

2021 - 2022



Most Holy Trinity Catholic Academy
Overview of
Archdiocese of Detroit Standards and Outcomes
Grade K – 8
2021-2022

The attached is an Overview of the Archdiocese of Detroit Standards and Outcomes

A complete listing of all the AOD Standards as well as the Next Generation Science Standards is available to review in the Vice Principal's office.



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Contents

Kindergarten Curriculum Overview and Outcomes	2
First Grade Curriculum Overview and Outcomes	5
Second Grade Curriculum Overview and Outcomes	8
Third Grade Curriculum Overview and Outcomes	12
Fourth Grade Curriculum Overview and Outcomes	16
Fifth Grade Curriculum Overview and Outcomes	20
Sixth Grade Curriculum Overview and Outcomes	25
Seventh Grade Curriculum Overview and Outcomes	30
Eighth Grade Curriculum Overview and Outcomes	35

Kindergarten Curriculum Overview and Outcomes

Language Arts

I. Listening and Speaking

- A. Classroom Discussion
- B. Presentation of Ideas and Information
- C. Comprehension and Discussion of Read-Alouds: Fiction, Drama, Poetry, Nonfiction, Informational Text
- D. Oral Prayer

II. Reading

- A. Print Awareness
- B. Phonological and Phonemic Awareness
- C. Phonics: Decoding and Encoding
- D. Oral Reading and Fluency
- E. Reading Comprehension – All Texts

III. Writing

- A. Print all upper and lowercase letters

IV. Language Conventions

- A. Handwriting and Spelling
- B. Parts of Speech and Sentence Structure
- C. Capitalization and Punctuation

V. Vocabulary Acquisitions and Use

A. Determine or clarify the meaning of unknown and multi-meaning words and phrases based on Kindergarten reading and content as well as through oral context.

VI. Poetry, Fiction, Literary Terms, Sayings and Phrases

Social Studies

- I. Living and Working Together in Families and Schools
- II. The World in Spatial Terms
- III. Places and Regions
- IV. Environment and Society
- V. Values and Principles of American Democracy
- VI. Roles of the Citizen in American Democracy
- VII. Market Economy

- VIII. Identifying and Analyzing Issues (within the classroom)
- IX. Citizen Involvement

Mathematics

- I. Counting and Cardinality – count to 100; write numbers 0-30
- II. Operations and Algebraic Thinking
- III. Numbers and Operations – Base Ten
- IV. Measurement and Data
- V. Geometry

Science (Next Generation Science Standards) with cross-curricular and Catholic School Teaching links

- I. Force and Interactions: Pushes and Pulls
- II. Interdependent Relationships in ecosystems:
Animals, plants, and their environment
- III. Weather and Climate
- IV. Engineering design - Asking questions and defining problems, developing and using models, analyzing and interpreting data.

Religion

- I. Evangelization and Missionary Discipleship - God knows and loves him/her personally.
- II. Sacred Scripture – Hold the Bible with reverence. Discuss the Bible as God’s word.
- III. Church History – Identify a saint as a holy person
- IV. Doctrine- Recognize that there is one God. Identify the three persons on the Holy Trinity.
- V. Liturgy
- VI. Sacraments – Define sacrament as an opportunity to meet Jesus and grow in our relationship with Him. Define Baptism as a sacrament
- VII. Dignity of the Human Person – Recognize that all people are made in the image and likeness of God.
- VIII. Family Life/Human Sexuality – Identify family members and their roles. Recognize that we are all brothers and sisters in God’s family.

- IX. Community – Identify that the community of God includes our families, the class, the church, and the outside community.
- X. Morality – Understand that we obey God because He loves us and we love Him.
- XI. Service/Social Justice/Servant Leadership – Recognize that God calls each of us to share our gifts with others.
- XII. Prayer -Define prayer as talking to God. Recite traditional prayers in a group:
Sign of the Cross/Meal time prayers/Our Father/Hail Mary/Glory Be/ Guardian Angel.

First Grade Curriculum Overview and Outcomes

Language Arts

- I. Listening and Speaking
 - A. Comprehension and Collaboration
 - B. Presentation of Ideas and Information
 - C. Oral Prayer
- II. Literature
 - A. Key Ideas and Details
 - B. Craft and Structure
 - C. Integration of knowledge and ideas – identify word phrases in stories or poems that suggest feelings or appeal to the senses.
 - D. Range of Reading and level of complexity
 - E. Reading Comprehension – All Texts
- III. Informational Text
 - A. Key Ideas and Details
 - B. Craft and Structure – know and use various text features; locate key facts or informational text.
 - C. Integration of knowledge and ideas
 - D. Range of reading and level of text – with prompting and support. Read informational text that is appropriately complex for grade one.
- IV. Foundational Skills
 - A. Print Concepts
 - B. Phonics and Word Recognition
 - C. Fluency
 - D. Reading attitude
- V. Language
 - A. Conventions and Standard English
 - B. Print all lower and uppercase letters
 - C. Vocabulary Acquisition and Use
- VI. Writing
 - A. Text types and purpose
 - B. Production and distribution of writing
 - C. Research to build upon and present knowledge

- D. Handwriting –write upper and lowercase letters legibly
- E. Use correct spacing between words

Social Studies

- I. Living and Working Together in Families and Schools
- II. The World in Spatial Terms
- III. Places and Regions
- IV. Humans and Systems
- V. Environment and Society
- VI. Purposes of Government
- VII. Values and Principles of American Democracy
- VIII. Roles of the Citizen in American Democracy
- IX. Market Economy
- X. Identifying and analyzing public issues
- XI. Persuasive Communication about a public issue
- XII. Citizen Involvement

Mathematics

- I. Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction. Add/Subtract within 20.
- II. Numbers and Operations with Base Ten – Extend the counting sequence to 120. Understand place value.
- III. Measurement and Data – Measure lengths. Tell/write Time. Work with money. Represent and interpret data.
- IV. Geometry – Reason with shapes and their attributes.

Science (Next Generation Science Standards) with cross-curricular and Catholic School Teaching links

- I. Waves: Light and Sound
- II. Structure, Function, and Information Processing
- III. Space Systems: Patterns and Cycles
- IV. Engineering Design

Religion

- I. Evangelization and Missionary Discipleship – Recognize that God loves him/her personally.
- II. Sacred Scripture – Retell Bible narratives; demonstrate reverence for the Bible
- III. Church History – Listen to and retell simple stories of the saints' lives.
- IV. Doctrine – Identify the three persons of the Holy Trinity as the Father, Son, and Holy Spirit.
- V. Liturgy – Participate at Mass in an age-appropriate manner.
- VI. Sacraments – Define grace as a special gift of God's presence and help. Recognize that Jesus is present in the Eucharist.
- VII. Dignity of the Human Person – Recognize that all people are made in the image and likeness of God. Recognize that our behavior affects others.
- VIII. Family Life/Human Sexuality – Identify the members of their extended family. Recognize that we are all brothers/sisters in God's family. Discuss appropriate versus inappropriate touching.
- IX. Community – Identify that the community of God includes our families, the class, the church, and the outside community.
- X. Morality – Understand that we obey God because He loves us, and we love Him. Discuss that sin is disobeying God.
- XI. Service/Social Justice/Servant Leadership – Recognize that God calls each of us to share our gifts with others. List ways we can help others.
- XII. Prayer – Define prayer as talking and listening to God. Recite traditional prayers independently: Sign of the Cross, Our Father, Hail Mary, Glory Be, Mealtime prayers, Guardian Angel prayer.

Second Grade Curriculum Overview and Outcomes

Language Arts

I. Literature

- A. Key ideas and details – Ask and answer questions such as who, what, where, when, why, how
- B. Identify different genre
- C. Plot and character analysis
- D. Make text-to-self and text-to-text connections
- E. Map story elements across texts

II. Craft and Structure

III. Integration of knowledge and ideas

- IV. Range of Reading and level of text complexity – by the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grade 2-3 text complexity band proficiently.

V. Informational Text

- A. Key ideas and details
- B. Craft and structure
- C. Integration of knowledge and ideas
- D. Range of Reading and level of text complexity – by the end of the year, read and comprehend information text, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band proficiently.

VI. Foundational Skills

- A. Phonics and Word Recognition
- B. Fluency

VII. Writing

- A. Text types and purpose
- B. Production and distribution of writing
- C. Research to Build and Present Knowledge
- D. Handwriting – Fluently and legibly write the upper and lowercase manuscript letters. Recognize the upper and lowercase cursive alphabet.

VIII. Speaking and Listening

- A. Comprehension and collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

IX. Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening.

C. Vocabulary Acquisitions and Use.

Social Studies

- I. Use historical thinking to understand the past
- II. Use geographic representations to acquire, process, and report information from a spatial perspective – construct and use maps, identify, and use cardinal direction (north, south, east, west)
- III. Understand how regions are created from common physical and human characteristics
- IV. Understand how human activities help shape the Earth’s surface.
- V. Understand the effects of human-environment interactions.
- VI. Explain why people create governments.
- VII. Understand the values and principles of American constitutional democracy.
- VIII. Describe the structure of government in the United States and how it functions to serve citizens.
- IX. Explain important rights, and how, when, and where American citizens demonstrate their responsibilities by participating in government.
- X. Use fundamental principles and concepts of economics to understand economic activity and market economy.
- XI. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- XII. Utilize Catholic values in conflict resolution and problem solving.
- XIII. Communicate a reasoned position on a public issue.
- XIV. Act constructively to further the public good.

Mathematics

- I. Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.
- II. Understand the Place Value System: Use Place Value Understanding and Properties of Operations to add and subtract

- III. Work with unit fractions
- IV. Measure and estimate lengths in standard units
- V. Relate addition and subtraction to length
- VI. Understand the concept of area and perimeter
- VII. Work with time and money
- VIII. Read thermometers
- IX. Represent and interpret data
- X. Reason with shapes and their attributes
- XI. Use coordinate systems

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure and Properties of Matter
- II. Interdependent Relationships in Ecosystems
- III. Earth's systems: Processes that shape the Earth
- IV. Engineering Design

Catholic Religion

- I. Evangelization and Missionary Discipleship – Recognize that God knows and loves them personally and has a plan for their lives.
- II. Sacred Scripture - Retell the Bible narrative of the fall of man and Bible stories that focus on reconciliation through God's mercy and forgiveness
- III. Church History – Listen to, read, and retell simple stories of the lives of the saints.
- IV. Catholic Doctrine – Identify the role Mary plays in the faith life of the Church.
- V. Liturgy – Demonstrate reverent behavior in church. Plan and actively participate.
- VI. Sacraments -Define sacrament as an outward sign instituted by Christ to give us grace. Explain that the bread and wine become the Body and Blood of Christ at the consecration at Mass.

VII. Dignity of the Human Person – Recognize that all people are made in the image and likeness of God. Explain that decisions have consequences that affect others.

VIII. Family Life/Human Sexuality – Tell how families can work together. Discuss ways each of us can contribute to good family relationships.

IX. Community – Identify that the community of God includes our families, the class, the parish, and the outside community.

X. Morality – Understand that we obey God because He loves us, and we love Him. Discuss respect for parents, teachers, and other legitimate authorities.

XI. Service/Social Justice/Servant Leadership – Define stewardship as gratefully sharing gifts of time, talent, and treasure.

XII. Prayer – Define prayer as talking and listening to God. Recite the Act of Contrition and the Morning Offering. Review traditional prayers – Our Father, Hail Mary, Glory Be, Guardian Angel, Mealtime prayers, Sign of the Cross.

Third Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading and Text Complexity

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading Level and Level of Text Complexity – by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 3 text complexity band proficiently.

Foundational Skills

- A. Phonics and Word Recognition
- B. Fluency
- C. Text Types and Purposes
- D. Production and Distribution of Writing
- E. Research to Build and Present Knowledge
- F. Range of Writing
- G. Personal Style
- H. Handwriting – Develop cursive handwriting and use in all writing by the end of the school year.

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening
- C. Vocabulary Acquisitions and Use

Social Studies

- I. Use geographic representations to acquire, process, and report information from a spatial perspective – construct and use maps, identify, and use cardinal direction (north, south, east, west)
- II. Understand how regions are created from common physical and human characteristics
- III. Understand how human activities help shape the Earth’s surface.
- IV. Understand the effects of human-environment interactions - locate Michigan’s natural resources and explain the consequences of their use.
- V. Explain why people create governments.
- VI. Understand the values and principles of American constitutional democracy.
- VII. Describe the structure of government in the United States and how it functions to serve citizens.
- VIII. Explain important rights, and how, when, and where American citizens demonstrate their responsibilities by participating in government.
- IX. Use fundamental principles and concepts of economics to understand economic activity in a market economy.
- X. Use fundamental principles and concepts of economics to understand economic activity in the United States and globally.
- XI. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate viable alternative resolutions.
- XII. Communicate a reasoned position on a public issue.
- XII. Act constructively to further the public good.
- XIII. History of Michigan through statehood.

Mathematics

Operations and Algebraic Thinking

Represent and solve problems using multiplication and division

Understand the properties of multiplication and division

Measure and estimate lengths in standard units

Multiply and divide within 144

Solve problems involving the four operations, and identify and explain patterns

Numbers and Operations in Base Ten

Use place value understanding and properties of operation to perform multidigit arithmetic.

Fractions – develop understanding of fractions of numbers

Measurement and data – solve problems involving measurement and estimation

Represent and interpret data

Geometric measurement: understand concept of area; recognize perimeter

Reason with shapes and their attributes

Data and probability – use bar graphs.

Science (Next Generation Science Standards) with cross-curricular and Catholic school teaching links.

Forces and interactions

Interdependent Relationships and Ecosystems

Inheritance and Variation of Traits: Life Cycles and Traits

Weather and Climate

Engineering Design

Catholic Religion

I. Evangelization and Missionary Discipleship - Recognize that God loves him/her personally and has a plan for their lives.

II. Sacred Scripture - Identify that the Bible is organized into books, chapters, verses. Recognize the books of the Old Testament and New Testament from a list.

- III. Church History - Retell the call of the Apostles.
- IV. Catholic Doctrine - Define creed as statement of faith. Explain the elements of faith in the Apostles' Creed.
- V. Liturgy - Plan and reverently participate regularly in celebrations of the Eucharist.
- VI. Sacraments - Use the Ten Commandments to write a personal Examination of Conscience. Tell how the seasons of Advent and Lent are appropriate times for celebrating the Sacrament of Reconciliation.
- VII. Dignity of the Human Person - Discuss the source of human dignity as being created in the image and likeness of God.
- VIII. Family Life/Human Sexuality - Examine human relationships as being developed out of respect for self and others. Discuss appropriate social interactions between friends and peers.
- IX. Community - Describe the Catholic Church as a community of believers.
- X. Morality - Understand that we obey God because He loves us, and we love Him.
- XI. Service/Social Justice/Servant Leadership - Recognize that the ways we serve reflect love of God and love of neighbor.
- XII. Prayer - Distinguish between memorized prayers and spontaneous prayers. Recite the rosary. Participate in traditional Marian devotions (May Crowning). Define and demonstrate the different types of prayer.

Fourth Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading and Text Complexity-read and comprehend literature, including stories, dramas, poetry

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading Level and Level of Text Complexity –read and comprehend informational texts, including history/social studies, science proficiently.

Foundational Skills

- A. Phonics and Word Recognition
- B. Fluency
- C. Text Types and Purposes
- D. Production and Distribution of Writing
- E. Research to Build and Present Knowledge
- F. Range of Writing - write routinely over extended time frames
- G. Handwriting – use cursive handwriting in all content areas

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening

C. Vocabulary Acquisitions and Use

Social Studies

- I. Use historical thinking to understand the past
- II. Use geographic representations to acquire, process, and report information from a spatial perspective
- III. Understand how regions are created from common physical and human characteristics.
- IV. Understand how human activities help shape the Earth's surface.
- V. Understand the effects of human-environment interactions.
- VI. Explain why people create governments.
- VII. Understand values and principles of American constitutional democracy.
- VIII. Describe the structure of government in the United States and how it functions to serve citizens.
- IX. Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
- X. Use fundamental principles and concepts of economics to understand economic activity in a market economy in Michigan, the nation, and globally.
- XI. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- XII. Communicate a reasoned position on a public issue.
- XIII. Citizen Involvement - Act constructively to further the public good. Participate in Catholic service-learning projects to help or inform others.

Mathematics

- I. Operations and Algebraic Thinking
- II. Use the four operations with whole numbers to solve problems
- III. Gain familiarity with factors and multiples
- IV. Generate and analyze patterns
- V. Numbers and Operations in Base Ten
- VI. Generalize place value understanding for multi-digit whole numbers

- VII. Use place value understanding and properties of operations to perform multi-digit arithmetic.
- IX. Numbers and Operations - Fractions
- X. Extend understanding of fraction equivalence and ordering
- XI. Build fractions from unit fractions.
- XII. Understand decimal notation for fractions and compare decimal fractions.
- XIII. Measurement and Data – solve problems involving measurement and conversion of measurements.
- XIV. Represent and interpret data.
- XV. Geometric measurement: understand concepts of angle and measure angles.
- XVI. Geometry: Draw and identify lines and angles and classify shapes by properties of their lines and angles.
- XVII. Data and Probability: Represent and solve problems for given data.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Energy
- II. Waves: Waves and Information
- III. Structure, Function, and Information Processing
- IV. Earth's Systems: Processes that Shape the Earth
- V. Engineering Design

Catholic Religion

- I. Evangelization and Missionary Discipleship -Recognize that God loves him/her personally and has a plan for each of their lives.
- II. Sacred Scripture – Discuss the idea of a covenant using the Bible narratives about Adam, Noah, Abraham, Moses, David, and Jesus.
- III. Church History -Discuss the role of the Holy Spirit in the birth and growth of the Church.

- IV. Catholic Doctrine – Define creed as a statement of belief. Understand that the Apostles’ Creed and the Nicene Creed are a list of basic truths of the Catholic Church.
- V. Liturgy -Participate regularly in the planning and celebration of the Eucharist.
- VI. Sacraments – Define sacramentals as sacred signs that bear a resemblance to the sacraments.
- VII. Dignity of the Human Person -Define virtue as a disposition to do good. Define the theological virtues (faith, hope, charity); define the cardinal virtues (prudence, fortitude, justice, and temperance_
- VIII. Family Life/Human Sexuality – Discuss the unity of the persons of the Trinity as the basis for communion of persons in the family. Discuss the body as a temple of the Holy Spirit.
- IX. Community – Explain how Jesus’ command to “love one another” applies to their own lives and school situations.
- X. Morality- Understand that we obey God because He loves us, and we love Him.
- XI. Service/Social Justice/Servant Leadership – Recognize that the ways in which we serve reflect our love of God and love of neighbor.
- XII. Prayer- Recite common prayers of the Catholic Church (Sign of the Cross, Mealttime prayers, Our Father, Hail Mary, Glory Be, Guardian Angel prayer).

Fifth Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading and Text Complexity-read and comprehend literature, including stories, dramas, poetry at the fifth-grade text complexity level independently and proficiently.

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Range of Reading Level and Level of Text Complexity –read and comprehend informational texts, including history/social studies, science at the fifth-grade level independently and proficiently.

Foundational Skills

- A. Phonics and Word Recognition
- B. Text Types and Purposes
- C. Production and Distribution of Writing
- D. Research to Build and Present Knowledge
- E. Handwriting – use cursive handwriting to write legibly in all content areas

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language – Demonstrate knowledge of language and its conventions when writing, speaking, reading, listening

C. Vocabulary Acquisitions and Use

Social Studies

- I. Temporal Thinking - Use historical conceptual devices to organize and study the past.
- II. Use historical inquiry and analysis to study the past
- III. Use historical concepts, patterns, and themes to study the past.
- IV. Explain the basic features and difference between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.
- V. Describe the spread of people in the Western Hemisphere in Era 1.
- VI. Explain the Agricultural Revolution and explain why it is a turning point in history.
- VII. Describe and differentiate defining characteristics of early civilizations and pastoral societies, where they emerged, and how they spread.
- VIII. Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.
- IX. Analyze the civilizations and empires that emerged during 1000 BC to 300 AD.
- X. Describe empires and agrarian civilizations in Mesoamerica and South America.
- XI. The world in spatial terms: Geographical habits of mind.
- XII. Spatial thinking: Use maps and other geographical tools to acquire and process information from a spatial perspective.
- XIII. Geographical inquiry and analysis about relationships between people, cultures, and their environment, and relations within the larger world context.
- XIV. Use geographical themes, knowledge about processes and concepts to study the Earth.
- XV. Describe the cultural groups and diversities among people that are rooted in places and in human constructs called regions.
- XVI. Describe the physical characteristics of places.
- XVII. Describe the human characteristics of places
- XVIII. Describe the physical processes that shape the Earth's surface and the patterns of the Earth's surface.

- XIX. Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.
- XX. Explain that human activity may be seen on the Earth's surface.
- XXI. Describe the characteristics, distribution, and complexity of the Earth's cultural mosaic.
- XXII. Describe how technology creates patterns and networks that connect people, products, and ideas.
- XXIII. Describe patterns, processes, and function of human settlement.
- XXIV. Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.
- XXV. Explain that the physical environment is modified by human activities.
- XXVI. Describe how human actions modify the environment, and how they shape patterns on the Earth's surface.
- XXVII. Global topic investigation and issue analysis – completion of a Capstone Project – demonstrating knowledge of a contemporary investigation by conducting research on contemporary global topics and issues, compose persuasive essays, and develop an action plan.
- XXVIII. Civics and Government – Purposes of government
- XXVIX. Nature of Civic Life, Politics, and Government
- XXX. Structure and Function of Governments
- XXXI. Characteristics of Nation-States
- XXXII. Relationship of United States to Other Nations and World Affairs
- XXXIII. Conflict and Cooperation Between and Among Nations
- XXXIV. The Market, National, and International Economies – Economic systems, interdependence.
- XXXV. Public discourse, decision making, and citizen involvement

Mathematics

- I. Operations and Algebraic Thinking
- II. Write and interpret numerical expressions.
- III. Analyze patterns and relationships.
- IV. Numbers and Operations in Base Ten

- V. Understanding the place value system
- VI. Perform operations with multi-digit whole numbers and with decimals to the hundredths.
- VII. Express, interpret and use ratios; find equivalences.
- VIII. Numbers and Operations - Fractions
- IX. Use equivalent fractions as a strategy to add and subtract fractions.
- X. Apply and extend previous understandings of multiplication and division
- XI. Integers – Add and subtract integers and rational numbers
- XII. Measurement and data: Convert like measurement units within a given measurement system.
- XIII. Represent and interpret data.
- XIV. Geometric measurement – understand concepts of volume, find areas of geometric shapes using formulas.
- XV. Geometry – graph points on the coordinate plane to solve real-world and mathematical problems.
- XVI. Classify two dimensional figures into categories.
- XVII. Know the meaning of angles and solve problems
- XVIII. Data and Probability – Construct and interpret line graphs.
- XIX. Find and interpret mean and mode for a given set of data

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure and Properties of Matter
- II. Matter and Energy in Organisms and Ecosystems
- III. Earth's Systems
- IV. Space Systems: Stars and the Solar System
- V. Engineering Design

Catholic Religion

- I. Evangelization and Missionary Discipleship – Recognize that God knows and loves him/her personally and has plan for their lives.
- II. Sacred Scripture -Explain that the Gospels are the accounts of the life of Jesus (Matthew, Mark, Luke, John)
- III. Church History - Discuss the Church as a sacrament of Christ in the world (an outward sign of Christ in the world.)
- IV. Catholic Doctrine – Define sacrament as an outward sign instituted by Jesus entrusted to the Church by which divine life is dispensed to us.
- V. Liturgy – Participate regularly in the planning and celebration of the Eucharist. Outline the order of the Mass.
- VI. Sacraments – Define sacrament; list the seven sacraments, discuss the difference between sign and symbol; discuss the three categories of sacraments: Initiation, Healing, Vocation/Service
- VII. Dignity of the Human Person – Discuss and display appropriate attitudes toward the unborn, the sick, handicapped, aged, dying, and those who are different from us.
- VIII. Family Life/Human Sexuality – Know that we are created in God’s image as male or female.
- IX. Community – Explain vocations as a call to the single, married, consecrated, or ordained life.
- X. Morality – Understand that we obey God because He loves us and we love Him. Memorize and recite the Ten Commandments in order and discuss the application of the Ten Commandments to daily life.
- XI. Service/Social Justice/Servant Leadership- Recognize that the ways we serve reflect our love of God and love of neighbor. Participate in the school, church, and community service projects.
- XII. Prayer – Recite the common prayers of the Catholic Church. Participate in and discuss Marian devotions (honoring Mary, Our Lady Queen of Heaven), Recite the Mysteries of the Rosary. Create a plan of personal daily prayer.

Sixth Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading and Text Complexity – Independently self-monitor comprehension when reading or listening to text automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions – predicting, constructing mental images.

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading Level and Level of Text Complexity – read and comprehend literacy non-fiction and informational texts, including history/social studies, science, and technology texts and the sixth-grade level independently and proficiently.

Writing

- A. Text Types and Purposes
- B. Production and Distribution of Writing
- C. Research to Build and Present Knowledge
- D. Range of Writing – build endurance by routinely writing over an extended period - time for research, reflection, revision for a range of tasks, purposes, and audiences
- E. Handwriting – Use cursive writing to write legibly across all content areas.

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English

B. Knowledge of Language

C. Vocabulary Acquisitions and Use - Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

Social Studies - Beginnings to 1620

- I. Evaluate evidence, compare information, interpret historical records, and develop sound arguments and perspectives on which informed decisions on contemporary life can be based.
- II. Use historical inquiry and analysis to study the past.
- III. Use historical conceptual devices to organize and study the past.
- IV. Explain the basic features and differences between hunter-gatherer societies and pastoral nomads.
- V. Describe the spread of people in the Eastern Hemisphere in Era 1.
- VI. Explain the Agricultural Revolution and explain why it is a turning point in history.
- VII. Describe and differentiate defining characteristics of early civilizations and pastoral societies, where they emerged, and how they spread.
- VIII. Describe the characteristics of early Eastern Hemisphere civilizations and pastoral societies.
- IX. Analyze the civilizations and empires that emerged during 4000 BC to 1000 BC.
- X. Classical traditions, world religions, and major empires, 1000 BC to 300 AD.
- XI. Analyze classical civilization and empire and their lasting impact on institutions, politics, structures, technology, and art.
- XII. Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam grew and their significance.
- XIII. Study the relationships between people, places, and environments by using information that is in a spatial context.
- XIV. Use geographical themes, knowledge about processes and concepts to study the Earth.
- XV. Describe the cultural groups and diversity among people that are rooted in places and in human constructs called regions.
- XVI. Describe the physical and human characteristics of places.

XVII. Describe the physical processes that shape the Earth's surface; the characteristics and spatial distribution of ecosystems; and the human activity that can be seen on the Earth's surface.

XVIII. Describe the characteristics, distribution, and complexity of the Earth's cultural mosaic

XIX. Describe how technology creates patterns and networks that connect people, products, and ideas.

XX. Describe patterns, processes, and functions of human settlement; how people influence the division of the Earth's surface and its resource; how the environment is modified by physical and human actions

XXI. Global topic investigation and issue analysis.

XXII. Civics and Government – purposes of government

XXIII. Nature of Civic Life, Politics, and Government

XXIV. Structure and Function of governments

XXV. Characteristics of Nation-States

XXVI. Relationship of U.S. to other Nations and World Affairs

XXVII. Economics – The Market Economy, Individual, Business, and Government Choices

XXVIII. The National and International Economies

XXIX. Economic Independence

XXX. Citizen Involvement

Mathematics

I. Ratios and Proportional Relationships – Understand ratio concepts and use ratio reasoning to solve problems.

II. The Number System – Apply and extend previous understandings of multiplication and division.

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

IV. Apply and extend previous understanding of arithmetic to algebraic expressions.

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

VI. Represent linear functions using tables, equations, and graphs.

- VII. Solve real-world and mathematical problems involving area, surface area, and volume
- VIII. Statistics and Probability - Develop understanding of statistical variability.
- IX. Summarize and describe distributions.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Space Systems
- II. History of Earth
- III. Earth's Systems
- IV. Weather and Climate
- V. Human Impact

Catholic Religion

- I. Evangelization and Missionary Discipleship - Recognize that Jesus wants to be in a relationship with them. Explain why they need a Savior.
- II. Sacred Scripture - Identify Sacred Scripture as the speech of God as it is put down in writing under the breath of the Holy Spirit.
- III. Church History - Explain the Jewish roots of our Christian faith.
- IV. Catholic Doctrine- Identify God the Father as the Creator, Jesus as the Messiah, and fulfillment of the Old Covenant, as the Holy Spirit as the Sanctified, the breath of life, and fire of love.
- V. Liturgy - Participate regularly in the planning and celebration of the Eucharist.
- VI. Sacraments – Give some examples of Old Testament events that prefigure the sacraments.
- VII. Dignity of the Human Person - Understand that the source of one's human dignity and value comes from being created in the image and likeness of God. Defend the idea of human dignity based on the creation and covenant passages of the Old Testament.
- VIII. Family Life/Human Sexuality - Know that we are created in God's image as male or female. Explain how friendship is a gift of self that imitates Christ and leads others to a greater good.

IX. Community- Recognize the diversity of cultures, traditions, and gifts. Review the seven themes of Catholic Social Teaching.

X. Morality- Understand that the desire to live a moral life is animated by one's friendship with Jesus Christ in the power of the Holy Spirit.

XI. Service/Social Justice/Servant Leadership – Define God's call to leadership as a call to service for the community.

XII. Prayer -Recite common prayers; identify the Psalms as a collection of hymns or poetry collected over several centuries and used as the public prayer of the Church.

Seventh Grade Curriculum Overview and Outcomes

Language Arts

Literature

- A. Key Ideas Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading and Text Complexity – Independently self-monitor comprehension when reading or listening to text automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions.

Informational Text

- A. Key Ideas and Details
- B. Craft and Structure
- C. Integration of Knowledge and Ideas

D. Range of Reading Level and Level of Text Complexity – Independently self-monitor comprehension when reading or listening to text by automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions.

Writing

- A. Text Types and Purposes
- B. Production and Distribution of Writing
- C. Research to Build and Present Knowledge
- D. Range of Writing – build endurance by routinely writing over an extended period - time for research, reflection, revision for a range of tasks, purposes, and audiences
- E. Handwriting – Use cursive writing to write legibly across all content areas.

Speaking and Listening

- A. Comprehension and Collaboration
- B. Presentation of Knowledge and Ideas
- C. Oral Prayer

Language

- A. Conventions of Standard English
- B. Knowledge of Language

C. Vocabulary Acquisitions and Use - Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 7 reading and content, choosing flexibly from a range of strategies

Social Studies - Foundations in U.S. History and Geography Beginnings to 1620

- I. American Indian Life in the Americas- Describe the life of people living in North America before European exploration.
- II. European Exploration – Identify the causes and consequences of European exploration and colonization.
- III. African Life before the 16th century. - Describe the lives of peoples living in western Africa prior to the 16th century.
- IV. Three World Interactions – describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 16th through 17th century.
- V. Colonization and Settlement 1585-1763 – Compare the regional settlement and patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.
- VI. European Slave Trade and Slavery in Colonial America – Analyze the development of the slave system in the Americas and its impact upon the life of Africans.
- VII. Life in Colonial America – Distinguish among and explain the reasons for regional differences in colonial America.
- VIII. Revolution and the New Nation 1754-1800 – Identify the major political, economic, and ideological reasons for the American Revolution.
- IX. Explain the multi-faced nature of the American Revolution and its consequences.
- X. Explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the Constitution as the new plan for governing.
- XI. Expansion and Reform 1792-1861
- XII. Analyze the challenges the new government faced and the role of political leaders in meeting these challenges.
- XIII. Region and Economic Growth – Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.

- XIV. Reform Movement – Analyze the growth of the Antebellum American reform movements.
- XV. Civil War and Reconstruction (1850-1877) Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.
- XVI. Identifying and Analyzing Public Issues – Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible viable resolutions.
- XVII. Communicate a reasoned position on a public issue.
- XVIII. Act constructively to further the public good.

Mathematics

- I. The Number System – Apply and extend previous understanding of operations of fractions.
- II. Ratios and Proportional Relationships – Analyze proportional relationships and use them to solve real-world mathematical problems.
- III. Use properties of operations to generate equivalent expressions.
- IV. Solve real-life math problems using numerical and algebraic expressions and equations.
- V. Understand and represent linear functions.
- VI. Understand and apply directly proportional relations and relate to linear relationships.
- VII. Understand and solve problems about inversely proportional relationships.
- VIII. Geometry – Draw, construct, and describe geometrical figures and describe the relationship between them.
- IX. Statistics and Probability – Use random sampling to draw inferences about a population.
- X. Draw informal comparative inferences about two populations.
- XI. Investigate change processes and develop, use, and evaluate probability models.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure, Function, and Information Processing
- II. Matter and Energy in Organisms and Ecosystems

- III. Interdependent Relationships in Ecosystems
- IV. Growth, Development, and Reproduction of Organisms
- V. Natural Selection and Adaptations

Catholic Religion

- I. Evangelization and Missionary Discipleship - Discuss what discipleship and virtuous living looks like for a 7th grade student.
- II. Sacred Scripture - Examine key events in the Gospels. Compare the style and the audiences of the four Gospels.
- III. Church History - Retell how the Apostles were selected and commissioned. Trace the establishment of the Church from the preaching of Jesus, through the Pascal mystery, Pentecost, and apostolic succession.
- IV. Catholic Doctrine- List and explain the titles of Jesus. Identify the mission of Jesus as Savior for All.
- V. Liturgy - Participate regularly in the planning and celebration of the Eucharist.
- VI. Sacraments - Identify the sacraments of initiation/define Confirmation and discuss application to their daily lives.
- VII. Dignity of the Human Person - Understand that the source of one's human dignity and value comes from being created in the image and likeness of God.
- VIII. Family Life/Human Sexuality - Identify the human life cycle and the different ages and stages present in a family unit. Discuss the value of abstinence and modesty in relationships with others and the consequences of sexual activity. Define marriage as the one flesh union between one man and one woman modeled after Christ's union with the Church.
- IX. Community- Describe the family as a source of spiritual values, religious practices, customs, and traditions that help shape a person spiritually, physically, psychologically, and socially.
- X. Morality- Discuss ways that the Gospel events and the parables of Jesus show us how to live a moral life. Define the types of sin. Discuss the mercy of God and the sacrament of Reconciliation as a way to restore the relationship with God and the community.
- XI. Service/Social Justice/Servant Leadership – Assess how Catholic values help us make social, economic, and political choices. Identify the principles of social justice. Take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congress, respect life essays, clean up trash, recycling, etc.) Help design, organize, and

participate in student –directed service project. Identify saints who modeled social justice principles. Identify and describe lay ministerial roles and their service to the Church. Explain how the family as the basic cell of society has rights and duties.

XII. Prayer -Recite common prayers; identify Scripture passages that demonstrate the importance of prayer; analyze the seven petitions of the Our Father; discuss the effectiveness of prayer in working toward peace and justice.

Eighth Grade Curriculum Overview and Outcomes

Language Arts

Literature

A. Key Ideas Details

B. Craft and Structure

C. Integration of Knowledge and Ideas

D. Range of Reading and Text Complexity – Read and comprehend complex literary text including stories, dramas, and poems, independently and proficiently at the eighth-grade complexity level.

Informational Text

A. Key Ideas and Details

B. Craft and Structure

C. Integration of Knowledge and Ideas

D. Range of Reading Level and Level of Text Complexity – Independently self-monitor comprehension when reading or listening to text by automatically using the strategies used by mature readers to increase comprehension and engage in interpretive discussions.

Writing

A. Text Types and Purposes

B. Production and Distribution of Writing

C. Research to Build and Present Knowledge

D. Range of Writing – build endurance by routinely writing over an extended period - time for research, reflection, revision for a range of tasks, purposes, and audiences

E. Handwriting – Use cursive writing to write legibly across all content areas.

Speaking and Listening

A. Comprehension and Collaboration

B. Presentation of Knowledge and Ideas

C. Oral Prayer

Language

A. Conventions of Standard English

B. Knowledge of Language

C. Vocabulary Acquisitions and Use - Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies

Social Studies - Foundations in United States History and Geography

- I. The Coming of The Civil War – Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.
- II. Civil War – Evaluate the multiple causes, key events, and complex consequences of the Civil War.
- III. Reconstruction – Using evidence, develop an argument regarding the character and consequences of the Reconstruction.
- IV. America in the Last Half of the 19th Century – Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century.
- V. Industrial Revolution - Explain the causes and consequences - both positive and negative – of the Industrial Revolution and America’s growth from a predominately agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.
- VI. Becoming a World Power – Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War and explain the cause and consequences of this changing role.
- VII. Progressivism and Reform – Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative - anticipated/unanticipated) including, but not limited to, the following: Social issues, Causes and Consequences of Progressive Reform, Women’s Suffrage)
- VIII. The Great Depression and World War II – Evaluate the key ideas and decisions surrounding the causes and consequences of global depression of the 1930’s and WWII.
- IX. World War II – Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.
- X. Investigation Topics and Issue Analysis – Use the historical perspective to investigate a significant historical topic from US History (Civil War thru WWII) that also has significance on an issue or topic in the United States today.

Mathematics

- I. The Number System- Know that there are numbers that are not rational and approximate them by rational numbers.
- II. Expressions and Equations – Work with radicals and integer exponents.
- III. Understand the connections between proportional relationships, lines, and linear equations.
- IV. Analyze and solve linear equations and pairs of simultaneous linear equations.
- V. Understand and represent linear functions.
- VI. Functions – Define, evaluate, and compare functions
- VII. Use functions to model relationships between quantities.
- VIII. Recognize, represent, and apply common formulas – Recognize and perform operations with polynomials. Understand FOIL method.
- IX. Understand and represent quadratic functions.
- X. Geometry – Understand congruence and similarity using physical models, transparencies, and geometry software.
- XI. Statistics and Probability – Investigate patterns of association in bivariate data.

Science (Next Generation Science Standards) with cross-curricular and Catholic School teaching links)

- I. Structure and Properties of Matter
- II. Chemical Reactions
- III. Forces and Interaction
- IV. Energy
- V. Waves and Electromagnetic Radiation

Catholic Religion

- I. Evangelization and Missionary Discipleship – Recognize that God knows and loves him/her personally and has a plan for each of their lives. Encounter the Lord Jesus Christ

through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.

II. Sacred Scripture – Identify and discuss the New Testament passages where Jesus establishes the Church; trace the growth of the Church beginning with Pentecost and continuing through Paul’s journeys as recounted in the Acts of the Apostles and the Epistles.

III. Church History -Explain Pentecost as the fulfillment of Old Testament prophecies and the fulfillment of Jesus’ promise to send the Holy Spirit.

IV. Catholic Doctrine – Compare and contrast the Catholic beliefs of the Eucharist with the beliefs of non-Catholics. Understand that the Church recognizes other Christians as our brothers and sisters in the Lord.

V. Liturgy – Participate regularly in the planning and celebration of the Eucharist.

VI. Sacraments - Identify the sacraments of initiation/define Confirmation and discuss application to their daily lives.

VII. Dignity of the Human Person -Understand the source of one’s human dignity and value comes from being created in the image and likeness of God.

VIII. Family Life/Human Sexuality -Know that we are created in God’s image as male and female. Compare and contrast the true image of marital love as God intended as opposed to the contemporary media portrayals of love. Identify the two purposes of marriage as unity/mutual support and procreation. Explain the Church’s teachings regarding family planning and birth control. Discuss physical, emotional, and sexual boundaries.

IX. Community -Explain that Baptism includes a call to transform the world through the Gospel.

X. Morality – Understand that the desire to live a moral life is animated by one’s friendship with Jesus Christ in the power of the Holy Spirit.

XI. Service/Social Justice/Servant Leadership – Assess how Catholic values help us make social, economic, and political choices. Identify the principles of social justice. Take age-appropriate action to make his/her voice heard on social justice issues (i.e., write letters to congress, respect life essays, clean up trash, recycling, etc.) Help design, organize, and participate in student –directed service project. Identify saints who modeled social justice principles. Identify and describe lay ministerial roles and their service to the Church. Explain how the family as the basic cell of society has rights and duties.

XII. Prayer -Recite the common prayers of the Catholic Church. Discuss the effectiveness of prayer in deepening one’s relationship with Jesus. Demonstrate appropriate reverence during prayer. Participate in and discuss traditional Marian devotions (honoring Mary, Our Lady of Heaven).

