

GRADE SIX

SCRIPTURE / BELIEFS

Students should have access to a Bible in their classes in Grade Six.

In Grade Six, the teacher will provide the following Catechesis:

1. God is pure, uncreated Spirit. God always was, is now, and always will be, and always remains the same. (CCC 212-213)
2. There is one God. In one God are three Divine Persons: God the Father, God the Son, and God the Holy Spirit. Each Divine Person is fully God. This mystery of three Persons in one God is called the Holy Trinity. (CCC 253) (Also, see Appendix 1)
3. God the Father is the First Person of the Holy Trinity. God the Father, the Creator of all being, is made known to us by Divine Revelation, which is found in the Sacred Scriptures and in the Sacred Tradition of the Catholic Church.
4. The sources of Divine Revelation are: Sacred Scripture and Sacred Tradition.
5. Divine Revelation culminates in the person and mission of the Incarnate Word, Jesus Christ.
6. Distinguish between Sacred Tradition and human traditions.
7. The mercy of God is revealed in the Promise of Salvation. (Genesis 3: 15)
8. A Covenant is a family bond / sacred agreement God makes with us and to which He is always faithful. The first Covenant was made with our first parents, Adam and Eve (Gen. 2: 15-17); then, with Noah (Gen. 9:8-1); Abraham (Gen. 17: 3-13); Moses (Ex. 24: 3-8); and David (2 Sam 7: 4-16).
9. Original Sin: Our first parents rebelled in disobedience against God and broke the Covenant.
10. The effects of the Fall of Adam and Eve illustrate the horror of sin.
11. The Old Testament helps us to understand Jesus and His promises, as well as to understand that our Christian roots are found in Judaism. (CCC 128-129, 1094-1096)
12. The roots of the Old Testament give us our Judeo-Christian heritage. (CCC 128-130)
13. Love and justice are lived through the observance of the Ten Commandments.
14. Living God's Law, the Ten Commandments, is the way by which people can be truly happy.
15. The first three Commandments deal with love and justice owed to God, and the last seven Commandments deal with love and justice owed to our neighbor. (CCC 2067)
16. Moral Law is a rule of conduct established by competent authority for the common good.
17. Natural moral law is inscribed in the heart, and is known by human reason.

A. First Commandment: (CCC 2008-2141)

18. There is only one God, and we respond correctly to Him by living as He teaches us how to live.
19. Sins against the First Commandment include denying God in public, superstition, lack of reverence, apostasy, idolatry, the occult practices, witchcraft, etc.
20. Forms of Prayer are: Blessing, Adoration, Petition, Intercession, Thanksgiving, and Praise. (CCC 2625-2643)
21. Expressions of Prayer are: Vocal (e.g. Liturgy of the Hours, Rosary); Meditation (Lectio Divina on Bible Passages); Contemplative Prayer. (CCC 2700-2719)
22. The intercession of the Saints, their help and good example, help us to love God better.
23. Discuss with the students our veneration and honoring of the Saints.

B. Second Commandment: (CCC 2142-2167)

24. We are baptized 'In the name of the Father, and of the Son, and of the Holy Spirit ...'.
25. Living our Baptism well requires us to keep the Lord's name holy.
26. Sins against the Second Commandment include blasphemy, swearing with God's Name, using God's name carelessly, disrespect to / for God's holy people, places, and things, etc.
27. We teach and 'proclaim' the Lord when we help the children read well the Scriptures publicly.
28. We bow our head slightly when hearing or saying the name of Jesus.

C. Third Commandment: (CCC 2168-2195)

29. The Lord's Day / Sunday is a day for greater unity with God and love for God - by going to Mass, praying, works of charity, family time, and rest from work and shopping.
30. Our weekly obligation of participating in Holy Mass is satisfied on Saturday evening after 4:00 or on Sunday.
31. Sins against the Third Commandment include missing Mass on a Sunday or Holy Day of obligation; doing unnecessary work on the Lord's day, shopping, etc..
32. Self-denial is to deny our own will in order to do God's Will, to show love for neighbor, and to atone for past sins.
33. Self-denial strengthens our own holiness. Self-denial includes fasting, abstinence, and alms-giving.

D. Fourth Commandment: (CCC 2197-2257)

34. Children must honor, obey, and respect their parents who are to educate and raise their children in the faith so that the family might live in love and reach heaven.
35. The Holy Family is the model for families.
36. Sins against the Fourth Commandment include talking back to parents and those in lawful authority, breaking the law, disrespecting / disobeying adults, etc.
37. We need to learn to have respect for parents, teachers, leaders in government and all proper authority; to be good citizens; to live the common courtesies: "I'm sorry", "Thank you", "Excuse me", "You're welcome".
38. The government abuses its power when it makes laws contrary to God's law.
39. The Catholic Church is the family of God with the Sacraments as the sources of grace; the Pope and the Bishops are our spiritual fathers who pass on the teachings of Christ to us.

Note: Teacher discretion is advised when discussing the sins against the fifth commandment.

E. Fifth Commandment: (CCC 2259-2330)

40. God creates the soul, which is the life principal and includes the intelligence and the will of the person.
41. Death is the separation of the soul from the body.
42. Sins against the Fifth Commandment include disrespect for anyone's body and / or soul, hateful words and actions, bullying, murder, abortion, human embryo destruction, euthanasia, suicide, etc.

F. Sixth Commandment and Ninth Commandment: (CCC 2331-2400; 2514-2533)

43. Talk with the students about purity of heart and mind.
44. Chastity is the proper use of sexuality.
45. Discuss the Virtue of Modesty in thought, word, behavior, and dress.
46. Sins against the Sixth Commandment include viewing sexually graphic movies, videos, television shows, Internet sites; listening to sexually explicit lyrics, conversation, music; bad jokes; dressing immodestly (clothing too short, too revealing, too tight) etc.

G. Seventh Commandment and Tenth Commandment: (CCC 2401-2463; 2534-2557)

47. By way of discussion, remind the students of God's law to respect peoples' property.
48. Sins against the Seventh Commandment and Tenth Commandment include stealing, borrowing without returning, envy, cheating on school work, coveting, greed, selfishness, etc.
49. Talk about being good stewards of God's gifts. Discuss the concept of 'stewardship'.

H. Eighth Commandment: (CCC 2464-2513)

50. We speak the truth because we are images of God, Who is Truth.
51. Truth is the basis for good relationships.

52. Sins against the Eighth Commandment include lying, detraction, slander, calumny, rash judgment, gossip, etc.
53. Satan is the father of lies.
54. God sent His Son, Jesus, as our Savior, because of His great love for us. (CCC 458)
55. God the Son is the Second Person of the Holy Trinity. God the Son became man. He is called Jesus.
56. Jesus is God the Son, our Savior, Who came to reveal the Father to us, to teach us how to live, and to open heaven to us. (CCC 461, 259, 459)
57. Jesus followed the Ten Commandments.
58. The New Covenant with God is in Christ. (cf. Matt. 26: 26-28)
59. We enter into the New Covenant through Baptism. (CCC 72, 992, 357, 56-58, 1219, 1223, 2810, 2564-2565)
60. In His Sermon on the Mount, Jesus gave the Beatitudes as the way to live the Christian Life. (cf. Matt. 5: 2-10) (See Appendix 6)
61. Jesus celebrated the Passover with his disciples the night before he died and gave it new meaning. Jesus Himself is the new Passover Lamb whose sacrifice saved the world, through which we are set free from sin and death. (CCC 1096, 1225, 1340, 1362-1366, 1449, 1680-1683)
62. God the Holy Spirit is the Third Person of the Holy Trinity, sent by God the Father and God the Son to dwell within us and help us always to choose what is good and to avoid what is evil. (CCC 245, 733-736)
63. Faith is a gift from God, strengthened through the presence of the Holy Spirit in our souls. (CCC 153)
64. We are members of the Catholic (Universal) Church governed by the Pope; the Catholic Church is comprised of many dioceses (ours is the Diocese of Lincoln); a diocese is governed by a Bishop; each diocese is made up of many parishes, and the Priest in charge of the parish is called a "Pastor"; our own parish is: _____ (Parish).

WORSHIP / MASS / SACRAMENTS / PRAYER

In Grade Six, the teacher will provide the following *Catechesis*:

1. Have the students memorize the definition of Sacrament: "A Sacrament is an outward sign, instituted by Christ, to give grace." (CCC 1131)
2. Jesus instituted the Seven Sacraments.
3. The Church celebrates the presence and actions of Christ in the Seven Sacraments. (CCC 1114-1116, 1141)
4. The effects of Baptism are:
 - being cleansed from sin, and receiving Sanctifying Grace;
 - becoming heirs to eternal life with God in Heaven;
 - being reborn as adopted sons and daughters of God the Father;
 - becoming brothers and sisters of Jesus Christ;
 - being made members of His Body, the Church;
 - making us priests, prophets, and kings;
 - becoming temples of the Holy Spirit and receiving His seven-fold gifts;
 - making us heirs of Heaven;
 - receiving the Theological Virtues of Faith, Hope, and Charity;
 - applying the merits of Jesus' death and Resurrection. (CCC 1263)
5. Baptism, Confirmation, and the Holy Eucharist are the Sacraments of Initiation; Penance and Anointing of the Sick are the Sacraments of Healing; and Holy Orders and Matrimony are the Sacraments of Service / Vocation. (CCC 1212, 1421, 1534)

6. Baptism, Confirmation, and Holy Orders may be received only *once* because, through them, the Holy Spirit confers an indelible spiritual mark on the soul.
7. The Sacrament of Confirmation gives the fullness of the Holy Spirit through an increase of the Seven Gifts of the Holy Spirit. It also gives a special strength to witness to Christ in the world, both in word and in deed. *(CCC 1303)*
8. Review with the students the importance of receiving the Sacrament of Penance and the five steps to make a good Confession:
 - a. Examination of Conscience
 - b. Confession of one's sins
 - c. Contrition (having sorrow for one's sins)
 - d. Purpose of Amendment (a firm resolve, with God's grace, to avoid sin)
 - e. Absolution and Penance from the Priest
9. The order of the Mass includes: Introductory Rite; Liturgy of the Word; Liturgy of the Eucharist; and the Concluding Rite. *(CCC 1346)*
 - a. Introductory Rite includes: The Penitential Rite, the Gloria and the Opening Prayer.
 - b. Liturgy of the Word includes: The First Reading (often from the Old Testament), the Responsorial Psalm from the Old Testament, the Second Reading (from the New Testament), Gospel, Homily, Creed, and Prayers of the Faithful.
 - c. Liturgy of the Eucharist includes: Preparation of the Gifts, the Eucharistic Prayer of Consecration, the Our Father, Holy Communion.
 - d. Concluding Rite includes: Final Blessing and Dismissal and Recessional.
10. The Scriptures are read at Mass for the education and inspiration of the Congregation.
11. Listening to the words of Scripture attentively and receiving the Holy Eucharist reverently help us to become more Christ-like. *(CCC 1100, 1394)*

REVIEW the MASS and the SACRAMENT of the HOLY EUCHARIST

12. The Mass is our greatest prayer, and it is a serious obligation for Catholics to attend and participate at Mass every Sunday (or Saturday vigil) and on all Holy Days of Obligation. *(CCC 1167, 2043, 2180-82)*
13. "The Mass is a sacred banquet that culminates in Holy Communion." *(USCCA, p. 222)*
14. At Mass, we enter into heaven, and Christ unites the members (of the Church) here on earth and the Saints and angels in heaven. *(USCCA, p. 221)*
15. At Mass, "the assembly actively participates by prayers, hymns, psalms, responses, and an inner self-offering along with Christ to the Father..." *(USCCA, Glossary - Eucharist, p. 511)*
16. "During the celebration of the Mass, by the power of the Holy Spirit and the proclamation of Jesus' words by the priest, the bread and wine are changed into the Body and Blood of Christ, which is offered in an unbloody manner in sacrifice for us and in praise of the Father ..." *(USCCA, Glossary - Eucharist, p. 511)*
17. "The Mass is a sacrifice in the sense that, when it takes place, Jesus Christ, through the bishop or priest celebrating the Mass, makes present, sacramentally, His saving, sacrificial death on the Cross by which He redeemed us from our sins." *(USCCA, pp. 220-21)*
18. The Paschal Mystery refers to Christ's Passion (suffering), Death, Resurrection, and Ascension, which we celebrate in the Holy Sacrifice of the Mass from which flows all grace. *(CCC 1067)*

19. The bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus during the Mass through the words and actions of the Priest. (CCC 1352, 1353, 1412)
20. Transubstantiation occurs at the time of Consecration. Transubstantiation means that the bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus.
21. The Consecration occurs when the Priest says the words of Jesus: "This is My Body" ... and "This is My Blood" ... over bread and wine during the Mass.
22. After the Consecration, there is no more bread and wine. There is only the appearance of bread and wine. (See Transubstantiation: CCC 1376)
23. Jesus, as God, is present everywhere. However, when we refer to the *Real Presence*, we are referring to Jesus' substantial, incarnate presence in the Holy Eucharist - Body and Blood, Soul and Divinity - fully God and fully Man.
24. The Holy Eucharist, which is the Real Presence of Jesus, nourishes and strengthens us to follow Jesus. (CCC 1378)
25. Have the students memorize: "The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, under the appearance of bread and wine."
26. The Real Presence is that the whole Christ is truly, really, and substantially present in the Holy Eucharist.
27. The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, fully God and fully Man.
28. Transubstantiation is the term used to describe the unique change of bread and wine into the Body and Blood, Soul and Divinity, of Christ. At the Consecration of the Mass, the substance of bread and wine is changed into the substance of Christ's Body and Blood. (USCCA, Glossary - Transubstantiation, p. 530)
29. The Holy Eucharist, which is truly the Body and Blood, Soul and Divinity of Jesus, under the appearances of bread and wine, is at the center of the Catholic Faith. (CCC 1378-1379)
30. "All [Catholics] who are properly prepared can receive Holy Communion, by which Jesus gradually transforms the receivers into Himself and which leads them to Gospel witness in the world." (USCCA - Glossary - Eucharist, p. 511)
31. Anyone who is aware of having committed mortal sin must receive absolution in the Sacrament of Penance before he / she receives Holy Communion. (CCC 1415)
32. Being properly prepared to receive Holy Communion, means a person must: a) be Catholic; b) be free from mortal sin (i.e. to be in the state of grace); c) have fasted from food and drink for, at least, one hour before receiving Holy Communion; and, d) have the right intention of being united with Jesus Christ.
33. Water and / or medicine do not break the Eucharistic fast. (cf. Canon 919 of the Code of Canon Law)
34. The effects of the Holy Eucharist are: a) It nourishes us with the Body and Blood of Christ; b) unites us more deeply with Christ and His Church; c) transforms us and strengthens us to love and serve one another; d) takes away venial sin; and e) strengthens us against mortal sin. (CCC 1343, 1396)
35. "Jesus instituted the Eucharist on Holy Thursday 'the night when He was betrayed' (cf. 1 Corinthians 11: 23), as He celebrated the Last Supper with His Apostles." (CCC 1137-1140)
36. The Holy Eucharist present in the Church is one way that Jesus keeps His promise: "Know that I am with you always; yes, to the ends of the world". (cf. Matt. 28: 20)
37. Adoration of the Blessed Sacrament includes praying in front of the Tabernacle, Exposition, and at Benediction. The grace from Mass is extended to those who worship and adore Jesus in the Blessed Sacrament.
38. The Mass is offered for those who are in purgatory, so that they may more quickly enter into the glory of heaven. (cf. USCCA, p. 222)
39. Sacramentals are sacred signs (material objects, prayers, or actions) that people use to help themselves and others become holy, e. g. pictures, statues, rosary, holy water, blessed palms, candles, ashes, medals, and crucifixes. (CCC 1667-1678)
40. Have the students distinguish between Sacraments and sacramentals. (CCC 1131, 1667)

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41. The Resurrection is explained as: 'Jesus showed that He was God by rising from the dead'.
42. The Ascension is explained as: 'Jesus ascended to Heaven as King of the Kingdom of God'.
43. Pentecost is explained as: 'The Holy Spirit entered the disciples of Jesus, and the Church was born'.
44. Easter is the most important Christian feast. Some of the symbols associated with Easter are the Paschal Candle, lamb, Easter lily, etc. (CCC 1169)
45. The Easter Duty is the time during Lent or Easter. Every Catholic is expected to confess in the Sacrament of Penance any grave sin he / she has, and is to receive Holy Communion.
46. An explanation of the five liturgical seasons of the Church: Advent, Christmas, Lent, Easter, and Ordinary Time.
47. The symbols of Advent help us to recall important persons and events in Scripture before the birth of Christ. (CCC 524)
48. Have the students memorize the names of the six Holy Days of Obligation and the dates / times they occur. (See Appendix 12)
49. Talk with the students about the importance of perseverance in prayer to overcome difficulties. (CCC 2725-45)
50. Pray, as a class, for the protection of all human life from conception to natural death. (CCC 2258-62)
51. Plan opportunities to deepen the students' appreciation of the Rosary and other Marian devotions. (CCC 2678, 2708; cf. CCC 1674, Glossary)
52. Participate in different kinds of prayers and devotions, e.g. Prayers to Saints, Stations of the Cross, Rosary, Divine Mercy Chaplet, First Friday Devotion, etc. (CCC 1674)
53. Recognize, as witnesses of the Faith, the Saints whose examples we should emulate. (CCC 2683)
54. The four *Last Things* are: Death, Judgment, Heaven, and Hell.
55. Discuss the concept of the 'General Judgment' by Jesus which will occur at the end of the world.
56. Purgatory is a state of purification so that one may enter into heaven.
57. At death, the soul separates from the body.
58. At death, we will be judged by the Lord according to our deeds and adherence to the Gospel. (CCC 1021-1022)
59. At death, Jesus will judge every person for heaven, purgatory, or hell. This is the 'Particular Judgment'.
60. All those who die in God's grace and friendship go to heaven either immediately or after a time of cleansing in purgatory. (CCC 1031)
61. The hope and goal of all human beings should be heaven: eternal life; happiness and love with God, the Blessed Virgin Mary, the angels and all who are in heaven. Heaven is the fulfillment of all of the deepest human longings. Heaven is never-ending happiness. (CCC 1023-1029, 1045)
62. Heaven is eternal life with God; communion of life and love with the Trinity and with all the blessed. Heaven is the state of supreme and unending happiness. Heaven fulfills all of our deepest desires. (CCC 1023)
63. Hell is a reality, and those who die in un-repented mortal sin go to hell. The principal punishment of hell is the pain of loss, which is eternal separation from God, in Whom is all happiness. In addition, the Church teaches that those who are in hell experience the pain of the senses. (CCC 1033-1037; 1861)
64. We intercede with God in prayer on behalf of the dead. (CCC 958)

CHRISTIAN MORALITY / COMMUNITY SERVICE

In Grade Six, the teacher will provide the following *Catechesis*:

1. God made us to know, love, and serve Him in this life, and be happy with Him in heaven. (CCC 1721)
2. We are made in God's image and likeness, with intellect and will (two powers of the soul), and God wants us (does not force us) to live in communion with Him. (CCC 1934)
3. God created human beings with a free will, so that they may choose good and avoid evil.

4. We show respect for all people, because every human being is made in the image and likeness of God. (CCC 225)
5. Virtue is a habitual and firm disposition to do the good. The practice of virtue helps overcome sin.
6. Conscience is a person's inner judgment of an action being good or evil.
7. By using Sacred Scripture and Catholic Church teaching, we must form our conscience well to make correct judgments.
8. The Magisterium (teaching office of the Church) is guided by the Holy Spirit to pass on Jesus' teaching without error and to give a correct interpretation of the Bible.
9. Sanctifying Grace is how we share in God's life, and it is what makes us holy. Sanctifying Grace is, in a sense, our "ticket" to heaven. We must be in a state of grace when we die to go to heaven.
10. We recognize personal sin and selfishness as the cause of local, national, and global injustice. (CCC 1869)
11. Sin is any intentional thought, word, deed, or omission that offends God and degrades the human person. All sin is punished by God.
12. Venial sins weaken the life of grace in the soul, and mortal sins destroy the life of grace in the soul. (CCC 1855, 1861-1863)
13. The way for a person to go to hell is by dying in un-repented mortal sin. (CCC 2023-2024)
14. For a sin to be mortal, there are *three* conditions: (CCC 1857)
 - a. The bad thought, word, or deed must be serious in itself. (CCC 1858)
 - b. One must know the sin is serious. (CCC 1859)
 - c. One must freely choose to commit the sin anyway. (CCC 1859)
15. For a sin to be venial, only *two* of the three conditions for mortal sin are present.
16. Review the doctrine of purgatory, especially how our prayers and sacrifices help the poor souls in purgatory. (Use 2 Maccabees 12:38-46 - from the end of the Old Testament times, and 1 Cor. 3: 15; 1 Peter 1: 7)
17. Repentance and confession take away the eternal punishment due to sin, but the sinner still has to make up for the temporal punishment due to sin by works of penance, charity, or prayer in this life, or through purification in purgatory.
18. Conversion is turning away from sin and toward life in Christ. (CCC 1439)
19. Ultimately, God and His goodness always prevail over sin and evil. (CCC 1432)
20. We are called to strive to overcome evil throughout our lives. (CCC 407-409)
21. We should call upon the Holy Spirit to help us do what is right, especially in difficult times. (CCC 1433)
22. Many aspects of popular culture, including certain magazines, video games, music, television shows, and certain websites, etc. are contrary to the teachings of Christ, and it is to sinful purposely to involve oneself with them. (CCC 909)
23. Habits of selfishness and moral weakness lead to sin. The remedy is to grow in virtue. (CCC 1849)
24. We must love everyone, forgive all who have offended us, and pray for the salvation of all people. (CCC 2258)
25. Identify ways in which individuals, families, and parishes can more fully live out Jesus' command to be welcoming to others.
26. We show respect and obedience for those in legitimate authority. (CCC 2234, 2239)
27. We recognize the dignity of all people, especially those most vulnerable in society, e.g. the unborn, the elderly, the poor, people with special needs, the mentally ill, the sick, etc.
28. We cultivate and nourish the dignity of the human person by explaining how laws that legalize abortion deny the unborn child status as a human person, and treat the unborn child as property, at best.
29. Guide the students in participating in safe and age-appropriate community service activities, supporting life issues, and care for the environment.
30. The Holy Eucharist is the source of living the Christian life and commits us to the poor. (CCC 1324, 1397)
31. The diverse cultural experiences of our Faith strengthen and enrich the Universal Church.
32. Discuss and consider the contribution of Christian art and music to the Church and the world.

Preparation for Confirmation (Grades Five through Seven)

Teach that Confirmation is not necessary for salvation, like Baptism, but that it perfects Baptism, and strengthens those confirmed to make the road to Heaven easier.

Teach that people may receive Confirmation only once because it marks their soul with a sacramental character, and gives them a greater share in the priesthood of Christ.

Teach that Confirmation makes the baptized strong and perfect Christians, giving them all the gifts and graces they need to save their souls.

Teach that Confirmation makes the baptized soldiers of Christ, with the duty to defend the Church against persecution, and their souls against harm from the world, the flesh, and the devil.

Teach that Confirmation gives the baptized the duty to study the Bible and the teachings of the Church, to pray, and to serve the mission of the Church.

Teach that Confirmation gives the baptized the duty to help others to know, love and serve God by explaining the Christian Faith and giving witness to their "life in Christ".

Introduce the Gifts of the Holy Spirit, encourage memorization. (See the Guidelines for Successful Catechesis)

Introduce the Corporal and Spiritual Works of Mercy, encourage memorization. Explain how any baptized Catholic who has attained the age of reason, or anyone who has joined the Church as an adult, and who is able to renew their baptismal promises, may be confirmed.

Explain how, ordinarily, it is the bishop who confirms people by means of prayer, laying on of hands, and anointing with Sacred Chrism, but a priest may also confirm with the bishop's permission.

Teach that Jesus instituted the Sacrament of Confirmation when He sent the Holy Spirit to Mary and the Apostles at the First Pentecost.

Begin preparation for the conferral of the Sacrament of Confirmation.

FORMATION

In Grade Six, the teacher will provide the following Catechesis:

1. Review making the Sign of the Cross with the *right hand* correctly, emphasizing that the words be spoken clearly, especially, "In the name of ..." (CCC 2157, cf. CCC 786). (See Appendix 5)
2. Ways to fold hands during prayer.
3. Pray for the needs of others.
4. Devotion to one's Patron Saint.
5. Review the Nicene Creed. (See Appendix 5)
6. Review the Angelus. (See Appendix 5)
7. Daily practice of the Examination of Conscience.
8. Daily prayer, especially, in morning and evening.
9. Pray in one's own words, *spontaneously*. Help the children to simply 'BE' in God's Presence.
10. Make a genuflection on the *right knee* toward the Tabernacle because Jesus is present there. (CCC 1378 and the Glossary of CCC under Genuflection) As Catholics, we respectfully genuflect toward Jesus in the Tabernacle when entering and leaving church.
11. Bow one's head slightly when hearing or saying the Name of Jesus / Jesus Christ.

12. Devotion to the Holy Spirit.
13. Pray to know one's vocation in life.
14. A devotion to one's Guardian Angel.
15. Proper manner of sitting, standing, and kneeling in church.
16. Quiet and reverence while in church.
17. A proper and regular use of Holy Water - with the *right hand*.
18. Make a genuflection on the *right* knee.
19. Be able to identify the 'features' in a church, vessels, and vestments used for Mass.
20. The liturgical seasons of Advent, Christmas, Lent, Easter, and Ordinary Time.
21. Proper observance of Sunday and Holy Days of Obligation. *(See Appendix 12)*
22. Proper observance of the liturgical season of Lent.
23. An observation of the liturgical celebrations of Holy Week.
24. The different feast days of Jesus, Mary, the Saints, and Angels during the Liturgical Year.
25. Frequent Confession (at least, once a month).
26. The steps for making a good Confession.
27. Say "I'm sorry, forgive me" to anyone offended.
28. Participate fully at Mass by listening to the readings, responding, singing, and with active participation.
29. Proper manner for reading at Mass (whenever this begins in the parish / school).
30. Review the different parts of the Mass, with memorization of the responses.
31. Striking one's breast during the '*Confiteor*' at the words: "I have sinned through my own fault".
32. At the beginning of the Gospel reading, to make a 'cross' with the right thumb on the forehead, lips, and heart - and ask God to be "in my mind, on my lips, and in my heart".
33. Bow or kneel when we say "and became man" in the Creed.
34. How to compose Prayers of the Faithful for Mass.
35. Review the Eucharistic Fast.
36. Preparation for reception of Holy Communion. *(See Appendix 17)*
37. Make an act of reverence before receiving Holy Communion (bow, genuflect, make the sign of the cross or kneel).
38. Proper way to receive Holy Communion on the tongue and in the hand. *(See Appendix 17)*
39. Frequent Communion (at least, every Sunday).
40. Proper manner for serving at Mass (whenever this begins for boys in the parish).
41. Devotion to Mary, especially on Saturday in October and May.
42. The Mysteries of the Rosary (Joyful, Luminous, Sorrowful, and Glorious). *(See Appendix 8)*
43. Make visits to the Blessed Sacrament in the Tabernacle.
44. Familiarity with how to participate at a Benediction Service.
45. Proper use of medals, scapulars, crucifix, holy cards, etc.
46. Obedience to those who have authority to tell others what to do.
47. Tithing in support of the Church and the poor, generally, 10% of one's income and resources.
48. Stewardship of natural resources and material possessions.
49. Proper manner of participating in a Rosary or Wake Service for the deceased.
50. Involvement in pro-life activities.
51. Review the Spiritual and Corporal Works of Mercy. *(See Appendix 10)*
52. Review the Beatitudes. *(See Appendix 10)*
53. Use the steps for good decision-making. e.g. The Boys' Town Model

54. Review the Seven Sacraments, with memorization. (See Appendix 6)
55. Review the Sacraments of Baptism, Penance, and Holy Eucharist, as the Sacraments of Initiation.
56. Review the Sacrament of Confirmation, if students have been confirmed. (cf. Confirmation section above)
57. Review the concept of the Holy Trinity.
58. An encouragement of daily reading from the Bible.
59. The fostering of devotion to the Bible through an Enthronement Service. (See Appendix 19)
60. The practicing of reading the Scriptures for Mass.
61. A familiarity with the books of the Bible.
62. How to look up a passage in the Bible.

PRAYERS TO LEARN

In Grade Six, the teacher will provide the following Catechesis:

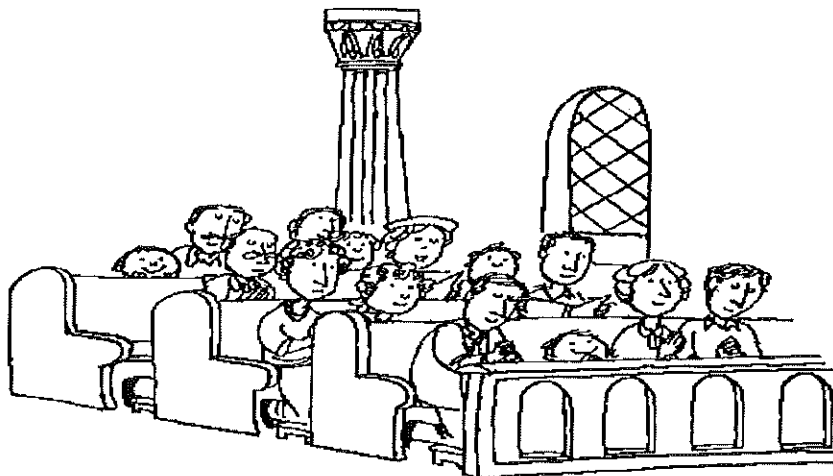
1. Review the prayers of all previous grades. (See Appendix 5)
2. The Way of the Cross.
3. Prayer to the Holy Spirit
4. The formula to use in the Sacrament of Penance: (CCC 1450-1460)

At the beginning: *Bless me, Father, I have sinned. My last confession was _____.*
My sins are _____ (the penitent states the sins). *I am sorry for my sins.*
 The priest talks and gives a penance.
 The penitent makes an *Act of Contrition*.
 The priest gives absolution.
 Priest: *"Give thanks to the Lord for He is good."*
 Penitent: *"His Mercy endures forever."*
 Priest: *The Lord has freed you from your sins. Go in peace."*
 Just prior to leaving the confessional, the penitent says: *"Thanks be to God."*

92 Questions

(Review all 92 Questions.)

Religion Clock (found in *Guidelines for Successful Catechesis*).



SOCIAL STUDIES CURRICULUM - SIXTH GRADE

UNIT 1 STUDYING THE EARTH

- A. Learning about Earth's Geography. The students will be able to:
 - 1. Describe the purpose and scope of geography and list the main topics that geography studies.
 - 2. Define environment and list some of its key features and distinguish between weather and climate.
 - 3. Identify different types of natural resources and distinguish between renewable and nonrenewable resources.
 - 4. Locate the earth's continents on a map and find points on a map using latitude and longitude.
- B. Learning about Early People. The students will be able to:
 - 1. Recognize that people around the world have common needs and describe the different ways that people meet their needs.
 - 2. List the achievements of the world's earliest peoples and explain how specialization developed during the New Stone Age.
 - 3. Define technology and explain how it changed during the New Stone Age.
 - 4. Recognize the different ways in which knowledge of the past is obtained and reading time lines.

UNIT 2 THE BEGINNINGS OF CIVILIZATION

- A. Ancient Egypt. The students will be able to:
 - 1. Describe how the geography of the Nile River helped the ancient Egyptians and explain the importance of irrigation to farming in ancient Egypt.
 - 2. Identify the important events that led to the rise of ancient Egypt and recognize the absolute power exercised by Egypt's pharaohs.
 - 3. List the chief religions and beliefs of ancient Egyptian religion.
 - 4. Interpret information contained on a historical map.
- B. The Fertile Crescent. The students will be able to:
 - 1. Describe similarities and differences between Mesopotamia and the Nile valley.
 - 2. Outline the ways the people of Mesopotamia achieved civilization.
 - 3. Explain how the Code of Hammurabi contributed to civilization.
 - 4. Describe how the religion of the ancient Hebrews differed from other religions of the Middle East.
- C. Ancient India and Ancient China. The students will be able to:
 - 1. Describe the peoples of the Indus River Valley and the Huanghe Valley and how they created rich civilizations, one of which, the Chinese, lives on

- today.
2. Distinguish between the Chinese method of writing and the English alphabet.

UNIT 3 ANCIENT EUROPE

- A. Ancient Greece. The students will be able to:
 1. Explain why the sea was important to the early Greeks.
 2. List the important contributions of Athens to civilization and the key differences between Athens and Sparta.
 3. Describe the legacy of ancient Greece in government, religion, literature, sports, the theater, and philosophy.
 4. Describe how Alexander the Great preserved and extended the legacy of Greece and locate the regions Alexander conquered on a historical map.
- B. Ancient Rome. The students will be able to:
 1. Describe the chief geographic features of the Italian peninsula.
 2. List events that contributed to the rise of Rome and explain how Rome's government and rulers helped create a vast empire.
 3. Define and explain the Pax Romana.
 4. Outline the basic teachings of Christianity and describe how the emperor Constantine contributed to the spread of Christianity.

UNIT 4 GROWTH OF EUROPE

- A. The Middle Ages. The students will be able to:
 1. Describe Europe's main geographic features and how people lived in the Middle Ages.
 2. List the important accomplishments of Charlemagne and the contributions of the Christian Church during the Middle Ages.
 3. Outline the major changes that occurred in the economy of Europe during the Middle Ages.
 4. Describe the events leading to the creation of the Magna Carta and discuss the key contribution of this document to the evolution of democracy.
- B. The Renaissance. The students will be able to:
 1. List ways in which the Renaissance influenced European culture.
 2. Define the Reformation and the changes brought about in Europe.
 3. Explain the Reformation's effect on the Catholic Church and the role of printing in the spread of Luther's ideas.
 4. Explain the key change brought about by the English Bill of Rights and its relationship to the American Constitution.

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- C. The Age of Discovery. The students will be able to:
1. Explain why Europeans wanted to find new sea routes and the role Marco Polo played in stimulating European interest in exploration.
 2. Outline the contributions and discoveries of Henry the Navigator, Bartholomeu Dias, Vasco da Gama, and Christopher Columbus.
 3. Describe changes in technology that enabled navigators to sail greater distances.
 4. Describe the contribution of Galileo's telescope to the advancement of science and describe the scientific method and explain its importance.

UNIT 5 MODERN EUROPE AND THE SOVIET UNION

- A. Two Revolutions change Europe. The students will be able to:
1. Describe the changes in England brought about by the Industrial Revolution.
 2. List three important inventors and describe how their inventions increased production.
 3. Define "middle class" and "working class" and relate them to the Industrial Revolution.
 4. Name the three main social classes of France at the time of the French Revolution and the causes of unrest of 1789 in France.
 5. Describe Napoleon's rise to power and his impact on the rest of Europe.
- B. The Soviet Union. The students will be able to:
1. Identify the main geographic features of the Soviet Union and describe the major ethnic groups of the Soviet Union.
 2. Identify the Vikings and the Mongols.
 3. List the achievements of Ivan the Great, Peter the Great, Catherine the Great and Alexander II.
 4. Describe changes in government and daily life in Russia that resulted from the Revolution.
 5. Identify the main ideas of Karl Marx and describe the use that Lenin made of them.
 6. Define "communism" and "totalitarian state" and describe Stalin's impact on the Soviet Union.
- C. Modern Europe. The students will be able to:
1. Define "nationalism" and describe how it contributed to World War I.
 2. Describe the events leading to the Nazi rise to power in Germany and identify the two alliances in World War II.
 3. Define the Holocaust and identify its victims.
 4. Outline the history of Europe following World War II and explain the origin of the United Nations.

UNIT 6 MIDDLE EAST AND NORTH AFRICA

- A. The Middle East and North Africa long ago. The students will be able to:
 - 1. Identify the main geographic features of the Middle East and North Africa and explain why North Africa is considered to be part of the Middle East.
 - 2. Describe how Islam united the people of the Middle East and North Africa.
 - 3. List the main events in the life of Mohammed and the most important beliefs of Islam.
 - 4. Describe the legacy of Islamic civilization.
- B. The Middle East and North Africa today. Students will be able to:
 - 1. Explain how nationalism affected the growth of nations in the region and how the end of the Ottoman Empire led to the creation of new nations.
 - 2. Name three persons who helped create new nations in the Middle East and describe their accomplishments.
 - 3. Define "zionism" and explain how it led to the creation of Israel.
 - 4. List reasons that the Middle East and North Africa have become a major focal point for the world and the impact oil has on the economies.
 - 5. Identify reasons for the conflict between Israel and Palestinians.

UNIT 7 AFRICA SOUTH OF THE SAHARA

- A. Great Africa kingdoms. The students will be able to:
 - 1. Identify the most important geographical features of Africa and name the three main vegetation zones of Africa.
 - 2. Name two things that Kush learned from the Egyptians and how Ethiopia was able to develop its own type of Christianity.
 - 3. Describe what caused trade to flourish in West Africa between A.D. 300 and 1600.
 - 4. Identify the three main kingdoms of West Africa.
 - 5. Define "Swahili".
- B. Modern Africa. The students will be able to:
 - 1. Outline the development of the European slave trade to Africa and contrast it with other forms of slavery.
 - 2. Define "imperialism" and list the major reasons that Europeans became involved in overseas expansion.
 - 3. Name important African leaders in the struggle for independence and their major accomplishments.
 - 4. Define "apartheid" and how it has been enforced.

UNIT 8 SOUTH ASIA, CHINA, JAPAN, AND KOREA

- A. South Asia. The students will be able to:
 - 1. Describe the different environments in which the

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- people Southern Asia developed their ways of life.
2. Outline the growth of two major religions in India and list the main teachings of Buddhism.
 3. Describe how foreign influences changed Indian civilization.
 4. List common difficulties and challenges faced by the nations of Southern Asia.
- B. China. The students will be able to:
1. Identify the main geographic features of China and identify the great landmarks of Chinese civilization.
 2. List the main teachings of Confucius and describe their impact on Chinese civilization.
 3. Describe the Opium War's impact on China.
 4. Outline the contributions of Sun Yat-sen, Chiang Kai-shek, and Mao Zedong to the rise of modern China.
 5. Outline the changes that have occurred in China since the Communists took power.
 6. Describe the events in Tianemen Square in June 1989.
- C. Japan and Korea. The students will be able to:
1. Compare and contrast the geography of Japan and Korea.
 2. List the things that Japan borrowed from China.
 3. Describe Japan's transformation from an isolated farming country into a world power.
 4. Explain how Korea developed in the shadow of powerful neighbors and the influence of Buddhism on Korean culture.
 5. Explain why Japan and Korea experienced "economic miracles".

UNIT 9 SOUTHEAST ASIA, OCEANIA AND AUSTRALIA

- A. Southeast Asia. The students will be able to:
1. Explain why Southeast Asia has become a "crossroads of the world" and the importance of natural waterways to Southeast Asia's rivers.
 2. Describe how China and India influenced Southeast Asia.
 3. Describe how Islam became the major religion of the Malay peninsula and the Indonesian archipelago.
 4. Outline the European, Japanese, and American impact on the people of Southeast Asia and what life is like today.
 5. Outline the modern history of Vietnam.
 6. Identify key leaders in modern Philippine history.
- B. Australia and Oceania. The students will be able to:
1. Describe the main geographic features of Australia and Oceania.
 2. Identify the first settlers of Australia and Oceania and list the important explorers of the South Pacific..
 3. Describe how the British government settled Australia.
 4. Name the major islands of Oceania and describe how

- they became nations.
5. Describe how people live in Australia and Oceania today.
 6. List three important elements in the Australian economy and contrast modern and traditional ways of life in Oceania.

UNIT 10 PEOPLE OF THE WORLD TODAY

- A. The world today. The students will be able to:
 1. Distinguish between governments that have absolute power and those that are controlled by the people.
 2. Define "dictatorship" and give examples of it throughout history.
 3. Recognize one-party rule as a key feature of communism.
 4. Define "monarchy, constitutional monarchy, democracy, republic-traditional, socialist, and capitalist and list key features.
 5. Define standard of living and explain how it is measured.
- B. Challenges for the future. The students will be able to:
 1. Define the terms "acid rain" and "pollution" and demonstrate ways in which people can protect and conserve the earth's resources.
 2. Outline how the nations of the world are working together to meet the challenges of tomorrow.
 3. Explain how modern telecommunications have abolished "distance".
 4. Outline key contributions of the United Nations to the resolution of such problems as war and poverty.
 5. Explain the importance of trade in promoting cooperation among nations.

UNIT 11 MAP SKILLS

- A. Globes. The students will be able to:
 1. Locate the hemishperes, continents and the equator on a globe.
 2. Use lines of longitude and latitude to locate countries, cities, and landforms.
 3. Locate the prime meridian on the globe and tell what it is used for.
- B. Maps. The students will be able to:
 1. Explain the differences between maps and globes and the usefulness of each.
 2. Be able to find the cardinal and intermediate directions on a map.
 3. Demonstrate how to use the scale on a map.
 4. Demonstrate how to use the symbols in a legend.
 5. Identify different kinds of maps and tell what they portray: political, physical, landform, grid, and distribution.

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 3. Recognize one-party rule as a key feature of communism.
 4. Define MONARCHY, CONSTITUTIONAL MONARCHY, DEMOCRACY, REPUBLIC TRADITIONAL, SOCIALIST AND CAPITALIST and list key features.
 5. Define standard of living and explain how it is measured.

- B. Challenges for the Future Students will be able to:
1. Define the terms ACID RAIN and POLLUTION and demonstrate ways in which people can protect and conserve the earth's resources.
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 5. Explain the importance of trade in promoting cooperation among nations.

SIXTH GRADE CURRICULUM

LIFE SCIENCE

- I. Cells
 - A. Animals
 - B. Plants
 - C. Mitosis
 - D. Single celled organisms
 - E. Bacteria/Viruses
- II. Adaptations
 - A. Animals
 - B. Plants
- III. Biomes
 - A. Tundra
 - B. Taiga
 - C. Deciduous forests
 - D. Tropical forests
 - E. Grasslands
 - F. Desert
 - G. Wetlands
 - H. Aquatic
 - I. Groundwater

PHYSICAL SCIENCE

- I. Matter
 - A. Atoms
 - B. Molecules

- C. Elements
- D. Compounds
- E. Physical and chemical changes
- F. Acids and Bases
- II. Energy
 - A. Electricity
 - 1. Magnetism
 - 2. Static
 - 3. Current
 - B. Sound
 - C. Light

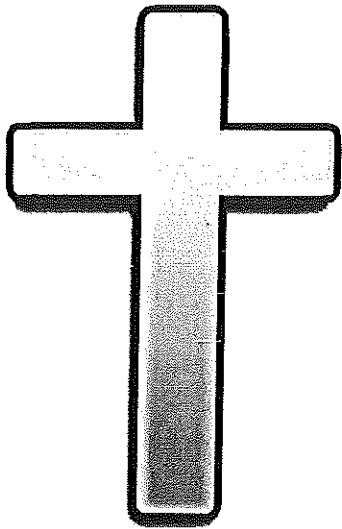
EARTH SCIENCE

- I. Earthquakes
 - A. Plate tectonics
 - B. Ring of fire
 - C. Mountain building
- II. Volcanoes
 - A. Inside the Earth
 - B. Types of volcanoes
- III. Weather
 - A. Weather instruments
 - B. Forecasting the weather
- IV. Space Exploration
 - A. Telescopes, satellites, probes
 - B. Rockets
 - C. Astronauts

HUMAN BODY

- I. Body Wellness

Catholic City Schools of Lincoln, NE



Curriculum for Language Arts Education

The Mission of the Catholic School System of the Diocese of Lincoln is to form students spiritually, intellectually, emotionally, socially, and physically, in partnership with parents, and in harmony with the specific gifts given by God to each student. In order to fulfill this mission, these schools are committed to integrating the best programs and means of education with Catholic faith and moral values.

Updated: May 2016

6th Grade



LA.6.1 Reading: By working to their highest God-given potential, students will learn and apply reading skills and strategies to comprehend text.

LA.6.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
LA.6.1.2	Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level. Mastered in Grade 1 and blended with other skills at this grade level.</i>
LA.6.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
LA.6.1.3.a	Know and apply phonetic and structural (e.g. Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA.6.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA.6.1.4.a	Use reading strategies to persevere through text of increasing length and/or complexity.
LA.6.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.6.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
LA.6.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning and of unknown words.
LA.6.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situation.
LA.6.1.5.e	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.
LA.6.1.5.f	Verify meaning and pronunciation of words or phrases using reference materials.

LA.6.1.6	Comprehension: Students will construct meaning by using prior knowledge, including Catholic values and viewpoints, and text information while reading Scripture, grade-level literary and informational text.
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|------------|---|
| LA.6.1.6.a | Analyze text to determine author's purpose(s) and describe how author's perspective influences text through the use of the following genres: fiction, non-fiction, historical fiction, biography, autobiography, mysteries, fantasy, fables, myths and various kinds of poetry. |
| LA.6.1.6.b | Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme, as well as make a moral judgement given character, setting and situation. |
| LA.6.1.6.c | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, assonance, consonance, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood). |
| LA.6.1.6.d | Summarize and analyze a literary text and/or media, using key details to explain the theme. |
| LA.6.1.6.e | Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. |
| LA.6.1.6.f | Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. |
| LA.6.1.6.g | Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational text (e.g., biographies, subjective vs. objective, fact and opinion, primary and secondary sources, connotative, denotative, exaggerated, and metaphorical language). |
| LA.6.1.6.h | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, international and faith-based perspective, including myths, legends, and folktales. |
| LA.6.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources (including flashbacks and foreshadowing). |
| LA.6.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion). |
| LA.6.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. |

- LA.6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- LA.6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA.6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA.6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA.6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



LA.6.2 Writing: By working to their highest God-given potential, students will learn and apply writing skills and strategies to communicate.

LA.6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA.6.2.1.a Use prewriting activities and inquiry tools to repeatedly generate ideas, organize information, guide writing, and answer questions.
- LA.6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA.6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims and theses.
- LA.6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA.6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA.6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA.6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA.6.2.1.h Proofread and edit writing repeatedly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

- LA.6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA.6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA.6.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA.6.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes.
- LA.6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA.6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA.6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA.6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



LA.6.3 Speaking and Listening: By working to their highest God-given potential, students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA.6.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA.6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA.6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA.6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA.6.3.1.d Convey a perspective with clear reasoning and support.
- LA.6.3.1.e Ask pertinent questions to acquire or confirm information.
- LA.6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA.6.3.2 Listening: Students will develop and demonstrate active listening skills during Mass and across a variety of situations.

- LA.6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA.6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA.6.3.2.c Complete a task following multi-step directions.

LA.6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

- LA.6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA.6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA.6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- LA.6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA.6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



LA.6.4 Multiple Literacies: By working to their highest God-given potential, students will apply information fluency and practice digital citizenship.

LA.6.4.1 Information fluency: students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA.6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA.6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA.6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA.6.4.2 Digital citizenship: Students will practice the norms of appropriate and responsible technology use.

LA.6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA.6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



LA.6.5 Grammar: By working to their highest God-given potential, students will learn, demonstrate and apply various elements of grammar in their written work.

LA.6.5.1	Elements of Grammar
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LA.6.5.1.a Apply knowledge of the different characters and types of sentences (declarative, imperative, interrogative and exclamatory) and sentence structure (simple and compound).

LA.6.5.1.b Identify and use appropriately the various parts of sentences: simple, complete and compound subjects; simple, complete and compound predicates; understood subject; inverted order of subject and predicate; predicate nouns (predicative nominatives) and predicate adjectives and predicate pronouns; direct and indirect objects, interrupted order of subject and predicate; prepositional phrases, independent clauses; subordinate clause

LA.6.5.1.c Identify and use appropriately the various parts of speech

LA.6.5.1.c.1 Nouns: definition; singular, plural, possessives, common, proper, collective, abstract, concrete, compound, appositives; nominative case, objective case, and possessive case.

LA.6.5.1.c.2 Verbs: definition; action; linking; main; auxiliary; verb phrases; regular and irregular; forms of be, do, have; contractions; present, tenses (present, past, future and perfect); principal parts

LA.6.5.1.c.3 Pronouns: definition; personal first, second and third person; singular and plural; subject, objective, and possessive case; antecedents; indefinite; interrogative; demonstrative; reflexive and intensive; relative

LA.6.5.1.c.4 Adjectives: definition; proper; forms of comparison; articles; demonstrative adjectives; prepositional phrases as adjectives

LA.6.5.1.c.5 Adverbs: definition; forms of comparison; negative; prepositional phrases as adverbs

LA.6.5.1.c.6 Prepositions: definition; in phrases; objects of prepositions; prepositional phrases as modifiers

LA.6.5.1.c.7 Conjunctions: definition; coordinating; correlative; subordinating

LA.6.5.1.c.8 Interjections: definition; punctuation

LA.6.5.1.d Demonstrate correct usage of grammar and sentence structure when writing.

LA.6.5.1.d.1 Sentence Usage: fragments and run-ons

- LA.6.5.1.d.2 Verb Usage: subject-verb agreement and avoiding unnecessary tense shifts
- LA.6.5.1.d.3 Pronoun Usage: agreement with antecedents; clear antecedents; using *we* and *us* with nouns; avoiding double subjects, avoiding *them* as a demonstrative pronoun; choosing the correct demonstrative pronoun; pronouns and contractions; pronouns and homophones; possessive, indefinite, interrogative pronouns; reflexive and intensive pronouns
- LA.6.5.1.d.4 Adjective/Adverb Usage: choosing between adjectives and adverbs; forms of comparison; irregular adjectives and adverbs; choosing the correct article; correct placement; avoiding double negatives
- LA.6.5.1.d.5 Preposition Usage: choosing the correct preposition and placements of prepositional phrases
- LA.6.5.1.d.6 Conjunction Usage: correct placement
- LA.6.5.1.d.7 Problem words: accept and except; affect and effect; are and our; its and it's; your and you're; bad and badly; good and well; real and really; beside and besides; from and off; in and into; lie and lay; like and as
- LA.6.5.1.e Demonstrate proper mechanics in their writing.
- LA.6.5.1.e.1 Capitalization: proper nouns and adjectives; first word of direct quotation, sentence, line of poetry; abbreviations; titles of people, initials, family titles; titles of books, poems, stories, reports, outlines, songs, articles, magazines, chapters; first word of greeting and closing in letters; first word of main topic and subtopic in outlines
- LA.6.5.1.e.2 Punctuation: in bibliographic reference; periods, after appropriate sentences and abbreviations; question marks after interrogative sentences; exclamation marks after exclamatory sentences and interjections; apostrophes to show possession and in contractions; commas after greeting and closing in friendly letters, separating day and year, city and state, in a series, in direct address, after introductory words, after interjections, to set off interruptions, with appositives, in compound sentences, with non-essential phrases and clauses, in complex sentences; quotation marks with other punctuation; colon; semi-solon; hyphen, dash, parentheses
- LA.6.5.1.f Demonstrate evidence of good composition in written work.
- LA.6.5.1.f.1 Sentences: combining/varying sentence structure, varying length or improving, expanding, using exact words in writing
- LA.6.5.1.f.2 Paragraph Types: descriptive, prayer, narrative/personal narrative, expository (comparison and contrast, cause and effect, instructions), explanatory, stories, letters (friendly, business), reports (books, first hand, research), newspaper story, journal entry, poetry, biography
- LA.6.5.1.f.3 Writing Process: pre-writing (brainstorming, making lists, discussing, choosing a topic, establishing purpose and audience, taking notes, interviewing, outlining); checking worthiness of topic; writing a first draft; revising (adding details, using more exact and descriptive vocabulary, changing order, adding dialogue, new beginnings and

endings, varying sentence length and structure, using a thesaurus); proof-reading (checking spelling, mechanics, grammar, usage, penmanship (in ink), or computer print readability); publishing or displaying (handing in a neat fashion)

LA.6.5.1.f.4

Writing Skills: forming and indenting paragraphs; developing a topic sentence; main idea in a paragraph and use of supporting details; order in a paragraph and organizing a paragraph from an outline; using transitional expressions; writing a good title; using dialogue; using sense words, exact words, descriptive language; developing the plot, setting, characters, maintaining point of view; stating and supporting an opinion and ordering reasons; finding information; finding a topic and narrowing it; taking notes and preparing an outline; addressing envelopes; writing definitions

LA.6.5.2

Diagramming: Students will diagram sentences that contain the following: subject, verbs, articles, compound subjects, compound verbs, adjective modifiers, adverb modifiers, direct objects, subjective complements, prepositional phrases, appositives, indirect objects, predicate nouns and predicate adjectives.



LA.6.6 Handwriting: By working to their highest God-given potential students will demonstrate the use of cursive writing.

LA.6.6.1

Written Work: Students will use cursive for all written work that is turned in.

LA.6.6.2

Reading: Students will demonstrate a basic knowledge of cursive through reading written cursive work.

LA.6.6.3

Ongoing maintenance of cursive will be manifest through instruction within the classroom setting.



LA.6.7 Spelling: By working to their highest God-given potential students will identify and use basic spelling patterns.

Refer to appendix A.

LA.6.7.1

Auditory Discrimination: rhyming words, dictated sentences

LA.6.7.2

Visual Discrimination: letter sequencing, word parts

LA.6.7.3	Vocabulary: analogies, synonyms, antonyms, phonemes, etymologies, foreign root words and expressions, challenge words
LA.6.7.4	Context Clues: phrase clues; phrase, sentence and paragraph completion
LA.6.7.5	Dictionary Skills: alphabetizing, base words, use of guide words, word meanings
LA.6.7.6	Mechanics: capitalization and punctuation
LA.6.7.7	Proofreading
LA.6.7.8	Writing



LA.6.8 Study Skills

Students will demonstrate proper use of study skills.

LA.6.8.1	Use of library and internet
LA.6.8.1.a	Use of reference books, encyclopedias, Catechism
LA.6.8.1.b	Organization of library/internet access
LA.6.8.1.c	Card catalog (electronic) and call numbers
LA.6.8.1.d	Use of dictionary and index
LA.6.8.2	Obtaining and organizing information
LA.6.8.2.a	Reading maps
LA.6.8.2.b	Using diagrams, tables, graphs, charts
LA.6.8.2.c	Knows parts of a book: title page, table of contents, copyright page, appendices, bibliography, glossary, index
LA.6.8.2.d	skimming and scanning
LA.6.8.2.e	classifying and making analogies
LA.6.8.2.f	planning and researching a report
LA.6.8.2.g	recognizing propaganda
LA.6.8.2.h	summarizing
LA.6.8.2.i	taking tests
LA.6.8.2.j	evaluating resources from an academic, intellectual and spiritual viewpoint

MATH CURRICULUM

Math...

Students are to write their own story problems.

GOAL I: COUNTING AND PLACE VALUE

DEVELOP

- B5. Write number in expanded notation for numbers in standard form and vice versa.

MASTER

- A8. Change Roman numerals to standard form and vice versa up to thousands.

GOAL II: PROBLEM SOLVING AND APPLICATIONS

INTRODUCE

- B1. Solve interest problems.
B3. Find a rate or a unit rate.
B4. Solve a proportion.
B5. Solve problems involving rate, time, and distance.

DEVELOP

- A1. Add, subtract, multiply or divide to solve word problems.
A2. Solve word problems involving fractions, mixed numbers, factoring, decimals, or percents.
A4. Solve problems with sufficient information or unnecessary information; or determines if an answer is reasonable
B2. Write ratios as fractions.

GOAL III: WHOLE NUMBERS

INTRODUCE

- D5. Divide a 3-to-6-digit number by a 3-digit number with or without a remainder
E4. Recognize and use distributive property.

DEVELOP

- C5. Multiply a 3-or-4-digit number by a 3-digit number.
D4. Divide a 2-to-6-digit number by a 2-digit number with or without a remainder.
E1. Recognize and use identity property.
E3. Recognize and use associative property.

MASTER

- A9. Add two or three 3-to-6-digit numbers with regrouping.
B6. Subtract 3-to-6-digit numbers with regrouping.
C4. Multiply a 3-digit number by a 2-digit number.

MASTER

- D1. Know division facts to 144.
- D3. Divide a 3-to-6-digit number by a 1-digit number with or without a remainder.
- E2. Recognize and use commutative property.

GOAL IV: ESTIMATION

DEVELOP

- A1. Estimate a sum, difference, product, or quotient of two whole numbers.
- A2. Estimate a sum, difference, product, or quotient of two decimals or of a whole number and a decimal.

GOAL V: MEASUREMENT

DEVELOP

- B4. Estimate measures using English units.
- B5. Estimate measures using metric units.
- B6. Convert units of measure, e.g. meter to cm. to mm., and yds. to ft. to in.

MASTER

- A6. Understand appropriate metric units for linear measurement.
- A7. Understand appropriate metric units for liquid measurement.
- A8. Understand appropriate metric units for mass measurement.
- A9. Know and understand terms associated with measurement.

GOAL VI: GEOMETRY

INTRODUCE

- C1. Measure and draw angles.
- D2. Find the area and circumference of a circle.
- D4. Find the sum of the angles in a triangle or a polygon.
- D6. Find the surface area of geometric solids.
- D7. Find the volume of geometric solids.

DEVELOP

- A1. Learn types of polygons.
- A2. Learn geometric terms.
- B2. Identify points, line segments, angles, rays, planes, parallel lines, parallel planes, perpendicular lines, or perpendicular planes.
- B3. Identify special angles.
- B6. Identify points and lines of symmetry.
- B8. Identify congruent shapes.
- B9. Identify similar shapes.
- D5. Find the area of geometric shapes.
- D7. Find the volume of geometric solids.

MASTER

- B4. Classify triangles, special quadrilaterals, and regular polygons.
- B5. Identify spheres, rectangular boxes, cubes, cones, cylinders, pyramids, or prisms.
- D1. Find the perimeter of a polygon.

GOAL VII: FRACTIONS

DEVELOP

- A4. List the multiples of a number and find the least common multiple of two numbers.
- A5. Find the factors of a number.
- A6. Determine if a number is prime or composite, and write the prime factorization of a number.
- A7. Find the greatest common factor of two numbers.
- A10. Compare two fractions or mixed numbers with unlike denominators.
- A11. Write a mixed number as a fraction.
- A12. Write a fraction as a mixed number.
- B2. Add fractions with like denominators with regrouping.
- B4. Add fractions with unlike denominators with regrouping.
- B5. Add mixed numbers with like or unlike denominators with regrouping.
- C2. Subtract fractions with unlike denominators.
- C3. Subtract mixed numbers with unlike denominators with no regrouping.
- C4. Subtract a fraction or a mixed number from a whole number.
- C5. Subtract mixed numbers with unlike denominators.
- D1. Find the fractional part of a whole number.
- D2. Multiply a whole number and a fraction.
- D3. Multiply two fractions.
- D4. Multiply a mixed number by a fraction, whole number, or another mixed number.
- D5. Recognize and use inverse property.
- E1. Find the reciprocal of a fraction and relate division by a whole number to multiplication by its reciprocal.
- E2. Divide a whole number by a fraction.
- E3. Divide a fraction by a fraction.
- E4. Divide a mixed number by a fraction.
- E5. Divide a fraction or mixed number by a whole number.
- E6. Divide a mixed number or a whole number by a mixed number.

MASTER

- A8. Write the simplest form of a fraction.
- A9. Compare two fractions with like denominators.
- B1. Add fractions with like denominators with no regrouping.
- B3. Add fractions with unlike denominators with no regrouping.
- C1. Subtract fractions with like denominators.

GOAL VIII: DECIMALS

INTRODUCE

- E3. Write a fraction as a terminating decimal, repeating decimal.

DEVELOP

- A4. Round off decimals.
- A5. Compare decimals.
- B1. Add decimals to decimals.
- B2. Add decimals to whole numbers.
- C1. Subtract decimals from decimals.
- C2. Subtract decimals from whole numbers.
- D1. Multiply a decimal by a whole number.
- D2. Multiply two decimals.
- E1. Divide a decimal by a whole number.
- E2. Divide a whole number or a decimal by a decimal.

MASTER

- A1. Read and write decimals.
- A2. Write a fraction or mixed number with denominators.
- A3. Write a decimal as a fraction or a mixed number.

GOAL IX: PERCENTS

INTRODUCE

- A1. Write fractions with denominators of 100 as percents.
- A2. Write decimals as percents.
- A3. Write percents as fractions or decimals.
- A4. Find a percent of a number.
- A5. Find the percent one number is of another.
- A6. Find a number if the percent of the number is known.
- A8. Understand the relationship between fractions, decimals, and percents.

GOAL X: GRAPHS AND CHARTS

INTRODUCE

- A5. Interpret a scale drawing.
- A7. Write the ordered pair for a point or name the point for an ordered pair.
- B3. Graph ordered pairs.

DEVELOP

- A1. Interpret a number line.
- A3. Interpret a table or a chart.
- A4. Interpret a bar graph, pictograph, or line graph.
- A6. Interpret a circle graph.
- B1. Construct a graph or chart from given data.
- B2. Collect data and construct appropriate type of graph or chart.

GOAL XI: CONSUMER MATH

INTRODUCE

- A3. Solve discount and sales tax problems.

DEVELOP

- A1. Round amounts of money to the nearest dollar.
- A4. Solve problems involving price comparisons and cost analysis.

MASTER

- A2. Add, subtract, multiply, or divide with money.

GOAL XII: PROBABILITY AND STATISTICS

INTRODUCE

- A1. Find the probability of an outcome.
- A2. Know terms associated with probability.

GOAL XIII: ALGEBRA

INTRODUCE

- A1. Know terms associated with Algebra.
- A2. Find the square root of a number.
- A11. Simplify an expression.

DEVELOP

- A9. Compare, add, subtract, multiply, or divide two rational numbers.
- A10. Understand the order of operations.

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Grade 6

I. Word Skills

- A. Use vocabulary
- B. Identify word relationships
- C. Use affixes
- D. Use context clues

II. Comprehension

- A. Identify elements of fiction
- B. Identify elements of nonfiction
- C. Make judgments
- D. Interpret information
- E. Recognize logical relationships
- F. Distinguish fact and nonfact

III. Study Skills

- A. Use reference sources
- B. Use content-area texts (introduction, foreword, bibliography)
- C. Organize and recall information

Literature

Island of the Blue Dolphins

Journey Home

Jump Ship to Freedom

Summer of the Swans

T. Edison, Great American Inventor

O'Dell, Scott

Uchida, Yoshiko

Collier, James Lincoln

Byars, Betsy

Egan, Louise

