

GRADE 6 RELIGION EXIT EXPECTATION BOXES

CREEDAL CHURCH

- *Understands the basic concepts of the Creed*
- *Recognizes that God is the creator of all life, and God creates every human being for eternal life*
- *Understands the creation stories as theologically true stories but not necessarily rooted in history or science*
- *Recognizes that the Old Testament prophets proclaimed redemption, purification and salvation according to God's plan*
- *Knows that the Old Testament covenants find their culmination in Christ*
- *Articulates what the Church means by Trinity*
- *Is able to relate "Body of Christ" and "People of God" to Church*
- *Can explain Incarnation, Resurrection, Redemption and connect them to feasts and seasons of the Church Year*
- *Understands role of Mary and saints as models for holiness*
- *Recognizes the diversity of ministry in the Church*
- *Articulates the difference between Scripture and Tradition*
 - *Articulates the difference between Old and New Testament*
 - *Understands the Bible's role in the Church*
 - *Recognizes different literary forms in the Bible: fable, parable, myth, hymn, law, poetry, prophetic writing, narratives, faith history, etc.*
 - *Recognizes stories in previous grade levels and can identify their literary forms*
 - *Knows terms: covenant and genealogy (family faith tree) – Covenant with Abram (Genesis 15)*
 - *Identifies and can retell the following stories*

LITURGY/SACRAMENT

- *Grows continually in understanding of the symbolic actions in the sacraments*
- *Connects the seven sacraments with life experiences*
- *Knows that liturgical prayer includes celebrations of the sacraments, Liturgy of the Hours and the Mass*
- *Participates in Sunday Eucharist, Reconciliation, seasonal rituals of the Church and prayer services*
- *Recognizes that the Mass always celebrates the Paschal Mystery and sometimes celebrates the solemnities, feasts and memorials of Mary and the saints*
- *Understands the liturgical year with special emphasis on Lent and the Triduum*
- *Understands the Eucharist as both a*

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MORAL LIFE

- *Knows that, as a Temple of the Holy Spirit, each Christian is called to be a saint*
- *Relates the Ten Commandments, the Two Great Commandments and the Beatitudes to life experiences*
- *Shows respect for body, self and others*
- *Articulates how prejudice and injustice are social sins*
- *Demonstrates problem solving to effect positive change in school, neighborhood and world*
- *Appreciates the value of humility and fidelity as lived out in the daily life of a Christian*
- *Contributes to class outreach projects and recognizes the importance of service in the Christian life*
 - *Describes ways in which the prophets and saints are models for one's own life – Prophets as moral leaders (Amos 5:10-12, 21-24, 8:4-6, Isaiah 1:23, 3:12-15, Isaiah 13-15, Micah 6:1-4, 8, Jeremiah 19:3-4)*
 - *Accepts consequences for choices made – Adam and Eve (Genesis 3)*
- *Shows respect for other people's feelings and needs**
- *Is growing in acceptance and understanding of self as indicated by interactions with others**
- *Understands that delayed gratification is a sign of growing in maturity**
- *Practices the virtues of charity, honesty, respect*

CHRISTIAN PRAYER

- *Prays the prayers of the Church previously learned*
- *Recognizes Abraham as a model of prayer, especially faith*
- *Prays the psalms as personal and communal prayer*
- *Meditates by engaging in thought, imagination, emotion and desire*
- *Prays in adoration, recognizing that we are*

6TH GRADE LANGUAGE ARTS EXIT EXPECTATIONS BOXES

Pre/During Reading

READING STRATEGIES

- *Activate background knowledge through a variety of communication styles (ex. Listening discussion, dialogue, multi-media)*
- *Predict and infer logically and realistically to aid in pre-reading with some assistance*
- *Identify purpose for reading using various genres (fiction and nonfiction)*

WORD DEVELOPMENT

- *Identify and use vocabulary appropriately prior to reading story*

TYPES OF WRITTEN MATERIAL/GENRES

- *Identify and select genres*
- *Exhibit Christian values when selecting reading materials*

6TH GRADE LANGUAGE ARTS EXIT EXPECTATIONS BOXES
During/Post Reading

READING STRATEGIES

- *Identify and use effective reading strategies: make connections; self-monitor comprehension by asking questions, visualizing, making predictions, and making inferences*
- *Understand structure of expository materials including main idea, and text patterns; understand structure of narrative stories by identifying elements of plot*
- *Summarize, synthesize, and form opinions*
- *Evaluate texts for specific purposes and audiences*
- *Compare and contrast appropriate materials for research*

PRINT/TEXT STRUCTURE

- *Interpret and use text resources such as: charts, tables, pictures, glossaries, indices, appendices, etc.*

**WORD DEVELOPMENT AND
DECODING STRATEGIES**

- *Demonstrate word recognition strategies (context clues, word origins, and decoding) to pronounce and understand unfamiliar words and clarify passages in the text*

**TYPES OF WRITTEN
MATERIAL/GENRE**

- *Choose and discuss a variety of genres at an appropriate reading level*
- *Identify literary and non-literary texts in order to understand human experiences through historical, social, cultural themes and issues*

INDEPENDENT READING

- *Self select developmentally appropriate materials to read silently and provide a reading response*

**STORY STRUCTURE AND LITERARY
ELEMENTS**

- *Identify literary elements and defining features of multiple works of literature*
- *Identify theme concepts and literary elements found in various forms of literature*

ORAL READING

- *Show developmentally appropriate oral reading through stress on words, pausing, phrasing, intonations, and use of punctuation that reflects understanding*

GRADE 6 MATH EXIT EXPECTATIONS BOXES

| <u>Number Operations and Relationships</u> | <u>Probability and Statistics</u> | <u>Geometry</u> | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <ul style="list-style-type: none"> ▪ Identify decimals to thousandths ▪ Identify negative numbers on a number line ▪ Understand exponential notation and the calculator functions involved ▪ Convert fractions to decimals and vice versa ▪ Use prime factorization to find GCF, LCM, and prime numbers ▪ Identify prime and composite numbers 1-50 ▪ Use divisibility rules for 2,3,4,5,6,9,10 ▪ Identify and represent equivalent forms of fractions, decimals, and percents ▪ Use a calculator to determine equivalence ▪ Multiply fractions and decimals ▪ Divide decimals by whole numbers and decimals ▪ Divide fractions ▪ Extend estimation skills ▪ Round decimals to the nearest | <ul style="list-style-type: none"> ▪ Create surveys and interpret data using frequency tables and line plots ▪ Draw and read circle graphs to interpret information ▪ Formulate questions, design studies, and collect data ▪ Interpret experimental and theoretical probabilities ▪ Create and interpret stem and leaf plots | <ul style="list-style-type: none"> ▪ Represent 3-dimensional figures (prism, pyramid, cylinder, cone, sphere) ▪ Identify relationships between edges, faces, and vertices of solids ▪ Draw* and design shapes with multiple lines of symmetry ▪ Construct** and represent congruent shapes ▪ Construct** and represent similar shapes ▪ Construct** triangles (scalene, isosceles, equilateral) ▪ Describe and compare cubes, rectangular and triangular prisms, and rectangular and triangular pyramids from nets ▪ Use slides, flips, and turns on | |
| | <u>Measurement</u> | | |
| | <ul style="list-style-type: none"> ▪ Measure length accurately to the nearest 1/16 inch ▪ Choose the appropriate tools and units to estimate, compare, and measure ▪ Convert units of weight/mass and capacity (g, mg, kg, ton, lb, oz, ml, L, cup, pt, qt, gal) | <th style="text-align: center;"><u>Algebraic Relationships</u></th> | <u>Algebraic Relationships</u> |
| | | <ul style="list-style-type: none"> ▪ Recognize arithmetic and geometric patterns ▪ Find missing components of mathematical statements (addend, factor, sum, product, quotient, divisor, etc.) ▪ Understand order of operations ▪ Identify x and y axis ▪ Identify rational numbers on a | |

*Draw means less precise or informal.

**Construct means create using precise measuring tools such as a ruler, compass, or protractor.

GRADE 6 ART EXIT EXPECTATIONS BOXES

Aesthetic Perception

- The student:
 - *Is extremely self-critical due to growing self-consciousness and concern for peer approval.*
 - *Is more concerned with product than process.*
 - *Explores original ideas and carries them through to completion.*
 - *Notices the classroom environment.*
 - *Connects images & thoughts, feelings, memories & ideas.*
 - *Profits aesthetically & intellectually from trips to art galleries & museums.*
 - *Enjoys art portfolios and art related books.*
 - *Discovers confidence & ability to take creative risks by acquiring technical skill.*
 - *Enters pseudo realistic stage characterized by two psychological differences:*
 - ▷ **Visual** – work has appearance of looking at a stage presentation (outside of self) is inspired by visual stimuli.

Historical/Cultural Integration

- The student:
 - *Identifies the work of a variety of artists.*
 - *Explores the similarities & differences of world cultures & major civilizations, with an emphasis on: Egyptian, Greek, Roman, Medieval, Renaissance, Oriental, Mayan, East Indian, Incan, & Native American Art.*
 - *Explores how culture & society shape choices in art.*

Environmental Integration

- The student:
 - *Respects and cares for art tools, work areas & materials.*
 - *Participates in creating an aesthetic learning environment.*
 - *Recognizes the elements of design in the natural & constructed environment.*
 - *Explores how the environment influences the look & use of art, architecture & design.*
 - *Is becoming aware of visual changes, such as the*

Aesthetic/Spiritual Valuing

- The student:
 - *Develops ability to reflect & talk about works of art.*
 - *Begins to reflect on the creative process to assess & better understand own artwork.*
 - *Reflects on meanings in artwork and how it makes one feel.*
 - *Respects different kinds & styles of art.*
 - *Handles own and others' work with respect.*
 - *Explores environmental, aesthetic & ethical issues related to the design of packaging, industrial products & cities.*
 - *Draws upon personal, cultural & spiritual values and concerns as subjects or*

Creative Communication and Expression

- The student:
 - *Uses vocabulary, materials, techniques & technology with increasing expression.*
 - *Uses increasing sensitivity, perception and visual expression in artwork.*
 - *Identifies & solves problems with his/her artwork.*
 - *Begins to use thumbnail sketches to experiment and develop visual ideas.*
 - *Explores how visual images are important tools for thinking & communicating.*
 - *Explores how artwork makes him/her feel.*
 - *Works independently & collaboratively to produce ideas & works of art.*
 - *Is interested in developing personal style.*
 - *Continues interest in perspective & distinguishing details.*
 - *Uses 3 dimension, shading & subtle color combinations.*
 - *Begins to apply principles of art: rhythm, movement, balance, proportion, unity, & emphasis.*
 - *Uses the elements of art:*
 - ▷ Line:
 - *Explores different kinds of lines to create opposition & balance.*
 - *Uses line to create optical illusions and geometric patterns.*
 - *Demonstrates use of contour, gesture & scribble drawing techniques.*
 - *Uses line to express rhythm, movement and/or emotion.*
 - ▷ Color:
 - *Creates works of art using learned color concepts.*
 - *Uses value from light to dark by making a tonal scale.*
 - *Varies color value in works of art to show the influence of light, atmosphere and perspective.*
 - ▷ Shape & Form:
 - *Uses shapes to create a variety of designs & patterns.*
 - *Uses positive & negative shapes and forms in artwork.*
 - ▷ Texture:
 - *Creates art works using overlapping to show perspective.*
 - *Continues using additive & subtractive methods to create textures.*
 - *Recognizes & describes the use of texture in art works using textural vocabulary.*
 - ▷ Space:
 - *Learns to use negative space in drawing, fills negative space with patterns & designs.*
 - *Uses one-point & two-point perspective techniques in drawing.*
 - *Combines the techniques of varying size, overlapping, placement of shapes, shading, foreground, middle ground & background as perspective devices.*
 - *Learns about space as an element of design (picture planes, environmental space, positive & negative space.)*
 - *Explores drawing objects from different points of view (above, below, inside, outside, in front*