Describe/classify/recognize relationships among 2D/3D objects.
6-8.Math.G.2	Determine relationships among the angles, side lengths, perimeters, areas, surface areas and volumes of similar objects.	Determine relationships among similar objects.
6-8.Math.G.3	Create and critique inductive and deductive arguments concerning geometric ideas and relationships, including congruence, similarity, and the Pythagorean theorem.	Create/critique inductive/deductive arguments concerning geometric ideas.
6-8.Math.G.4	Use coordinate geometry to represent and describe the properties of geometric shapes, including regular polygons and those with pairs of parallel or perpendicular sides.	Represent/describe properties of geometric shapes.
6-8.Math.G.5	Translate, reflect, rotate, and dilate objects in the coordinate plane.	Translate/reflect/rotate/dilate objects in coordinate plane.

6-8.Math.G.6	Explain the congruence, similarity, and line or rotational symmetry of objects using transformations.	Explain congruence/similarity/line or rotational symmetry of objects.
6-8.Math.G.7	Draw geometric objects with specified properties, such as side lengths or angle measures.	Draw geometric objects with specified properties.
6-8.Math.G.8	Solve problems, such as those involving area, surface area, and volume, by composing/decomposing and by using 2D representations of 3D objects.	Solve problems by composing/decomposing.
6-8.Math.G.9	Create and use geometric models to represent and explain numerical and algebraic relationships, such as the solving of systems of equations.	Create models to represent/explain numerical/algebraic relationships.
6-8.Math.G.10	Apply relationships among angles: supplementary, complementary, vertical, adjacent angles, alternate (interior and exterior) angles, and corresponding, in real-world situations and mathematical problems.	Apply relationships among angles.
6-8.Math.G.11	Recognize and apply geometric ideas and relationships in areas such as art, science, and everyday life.	Recognize/apply geometric ideas in art/science/life.
Measurement		
6-8.Math.M.1	Select appropriate methods for estimating measurements.	Select appropriate methods for estimating measurements.
6-8.Math.M.2	Convert from one unit to another within the same system, both metric and customary.	Convert from one unit to another within the same system.
6-8.Math.M.3	Select and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.	Select/use units of appropriate size/type.
6-8.Math.M.4	Select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision.	Accurately find measures.

6-8.Math.M.5	Develop and use formulas to determine the circumference of circles and the area of triangles, parallelograms, trapezoids, and circles and develop strategies to find the area of more-complex 2D shapes.	Develop/use formulas to determine circumference/area.
6-8.Math.M.6	Develop strategies to determine the surface area and volume of selected prisms, pyramids, cylinders, cones, and spheres.	Develop strategies to determine surface area/volume.
6-8.Math.M.7	Solve problems involving scale factors, using ratios and proportions.	Solve problems involving scale factors.
6-8.Math.M.8	Solve problems involving rates and derived measurements for such attributes as velocity and density.	Solve problems involving rates and derived measurements.
Data Analysis and Probability		
6-8.Math.D.1	Select, create, and use appropriate graphical representations of data, including histograms, box plots, dot (or line) plots, stem-and-leaf plots, and scatterplots.	Select/create/use appropriate graphical representations of data.
6-8.Math.D.2	Find, use, and interpret measures of center and spread, including mean, median, mode, range and interquartile range.	Find/use/interpret measures of center and spread.
6-8.Math.D.3	Describe and discuss the correspondence between data sets and their graphical representations.	Describe/discuss correspondence between data sets/graphical representations.
6-8.Math.D.4	Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken.	Make conjectures about populations from multiple samples.
6-8.Math.D.5	Form opinions about possible relationships between two characteristics of a sample on the basis of the scatterplot of the data and the approximate lines of fit.	Form opinions about possible relationships between two characteristics of sample.
6-8.Math.D.6	Identify events as complementary, independent, dependent, and mutually exclusive and describe what that means in the context of the data.	Identify events as complementary/independent/depen

		dent/mutually exclusive and describe in context.
6-8.Math.D.7	Compute probabilities for simple and compound events, using such methods as organized lists, tree diagrams, and area models.	Compute probabilities for simple/compound events.

Sixth, Seventh, and Eighth Grade Science Curriculum Standards
(Compiled list of all standards for all science courses 6-8)

Students who demonstrate understanding of sixth, seventh, and eighth grade science are able to--

	Full Standard	Report Card Wording
6-8.Sci.1	Display a deep sense of wonder and delight about the natural universe, and share how the beauty and goodness of God is reflected in nature.	Display deep sense of wonder/delight about natural universe.
6-8.Sci.2	Describe humanity's natural situation in, and dependence upon, physical reality and how man carries out his role as a cooperator with God in the work of creation.	Describe our natural situation in physical reality/how cooperator with God in creation.
6-8.Sci.3	Relate how the search for truth, even when it concerns a finite reality in the natural world or of man, is never-ending and always points beyond to something higher than the immediate object of study.	Relate how search for truth is never-ending.
6-8.Sci.4	Recognize scientific knowledge as a call to serve and not as a means to gain power, material prosperity, or success.	Recognize scientific knowledge as call to serve.
6-8.Sci.5	Recognize the human soul as something specifically created by God for each human being, not as something that evolved from lesser matter or inherited from parents.	Recognize human soul as something specifically created by God.
6-8.Sci.6	Explore the contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.	Explore contributions of significant Catholics to science.
Physical Science		
6-8.Sci.PS.1	Develop models to describe the atomic composition of simple molecules and extended structures.	Develop models to describe atomic composition.

6-8.Sci.PS.2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Analyze/interpret data before/after substances interact.
6-8.Sci.PS.3	Gather and make sense of information to describe that synthetic materials come from natural resources and how they may impact society.	Describe that synthetic materials come from natural resources/how impact society.
6-8.Sci.PS.4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	Develop model that predicts/describes changes when thermal energy is added/removed.
6-8.Sci.PS.5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Develop a model to describe how total number of atoms does not change in chemical reaction.
6-8.Sci.PS.6	Design, construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes and a device that minimizes or maximizes thermal energy transfer.	Design/construct device to demonstrate thermal energy in a chemical reaction.
6-8.Sci.PS.7	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Design solution to problem involving motion of two colliding objects.
6-8.Sci.PS.8	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Provide evidence that change in object's motion depends on forces/mass.
6-8.Sci.PS.9	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Determine factors that affect strength of electric/magnetic forces.
6-8.Sci.PS.10	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Support claim that gravitational interactions are attractive.
6-8.Sci.PS.11	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Provide evidence that fields exist between objects.

6-8.Sci.PS.12	Construct and interpret graphical displays of data to describe the relationship of kinetic energy to the mass of an object and the speed of an object.	Describe relationship of kinetic energy to mass/speed of an object.
6-8.Sci.PS.13	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Develop model to describe objects interacting at a distance and its potential energy.
6-8.Sci.PS.14	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	Plan an investigation to determine the relationships among the energy transferred in particles.
6-8.Sci.PS.15	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Support claim that when kinetic energy changes, energy is transferred.
6-8.Sci.PS.16	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Describe model for amplitude/energy of wave.
6-8.Sci.PS.17	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	Describe that waves are reflected/absorbed/transmitted.
6-8.Sci.PS.18	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	Support claim that digitized signals are more reliable than analog signals.

Life Science		
6-8.Sci.LS.1	Discuss the moral issues involved with <i>in vitro</i> fertilization, human cloning, human genetic manipulation, and human experimentation and what the Church teaches regarding work in these areas.	Discuss the moral issues involved with human genetic manipulation.
6-8.Sci.LS.2	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Provide evidence that living things are made of cells.

6-8.Sci.LS.3	Develop and use a model to describe the function of a cell as a whole and how individual parts of a cell contribute to the cell's function.	Develop model to describe function of cell.
6-8.Sci.LS.4	Form an argument, supported by evidence, for how the body is a system of interacting subsystems composed of groups of cells.	Explain how body is a system of interacting subsystems.
6-8.Sci.LS.5	Form an argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	Support explanation for how animal/plant behaviors affect probability of successful reproduction.
6-8.Sci.LS.6	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Explain how environmental/genetic factors influence growth of organisms.
6-8.Sci.LS.7	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	Explain role of photosynthesis in cycling of matter and flow of energy.
6-8.Sci.LS.8	Develop a model to describe how food is rearranged through chemical reactions, forming new molecules that support growth and/or release energy as they move through an organism.	Develop model to describe how food is rearranged through chemical reactions.
6-8.Sci.LS.9	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Synthesize information that sensory receptors respond to stimuli.
6-8.Sci.LS.10	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Provide evidence for effects of resource availability on organisms.
6-8.Sci.LS.11	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Predict patterns of interactions among organisms across multiple ecosystems.

6-8.Sci.LS.12	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Develop model to describe cycling of matter and flow of energy in ecosystem.
6-8.Sci.LS.13	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Construct argument that changes to ecosystem affect populations.
6-8.Sci.LS.14	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Evaluate competing design solutions for maintaining biodiversity/ecosystem services.
6-8.Sci.LS.15	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Develop model to describe why mutations affect proteins.
6-8.Sci.LS.16	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Develop model to describe genetics of asexual/sexual reproduction.
6-8.Sci.LS.17	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, as humanity carries out a cooperating role in God's creation.	Analyze data in fossil record that document existence/diversity/extinction/change of life forms.
6-8.Sci.LS.18	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	Explain anatomical similarities/differences among organisms.
6-8.Sci.LS.19	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	Compare patterns of similarities in embryological development.
6-8.Sci.LS.20	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Describe genetic variations of traits.

6-8.Sci.LS.21	Analyze how available technologies have changed the way humans influence the inheritance of desired traits in organisms, and discuss humanity's role as stewards of God's creation, through the evaluation of the potential risks and benefits of our impact and manipulation of the natural world.	Discuss our role as stewards of creation and analyze how humans can use technology to impact inheritance of traits.
6-8.Sci.LS.22	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Support explanations of how natural selection influences traits over time.

Earth and Space Sciences		
6-8.Sci.ESS.1	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 the seasons.	Develop model to describe the cyclic patterns of lunar phases/eclipses/seasons.
6-8.Sci.ESS.2	Develop and use a model to describe the role of gravity on the motions within galaxies and the solar system.	Develop model to describe role of gravity on motions within galaxies.
6-8.Sci.ESS.3	Analyze and interpret data to determine scale properties of objects in the solar system.	Determine scale properties of objects in solar system.
6-8.Sci.ESS.4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Construct explanation from rock strata for the geologic time scale.
6-8.Sci.ESS.5	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Develop model to describe cycling of materials of Earth.
6-8.Sci.ESS.6	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Explain how geoscience processes have changed the surface of Earth.
6-8.Sci.ESS.7	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, seafloor structures, and plate tectonics to provide evidence of the past plate motions.	Analyze/interpret data to provide evidence of past plate motions.

6-8.Sci.ESS.8	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Develop model to describe cycling of water.
6-8.Sci.ESS.9	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	Provide evidence for how motion/interaction of air masses results in changes in weather.
6-8.Sci.ESS.10	Develop and use a model to describe how unequal heating and rotation of the Earth causes patterns of atmospheric and oceanic circulation that determine regional climates.	Develop model to describe how unequal heating/rotation of Earth determine regional climates.
6-8.Sci.ESS.11	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.	Explain how uneven distributions of resources are the result of past/current geoscience processes.
6-8.Sci.ESS.12	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects in the future.	Forecast future catastrophic events.
6-8.Sci.ESS.13	Apply scientific principles to design a method for monitoring and minimizing a negative human impact on the environment, as we are called to be responsible for the care of all God's creation (<i>Laudato Si</i> , 25, 117).	Design method for monitoring/minimizing negative human impact on environment.
6-8.Sci.ESS.14	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems in relation to God's call for humanity to exhibit compassionate care for the Earth's resources (<i>Laudato Si</i> , 22-25).	Construct argument for how increases in human population/consumption impact the Earth.
6-8.Sci.ESS.15	Analyze data, such as tables, graphs, and maps of regional temperatures, levels of atmospheric gases, and rates of human activity, to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Analyze data to clarify evidence of rise in global temperatures.

6-8.Sci.ESS.16	Identify humanity’s role in the stewardship of creation, and describe the scientific, economic, aesthetic, and ethical reasons for environmental stewardship.	Describe the reasons for environmental stewardship.
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Engineering Design		
6-8.Sci.ED.1	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.	Define criteria/constraints of design problem to ensure successful solution.
6-8.Sci.ED.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Evaluate competing design solutions.
6-8.Sci.ED.3	Analyze data from tests to determine similarities and differences among several design solutions in order to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Determine similarities/differences among several design solutions.
6-8.Sci.ED.4	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.	Develop model to generate data for iterative testing and modification of proposal.

Sixth, Seventh, and Eighth Grade Social Studies Curriculum Standards
(Compiled list of all standards for all social studies courses 6-8)

The content focus of grades 6-8 are “World Studies: Geography, Cultures, Current Events and Societies” in sixth grade; “Ancient World History and Geography” in seventh grade; and “United States History from 1620 to the Reconstruction era” in eighth grade. Much like the other content areas in the 6th-8th grades, schools with combined classes or leveled courses in the middle school grades may choose to rotate through this content in a variety of ways, though all students who have successfully completed 6-8 grade social studies are expected to meet all curriculum standards.

Students demonstrate understanding of sixth, seventh, and eighth grade social studies are able to --

	Full Standard	Report Card Wording
6-8.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
6-8.SS.2	Pursue peace, understanding, knowledge, and truth by demonstrating respect and appreciation for the qualities and characteristics of different cultures.	Pursue peace, understanding, knowledge, truth / demonstrate respect/appreciation for qualities/characteristics of different cultures.
6-8.SS.3	Compare the actions of people according to their historical and cultural norms to that of Catholic moral norms, virtues, and social teaching.	Compare actions according to historical/cultural norms to that of Catholic moral norms/virtues.
World Studies		
6-8.SS.WS.1	Use, interpret, and create maps representing population characteristics, natural features, and land-use of specific world regions and compare such features on global, interregional, regional and local scales.	Use/interpret/create/compare maps.
6-8.SS.WS.2	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.	Explain why maps of same place vary.

6-8.SS.WS.3	Locate and use information from images and Graphic Information Systems (GIS) to answer geographic questions about the human and physical characteristics of places.	Answer geographic questions about human/physical characteristics of places.
6-8.SS.WS.4	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.	Generalize about reasons for distribution of population.
6-8.SS.WS.5	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility in accordance with the promotion of peace, solidarity, and the common good.	Explain how connections demonstrate interdependence and accessibility.
6-8.SS.WS.6	Explain how communities are affected positively or negatively by changes in technology, and evaluate whether and how communities have used technology, as a gift from God, for the common good of humanity.	Explain how communities are affected by changes in technology, and evaluate whether technology used for common good.
6-8.SS.WS.7	Describe the human characteristics of each region under study, including languages, religions, economic system, governmental system, and cultural traditions.	Describe human characteristics of regions.
6-8.SS.WS.8	Create and interpret population pyramids from different countries to discuss birth and death rates, growth rates, and age structures.	Create/interpret population pyramids for different regions.
6-8.SS.WS.9	Explain the factors which cause different types of climates, and interpret and compare climate graphs at different latitudes and locations.	Interpret climate graphs at different latitudes/locations.
6-8.SS.WS.10	Identify major ecosystems of each region under study, and explain how each are influenced by latitude, elevation, landforms, location, and human factors.	Identify/explain major ecosystems of regions.
6-8.SS.WS.11	Describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and its consequences.	Describe examples of cultural change through diffusion.

6-8.SS.WS.12	Describe cultures of each region being studied, including major languages, religions, and the roles of men and women in the societies.	Describe cultures of each region.
6-8.SS.WS.13	Explain the patterns, causes, and consequences of major human migrations.	Explain patterns/causes/consequences of major human migrations.
6-8.SS.WS.14	Evaluate examples of cooperation and conflict within each region under study, from different perspectives, using primary and secondary resources.	Evaluate examples of cooperation/conflict.
6-8.SS.WS.15	Examine what it means to be a citizen in different countries, and compare conflicting ideas about the purposes of government in different countries.	Compare conflicting ideas about purposes of gov't.
6-8.SS.WS.16	Compare the various forms of government around the world, and define the characteristics of modern nation-states.	Compare various forms of gov't and define characteristics of modern nation-states.
6-8.SS.WS.17	Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other countries or of Catholic social teaching.	Explain how gov'ts address issues/form policies.
6-8.SS.WS.18	Describe the impact of particular treaties, agreements, and international organizations on global issues.	Describe impact of particular treaties/agreements on global issues.
6-8.SS.WS.19	Describe the economic role of government in a market economy, and describe how countries address the dignity of work and the rights of workers.	Describe economic role of gov't in market economy.
6-8.SS.WS.20	Describe the impact of governmental policy on a particular country and on other countries that use its resources.	Describe impact of policy on country.
6-8.SS.WS.21	Create a model to describe the patterns and networks of economic interdependence in the world, including the circular flow of economic activity of materials, labor, and capital.	Create a model to describe economic interdependence.

6-8.SS.WS.22	Describe how societies use solidarity to allocate resources to produce and distribute goods and services.	Describe how societies use solidarity to allocate resources.
Ancient World History and Geography		
6-8.SS.AW.1	Describe how history begins and ends in God and how history has a religious dimension.	Describe how history begins and ends in God.
6-8.SS.AW.2	Describe the historical impact of the Catholic Church on human events.	Describe historical impact of Catholic Church on human events.
6-8.SS.AW.3	Compare several different calendar systems used in the past and present and their cultural significance.	Compare several different calendar systems.
6-8.SS.AW.4	Explain what archaeologists have learned about Paleolithic and Neolithic societies, and how and when human communities populated major regions of the world and adapted to a variety of environments.	Explain what archaeologists have learned about Paleolithic and Neolithic societies.
6-8.SS.AW.5	Describe the transition from hunter gatherers to sedentary agriculture, and explain the importance of the natural environment in the development of agricultural settlements in different locations, and explain the impact of the Agricultural Revolution.	Describe transition from hunter gatherers to sedentary agriculture.
6-8.SS.AW.6	Compare the environmental, economic, and social institutions of multiple early civilizations.	Compare the environmental/economic/social institutions of multiple early civilizations.
6-8.SS.AW.7	Use maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilization.	Analyze major river systems as permanent settlements of early civilization.
6-8.SS.AW.8	Describe the development of human language, oral and written, and its relationship to the development of culture, including the development of verbal	Describe development of human language.

	vocalizations, the standardization of physical and abstract words, and pictographs to abstract writing.	
6-8.SS.AW.9	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another, as well as the growth of global community and solidarity.	Define cultural diffusion.
6-8.SS.AW.10	Define pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies.	Define pastoralism.
6-8.SS.AW.11	Locate the major empires of the 1000 B.C. to 300 A.D. era, describe their geographic characteristics, and create a timeline of their rise and fall.	Locate/describe major empires of 1000 BC - 300 AD.
6-8.SS.AW.12	Identify the trade networks among the empires of the classical era, and use a case study to describe how trade integrated cultures and influenced the economy within empires.	Describe how trade integrated cultures and influenced economy within empires.
6-8.SS.AW.13	Determine the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions and how such beliefs adhere to the key principles of Catholic social teaching.	Determine importance of Greek ideas about democracy/citizenship in development of Western political thought.
6-8.SS.AW.14	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations.	Describe major achievements from Indian, Chinese, Mediterranean, African, and Asian civilizations.
6-8.SS.AW.15	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor in building and maintaining empires.	Describe various roles in maintaining empires.
6-8.SS.AW.16	Describe the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.	Describe what led to collapse of classical empires.

6-8.SS.AW.17	Explain the role of economics, legal codes, belief systems, written languages and communications in the development of classical civilizations and empires.	Explain various roles in development of classical civilizations/empires.
6-8.SS.AW.18	Identify, describe the beliefs of, and locate the geographical center of the ancient world religions of Christianity, Hinduism, Judaism, Buddhism, Confucianism, and Islam, and discover the spread and interactions of these world religions through time.	Identify/describe ancient world religions.
6-8.SS.AW.19	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire, including the founding geographic extent of Muslim empires, the diverse religious traditions of Islam, the role of Dar al-Islam in Afro-Eurasia, and the caliphate as both a religious and political institution.	Identify/explain origins/expansion of Islam.
6-8.SS.AW.20	Use primary and secondary sources to evaluate the unification of Eurasia under the Mongols.	Evaluate unification of Eurasia under Mongols.
6-8.SS.AW.21	Explain the causes and consequences of the Plague.	Explain causes/consequences of the Plague.
6-8.SS.AW.22	Describe the diverse characteristics of early African societies by comparing various states and civilizations and using maps to explain the Bantu migration patterns and their contributions to agriculture, technology, and language.	Describe diverse characteristics of early African societies.
6-8.SS.AW.23	Identify major Chinese dynasties and describe ways they responded to internal and external challenges.	Identify major Chinese dynasties/describe ways they responded to challenges.
6-8.SS.AW.24	Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.	Explain feudalism/manorialism/growth of centralized monarchies/city-states in Europe.
6-8.SS.AW.25	Compare the various forms of government in the eras under study.	Compare the various forms of govt in eras under study.

6-8.SS.AW.26	Explain how governmental systems addressed issues and formed policies throughout history and describe the impact of laws and treaties on the maintenance of order in the eras under study.	Explain how governmental systems addressed issues/formed policies throughout history.
6-8.SS.AW.27	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.	Explain factors influencing the movement of people among regions.
Integrated United States History: from 1620 to Reconstruction		
6-8.SS.US.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence, and determine which key principles of Catholic social teaching were considered in this decision.	Describe what influenced decisions to declare independence/determine which Catholic social teaching were considered.
6-8.SS.US.2	Use the Declaration of Independence, including the grievances at the end of the document, to describe the role it played in expressing colonists' views of government and their reasons for separating from Great Britain, and describe how this view of government considers the protection of human life and human dignity, the promotion of the common good, and the principle of subsidiarity.	Describe the role of the Declaration of Independence.
6-8.SS.US.3	Describe the roles of African Americans, American Indians, women, France and other nations, and volunteers in the American Revolution.	Describe various roles in the American Revolution.
6-8.SS.US.4	Describe the major factors that influenced the outcome of the American Revolution, including the use of the written word to stir public opinion, the military advantages of both sides, the geography of the colonies, and the role of major battles.	Describe factors that influenced outcome of American Revolution.
6-8.SS.US.5	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation, and identify economic, political, and cultural issues facing the nation during this period.	Explain reasons for adoption/subsequent failure of Articles of Confederation.

6-8.SS.US.6	Describe the major issues debated at the Constitutional Convention.	Describe major issues debated at Constitutional Convention.
6-8.SS.US.7	Explain how the Constitution resolved and compromised issues including the sharing, separating, and checking of power among federal government institutions, dual sovereignty, rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	Explain how the Constitution resolved/compromised issues.
6-8.SS.US.8	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists, and describe how the states ratified the Constitution.	Describe how the states ratified the Constitution.
6-8.SS.US.9	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, the fear many Americans had of a strong central government, and a balance between solidarity and subsidiarity.	Explain how the Bill of Rights reflected various aspects of this era.
6-8.SS.US.10	Trace the historical and philosophical origins of constitutional government in the United States, using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.	Trace historical/philosophical origins of constitutional govt in US.
6-8.SS.US.11	Analyze Washington's Farewell Address to describe his perspective of the most significant challenges the new nation faced.	Analyze Farewell Address of Washington.
6-8.SS.US.12	Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties in the 1790s-1810s	Analyze origins/intents/purposes of treaties in 1790s-1810s.
6-8.SS.US.13	Describe the origins and intentions of early American political parties.	Describe origins/intentions of early American political parties.
6-8.SS.US.14	Analyze Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.	Analyze Marbury v. Madison.

6-8.SS.US.15	Compare the social and economic systems of the Northeast, South, and Western Frontier with respect to the development of agriculture, industry, the labor force, transportation, immigration, race relations, and class relations.	Compare social/economic systems of the Frontiers.
6-8.SS.US.16	Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians, the growth of a system of commercial agriculture, and the ideas of Manifest Destiny.	Explain expansion/conquest/settlement of the West.
6-8.SS.US.17	Use evidence and Catholic social teachings to develop an argument about the consequences of territorial and economic expansion on American Indians and/or the institution of slavery.	Develop argument about consequences of territorial/economic expansion on American Indians and/or institution of slavery.
6-8.SS.US.18	Explain the origins of Catholic education and public education in the United States.	Explain origins of Catholic/public education in US.
6-8.SS.US.19	Describe the development of the abolitionist movement by considering the roles of key abolitionist leaders and the responses of others to the movement.	Describe development of abolitionist movement.
6-8.SS.US.20	Describe the goals and effects of the antebellum reform movements in the era of 1820-1865 and how such movements addressed the key principles of Catholic social teaching.	Describe goals/effects of antebellum reform movements.
6-8.SS.US.21	Describe the differences in the lives of free blacks, free whites, Asian Americans, Hispanic Americans, and enslaved peoples of the mid-1800s.	Describe differences in lives of various groups of mid-1800s.
6-8.SS.US.22	Describe the role of the Northwest Ordinance and its effect on the banning of slavery.	Describe role of Northwest Ordinance and its effect.
6-8.SS.US.23	Describe the roles of Calhoun, Webster, and Clay on the nature of the union among the states.	Describe roles of Calhoun/Webster/Clay on nature of union among states.

6-8.SS.US.24	Describe how the following increased sectional tensions in the United States: the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, Dred Scott v. Sanford decision, and the changes in the political party system.	Describe what had increased sectional tensions in US.
6-8.SS.US.25	Describe how major issues debated at the Constitutional Convention help explain the Civil War.	Describe how major issues debated at Constitutional Convention help explain Civil War.
6-8.SS.US.26	Explain the reasons why Southern states seceded from the Union.	Explain reasons why Southern states seceded from Union.
6-8.SS.US.27	Describe the resistance of enslaved people before and during the Civil War and the role of African Americans in the war.	Describe role of African Americans in Civil War.
6-8.SS.US.28	Examine Abraham Lincoln's presidency with respect to his military and political leadership, the evolution of his emancipation policy, and the role of his significant writings and speeches, including an analysis of the Gettysburg Address.	Examine presidency of Abraham Lincoln.
6-8.SS.US.29	Use evidence to explain the reasons why the North won the Civil War, considering the critical events and battles of the war, the leadership of the North and South, and the respective advantages and disadvantages of both sides.	Explain why the North won the Civil War.
6-8.SS.US.30	Describe how the Civil War affected combatants, civilians, the physical environment, and the future of warfare.	Describe how Civil War affected combatants/civilians/physical environment/future of warfare.
6-8.SS.US.31	Use primary and secondary sources to describe the different positions leading into the Reconstruction of the South following the Civil War, as well as the actual consequences of the Reconstruction.	Describe different positions leading into Reconstruction of the South and actual consequences of Reconstruction.

6-8.SS.US.32	Describe the policies of the Freedman’s Bureau and the restrictions placed on the rights and opportunities of freedmen including racial segregation and Black Codes, and discuss how such policies and restrictions interfered with human dignity and the principle of solidarity.	Describe policies of Freedmans Bureau.
6-8.SS.US.33	Describe the new role of African Americans in local, state, and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.	Describe new role of African Americans in govt in years after the Civil War and resistance of Southern whites to this change.
6-8.SS.US.34	Describe the intent and effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	Describe intent/effect of 13th/14th/15th Amendments.

Sixth through Eighth Grade Technology Curriculum Standards

Students who demonstrate understanding of eighth grade technology are able to --

Operations and Concepts	
<i>“Prudence is necessary in order clearly to see the implications—the potential for good and evil—in this new medium and to respond creatively to its challenges and opportunities” (The Church and Internet, 12).</i>	
6-8.Tech.O.1	Use a variety of media and technology resources for directed/independent learning activities.
6-8.Tech.O.2	Communicate about technology using developmentally appropriate and accurate terminology.
6-8.Tech.O.3	Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
6-8.Tech.O.4	Understand and use technology systems.
6-8.Tech.O.5	Transfer current knowledge to learning of new technologies.
Social, Ethical and Human Issues	
<i>“Justice is needed, especially justice in working to close the digital divide—the gap between the information-rich and the information-poor in today's world. This requires a commitment to the international common good, no less than the ‘globalization of solidarity.’</i>	
<i>Fortitude, courage, is necessary. This means standing up for truth in the face of religious and moral relativism, for altruism and generosity in the face of individualistic consumerism, for decency in the face of sensuality and sin” (The Church and Internet, 12).</i>	
6-8.Tech.S.1	Use technology for the benefit of others and society, for the sake of human development, justice and peace, for the upbuilding of society at all levels, in light of the common good and in the spirit of solidarity.*
6-8.Tech.S.2	Build cooperative and collaborative networks of peers and experts to customize and support the learning process.

6-8.Tech.S.3	Use digital tools to engage with others from a variety of backgrounds and cultures, to broaden understanding of global issues and investigate solutions.
6-8.Tech.S.4	Demonstrate awareness of the permanence of actions in the digital world.
6-8.Tech.S.5	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
6-8.Tech.S.6	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and reliability of electronic information sources.
6-8.Tech.S.7	Establish and maintain a positive digital identity and reputation.
6-8.Tech.S.8	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
6-8.Tech.S.9	Manage personal data to maintain digital privacy and security and build awareness of data-collection technology used to track people's navigation online.
Technology Tools	
<i>“And temperance is needed—a self-disciplined approach to this remarkable technological instrument, the Internet, so as to use it wisely and only for good” (The Church and Internet, 12).</i>	
6-8.Tech.T.1	Identify and create patterns, identify and correct errors in a sequence, and solve problems, as a means to introduce basic coding skills, using developmentally-appropriate terminology.
6-8.Tech.T.2	Articulate and set learning goals, use technology to help achieve them, and reflect on the learning processes to improve goal outcomes.
6-8.Tech.T.3	Use a variety of technologies within a design process to identify and solve problems.
6-8.Tech.T.4	Create developmentally-appropriate, original multimedia products with support from teachers, family members, or peers.
6-8.Tech.T.5	Publish, present, or share original products for authentic audiences.

6-8.Tech.T.6	Use productivity tools and peripherals to facilitate learning.
6-8.Tech.T.7	Explore the use of automation and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
6-8.Tech.T.8	Use digital tools to collect, analyze, and represent information in various ways to facilitate problem-solving and decision-making.
6-8.Tech.T.9	Select and use digital tools effectively and productively.
6-8.Tech.T.10	Plan and employ effective research strategies to locate information and other resources.
6-8.Tech.T.11	Curate and organize information from digital resources using a variety of tools and methods.
6-8.Tech.T.12	Model processes and systems that satisfy <i>if-then</i> statement with increased complexity.
6-8.Tech.T.13	Use the concepts of <i>compose</i> and <i>decompose</i> to demonstrate understanding of specific organizational patterns.
6-8.Tech.T.14	Explore using various coding languages as a way to create, control, and interact with digital spaces.
6-8.Tech.T.15	Use variables to demonstrate <i>if-then</i> relationships.
6-8.Tech.T.16	Explain the connection between variables and outputs of a program.
6-8.Tech.T.17	Expand and build on others' ideas to create more efficient programming commands.

Sixth through Eighth Grade World Language Curriculum Standards

Students who demonstrate understanding of eighth grade world language are able to --

	Full Standard	Report Card Wording
6-8.WL.1	Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the target language. <i>Students will demonstrate affability, courtesy, and kindness while conversing in the target language.</i>	Engage in conversations, provide/obtain information, express emotions, exchange opinions.
6-8.WL.2	Understand and interpret written and spoken language on a variety of topics. <i>Students will demonstrate docility in their willingness to reach beyond their personal cultures to explore the languages of the world.</i>	Understand/interpret written/spoken language on variety of topics.
6-8.WL.3	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics using grade level vocabulary in the target language. <i>Students will demonstrate humility as they present in the target language, as well as magnificence in recognizing the potential of evangelizing in more than one language.</i>	Present information/concepts/ideas to audiences using grade level vocabulary.
6-8.WL.4	Demonstrate knowledge and understanding of the cultures of the world language and recognize the distinctive viewpoints of those within the cultures. <i>With sincerity and respect, students will demonstrate responsibility in learning about the various cultures of the target language.</i>	Demonstrate knowledge/understanding of cultures and recognize distinctive viewpoints of those within the cultures.
6-8.WL.5	Use comparison to develop insight into the nature of language and culture. <i>Students will show perseverance in making careful comparisons for analysis.</i>	Use comparison to develop insight into nature of language/culture.
6-8.WL.6	Use the target language within the classroom and with a broader community.	Use target language in

	<p><i>The Church is catholic because she has been sent out by Christ on a mission to the whole of the human race, and so students will demonstrate the magnificence and magnanimity necessary to use the target language to evangelize and be the light of Christ in the world.</i></p>	classroom/broader community.
6-8.WL.7	<p>Reinforce and obtain knowledge of other disciplines through the target language.</p> <p><i>Students will demonstrate patience and perseverance in learning content in the target language.</i></p>	Reinforce/obtain knowledge of other disciplines through target language.

Sixth through Eighth Grade Music Curriculum Standards

Students who demonstrate understanding of grade level music are able to --

	Full Standard	Report Card Wording
6-8.M.1	Perform with expression and technical accuracy. <i>Students will demonstrate gratitude for God's gift of music with "shouts of joy" through various forms of song.</i>	Perform with expression/technical accuracy.
6-8.M.2	Read, notate, and perform rhythmic, melodic, and harmonic patterns. <i>Students will demonstrate the patience and perseverance necessary to engage with detailed patterns.</i>	Read/notate/perform rhythmic, melodic, harmonic patterns.
6-8.M.3	Compose music through a variety of experiences. <i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music..</i>	Compose music.
6-8.M.4	Describe and evaluate performances using music terminology. <i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i>	Describe/evaluate performances using music terminology.
6-8.M.5	Participate at a level that accurately reflects personal ability. <i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i>	Participate at level that accurately reflects personal ability.
6-8.M.6	Investigate music sounds, forms, styles and genres through a variety of experiences. <i>Students will demonstrate industriousness in learning the various attributes of music.</i>	Investigate sounds/forms/styles/genres through variety of experiences.
6-8.M.7	Investigate the role of music in society. <i>Students will recognize the beauty, truth, and goodness of music in society.</i>	Investigate role of music in society.

6-8.M.8	<p>Describe the formal characteristics of a piece of music.</p> <p><i>Students will demonstrate perseverance and obedience at the task of understanding the detailed characteristics of music.</i></p>	Describe formal characteristics of piece of music.
6-8.M.9	<p>Identify and compare how music affects its audience.</p> <p><i>Students will demonstrate circumspection and foresight while exploring the connection between music and its audience.</i></p>	Identify/compare how music affects audience.

Sixth through Eighth Grade Art Curriculum Standards

Students who demonstrate understanding of grade-level art are able to --

	Full Standard	Report Card Wording
6-8.A.1	Discuss the beauty and purpose of art in the world. <i>Students will demonstrate the ability to seek God's beauty, truth, and goodness in visual arts.</i>	Discuss beauty/purpose of art in the world.
6-8.A.2	Demonstrate self-expression of ideas and emotions through the creation of art. <i>Students will demonstrate gratitude for God's gift of art, through which we celebrate beauty, truth, and goodness.</i>	Demonstrate self-expression of ideas/emotions through creation of art.
6-8.A.3	Critique art using the elements of art and principles of design. <i>In the discussion of art, students will demonstrate respect for art's various forms and responsibility to share sincere and courteous response to art's creation.</i> <ul style="list-style-type: none"> ● Critique one's own art ● Identify an artist's techniques and style ● Discuss art in reflection of its historical period 	Critique art using elements of art and principles of design.
6-8.A.4	Create art for a variety of intentions and audiences. <i>Students will demonstrate both prayerfulness and patriotism in the creation of art.</i>	Create art for variety of intentions/audiences.
6-8.A.5	Use art terminology appropriate to grade level. <i>Students will demonstrate respect for and responsibility to the complexity of art terminology.</i>	Use art terminology.
6-8.A.6	Create art at a level that accurately reflects personal ability. <i>Students will demonstrate humility by knowing that artistic ability is a gift from God.</i>	Create art at level that accurately reflects personal ability.

6-8.A.7	Discuss artistic choices made in the creation of art. <i>Students will demonstrate honest reflection of one's own artistic creation and the art of others.</i>	Discuss artistic choices.
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Sixth through Eighth Grade Physical Education Curriculum Standards

Students who demonstrate understanding of grade-level Physical Education are able to --

	Full Standard	Report Card Wording
6-8.PE.1	<p>Demonstrate competency in a variety of motor skills and movement patterns.</p> <p><i>Students will demonstrate humility by knowing that good health is a gift from God that is to be nurtured, and students will demonstrate responsibility by recognizing the body as a temple of God.</i></p>	Use variety of motor skills/movement patterns.
6-8.PE.2	<p>Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p><i>Students will demonstrate docility and circumspection while applying knowledge to one's physical health.</i></p>	Apply knowledge of concepts/strategies to movement/performance.
6-8.PE.3	<p>Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>Students will understand that their own general health is a reflection of good judgment, self-control and moderation.</i></p>	Demonstrate knowledge/skills to achieve/maintain physical activity/fitness.
6-8.PE.4	<p>Exhibit responsible personal and social behavior that respects self and others.</p> <p><i>Students will demonstrate respect, modesty, self-control, and sound judgment for self and while working with others.</i></p>	Exhibit responsible personal/social behavior that respects self/others.
6-8.PE.5	<p>Recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p> <p><i>Students will demonstrate gratitude for God's gift of physical health, and will demonstrate the importance our health brings to our vocations in society.</i></p>	Recognize value of physical activity.
6-8.PE.6	<p>Demonstrate the ability to use goal-setting skills to enhance health.</p> <p><i>Students will use foresight when making health decisions and setting goals, and use</i></p>	Use goal-setting skills to enhance health.

	<i>perseverance while carrying out the goals.</i>	
6-8.PE.7	<p>Comprehend concepts related to health promotion and disease prevention.</p> <p><i>Students will demonstrate gratitude for God's gift of physical health by demonstrating responsibility, self-control, and moderation.</i></p>	Comprehend concepts of health promotion/disease prevention.
6-8.PE.8	<p>Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><i>Students will exercise prudence in decision making with regard to outside influences that impact personal health and well-being.</i></p>	Analyze influences on health behaviors.
6-8.PE.9	<p>Demonstrate the ability to advocate for personal, family, and community health.</p> <p><i>Students will use sincerity and authenticity while using their voices and knowledge to benefit society.</i></p>	Advocate for personal, family, community health.