

## RELIGION CURRRICULUM STUDENT OUTCOMES

The Religion Curriculum Student Outcomes have been developed by a committee of K-8 teachers and principals in the diocese of San Jose. These outcomes have been organized and structured to be in alignment with the Catechism of the Catholic Church and to be used with Scripture as a primary resource. Prayer is an integral part of the religion class. Worship and liturgies should be experienced frequently. Prayer is introduced at specific grade levels; it is expected that these prayers will continue to be reinforced in every grade thereafter. Academic assessment is an on-going process. Full participation in the Catechist Certification program is expected of all teachers.

Student Outcomes are divided into four major sections:

- A. Church/Doctrine
- B. Scripture
- C. Worship
- D. Christian Living

These sections provide the substance for the four major goals of the religion curriculum:

- The student will be able to articulate a knowledge of the doctrine of the Catholic church as a support for being Catholic;
- The student will be able to read, interpret and apply Sacred Scripture to his/her daily life;
- The student will understand and be able to participate in Catholic worship services;
- The student will be able to make moral decisions consistent with the teachings of the Catholic Church.

Content Theme: God’s people are challenged throughout history to follow the teachings of Jesus and His ancestors as seen in Hebrew and Christian scriptures.

Instructional Focus: To introduce Jesus’ ancestors and events that occurred before his coming; to assist the students in growing and responding in faith by familiarizing them with the people in Hebrew and Christian Scriptures who were faithful  
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to God; to help students become more aware of the Kingdom of God in our midst; to assist students in recognizing the place of the Word of God in our lives.

## LANGUAGE ARTS STANDARDS

### READING

#### *Word Analysis, Fluency and Systemic Vocabulary Development*

##### **Word Recognition**

- Read narrative and expository fluently and accurately and with appropriate pacing, intonation, and expression

##### **Vocabulary and Concept Development**

- Identify and interpret figurative language and words with multiple meanings
- \*Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing
- \*Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning
- \*Understand and explain “shades of meaning” in related words

#### *Reading Comprehension*

##### **Structural Features of Informational Materials**

- Identify the structural features of popular media and use the features to obtain information
- \*Analyze text that uses the compare-and-contrast organizational pattern

##### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- Connect and clarify main ideas by identifying their relationship to other sources and related topics
- Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports
- Follow multiple-step instructions for preparing applications

##### **Expository Critique**

- \*Determine the adequacy and appropriateness of the evidence for an author’s conclusion
- \*Make reasonable assertions about a text through accurate, supporting citations

- \*Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text

#### *Literary Response and Analysis*

##### **Structural Features of Literature**

- Identify the forms of fiction and describe the major characteristics of each form

##### **Narrative Analysis of Grade-Level-Appropriate Text**

- Analyze the effect of the qualities of the character on the plot and the resolution of the conflict
- Analyze the influence of setting on the problem and its resolution
- Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme
- Identify the speaker and recognize the difference between first-and third-person narration
- \*Identify and analyze features of themes conveyed through characters, actions, and images
- \*Explain the effects of common literary devices in a variety of fictional and nonfictional texts

##### **Literary Criticism**

- \*Critique the credibility of characterization and the degree to which a plot is contrived or realistic

### WRITING

#### **Writing Strategies**

##### *Organization and Focus*

- Choose the form of writing that best suits the intended purpose
- Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose; b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader; c. Conclude with a detailed summary linked to the purpose of the composition

- \*Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order

##### *Research and Technology*

- Use organizational features of electronic text to locate information

- Compose documents with appropriate formatting by using word-processing skills and principles of design

#### *Evaluation and Revision*

- Revise writing to improve the organization and consistency of ideas within and between paragraphs

#### *Writing applications (Genres and Their Characteristics)*

- Write narratives
- Write expository compositions
- Write research reports
- \*Write responses to literature
- \*Write persuasive compositions

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

### *Sentence Structure*

- Use simple, compound and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts

### *Grammar*

Identify and properly use indefinite pronouns and present perfect, past perfect and future perfect verb tenses; ensure that verbs agree with compound subjects

### *Punctuation*

- \*Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences

### *Capitalization*

- Use correct capitalization

### *Spelling*

- Spell frequently misspelled words correctly

## LISTENING AND SPEAKING

### **Comprehension**

- Relate the speaker’s verbal communication to the nonverbal message
- Identify the tone, mood, and emotion conveyed in the oral communication

- Restate and execute multiple-step oral instructions and directions

**Organization and Delivery of Oral Communication**

- Select a focus, organizational structure, and point of view matching the purpose, message, occasion, and vocal modulation to the audience
- Emphasize salient points to assist the listener in following the main ideas and concepts
- Support opinions with detailed evidence and with visual or media displays that use appropriate technology
- \*Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention

**Analysis and Evaluation of Oral and Media Communication**

- Analyze the use of rhetorical devices for intent and effect
- \*Identify persuasive and propaganda techniques used in television and identify false and misleading information

**Speaking Applications (Genres and Their Characteristics)**

- Deliver narrative presentations
- Deliver informative presentations
- Deliver oral responses to literature
- \*Deliver persuasive presentations
- \*Deliver presentations on problems and solutions

**MATHEMATICS STANDARDS**

**NUMBER SENSE**

*Solve problems using fractions, decimals, ratios, percentages*

- Compare and order fractions, decimals, mixed numbers
- Interpret and use ratios in different contexts
- Use proportions, cross multiplication to solve problems
- \*Calculate percentages and discounts
- Compute using addition, subtraction, multiplication, division**
- \*Use positive and negative integers with all operations

- \*Determine least common multiple, greatest common factor

**ALGEBRA AND FUNCTIONS**

*Understand and graph algebraic expressions*

- Write and solve one-step linear equations
- Solve problems involving rates and proportions**

\*Demonstrate understanding of rate

**MEASUREMENT AND GEOMETRY**

*Measure plane and solid shapes and solve problems*

- Use the formulas for circumference and area of a circle

*Identify and describe properties of two-dimensional figures*

- Use angles of a triangle to solve problems

**STATISTICS, DATA ANALYSIS, PROBABILITY**

*Compute and analyze statistics*

- \*Compute mean, median, and mode of data sets
- Use data samples of a population**

\*Identify ways to select a representative sample

\*Analyze data displays

\*Identify and evaluate claims based on statistical data

*Determine probabilities and use to make predictions*

\*Represent outcomes for compound events in an organized way

\*Represent probabilities as ratio, proportion, decimal percentage

**MATHEMATICAL REASONING**

*Make decisions about how to approach problems*

- Determine when and how to break problem into simpler parts

*Use strategies, skills, and concepts in finding solutions*

•Use variety of methods to explain math reasoning

**Generalize a particular problem to other situations**

•Develop generalizations of the result

**SOCIAL SCIENCE STANDARDS**

**World History and Geography: Ancient Civilizations**  
*Students will:*

- Describe what is known through archaeological studies of the early physical and cultural

development of humankind from the Paleolithic era to the agricultural revolution

- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush
- Analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of India
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of China
- Analyze the geographic, political, economic, religious, and social structures during the development of Rome

**SCIENCE STANDARDS**

***Plate Tectonics and Earth's Structure***

Plate tectonics account for important features of Earth's surface and major geologic events

***Shaping Earth's Surface***

Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment

***Physical Science (Heat—Thermal Energy)***

Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature

***Energy in the Earth System***

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents

***Life Sciences (Ecology)***

Organisms in ecosystems exchange energy and nutrients among themselves and with the environment

***Resources***

Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation

***Investigation and Experimentation***

Students ask meaningful questions and conduct careful investigations. Students should develop their own questions and perform investigations

SAINT MARY SCHOOL  
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*Rooted in the past; Educating for the future*

**What students will learn in Sixth Grade:**

- Religion
- Language Arts
- Mathematics
- Social Science
- Science

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