OLGC School
2018-2019
SIXTH GRADE Goals for the First Quarter

Subject: Literature

Teacher: Ms. Esther Amano

Catholic Schools of Hawaii (CSOH) Standards:
-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
-Analyze how a particular sentence, chapter, scene, or stanza, or Bible verse fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Subject: Language Arts (Writing/ Spelling)

Teacher: Mrs. Sylvia Tsuda

CSOH Writing Standards
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Provide a conclusion that follows from the narrated experiences or events.

CSOH Language Conventions of English
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- Spell correctly.
- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.

Subject: Math

Teacher: Ms. Theresa Kuaimoku

CSOH Standards:

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

• Example: "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b{\neq}0$, and use rate language in the context of a ratio relationship.

• Example: "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3⁄4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."

6.RP.3 Use ratio and rate reasoning to resolve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

• Example: Reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

1. 6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
2. 6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.

• Example: If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

• Example: 30% of a quantity means 30/100 times the quantity.

6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

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The Number System

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

• Example: Create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How wide is a rectangular strip of land with length 3/4 mile and area 1/2 square mile?

2. 6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.
3. 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard

    algorithm for each operation.

4. 6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.

6.NS.4a Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

• Example: Express 36 + 8 as 4 (9 + 2).

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g. temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

• Example: Temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electrical charge.

6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

1. 6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.
2. 6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7 Understand ordering and absolute value of rational numbers.
6.NS.7a Interpret statements of inequality as statements about the relative position of two

numbers on a number line diagram.

• Example: Interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.

6.NS.7b Write, interpret, and explain statements of order for rational numbers in realworld contexts.

• Example: Write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.

6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

• Example: For an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.

6.NS.7d Distinguish comparisons of absolute value from statements about order.

• Example: Recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.

8. 6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
9. 6.NS.9 Convert fractions to decimals and decimals to fractions.

Expressions and Equations

Write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers.

Write expressions that record operations with numbers and with letters standing for numbers.

• Example: Express the calculation "Subtract y from 5" as "5 – y."

Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

Example: Describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.

6.EE.2c Evaluate expressions as specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

• Example: Use the formulas $V = s3$ and $A = 6 s2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.

6.EE.6 Use variables to represent numbers and write expressions when solving a realworld or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Apply the properties of operations to generate equivalent expressions. • Example: Apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.

Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

Example: The expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.
6.EE.5 Understand solving an equation or inequality as a process of answering a

question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

• Example: In a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.

Geometry

6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l \cdot w \cdot h$ and $V = b \cdot h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving realworld and mathematical problems.

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

6.G.5 Identify, describe, classify, name and draw pairs of angles (adjacent, vertical, complementary, supplementary, and alternate interior and alternate exterior angles).

6.G.6 Apply the properties of dilations, rotations, reflections, and translations to twodimensional figures.

Statistics and Probability

6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

• Example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots (e.g., box-and-whisker plot).

6.SP.5 Summarize numerical data sets in relation to their context.

6.SP.5a Report the number of observations.

6.SP.5b Describe the nature of the attribute under investigation, including how it was

measured and its units of measurement.

6.SP.5c Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

6.SP.5d Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

6.SP.5e Interpret the meaning of fractional and decimal values as related to mean.

Subject: Religion

Teacher: Mrs. Catherine Garnsey

CSOH Standards – Students will:

Celebration of Faith:

Participate in the planning and preparation of liturgies CCC#1140-44, 1348

Celebrate and receive the sacraments of Reconciliation and Eucharist CCC#1422-98

The Bible/Salvation History:

Explain the role of the Holy Spirit in salvation history CCC#683-88, 702-47

Explain the role of the Holy Spirit in divine revelation CCC#737

Describe the Christian Scriptures as a collection of inspired works by various authors over a long period of time to inform, inspire, and guide us CCC#105-07

Recognize Jesus as the Messiah, the fulfillment of Hebrew prophecies CCC#527, 702-16

Explore the story of God's covenant as it continues in the Christian tradition CCC#80

Relate the role of the Holy Spirit throughout salvation history and divine revelation CCC#683-88, 702-47

Explain the Paschal mystery relative to divine revelation and the promise of salvation CCC#50-67, 74-79, 122, 571-623

Recognize the Hebrew Scriptures as God making Himself known to all people 1889, 2056-57

Define Yahweh as the one true God who is faithful to the Covenant He made with His people 203-04

The Blessed Virgin Mary:

Identify and celebrate the seasons of the liturgical year, special feast days of the Blessed Mother, Holy Days, and of the Saints. #1163

The Church:

7. Recognize the Church as a community of believers, the people of God CCC#946-47

8. Explain the effects of original sin #388-89

9. Articulate that the Church has proclaimed the Gospel and teaching of Jesus from its earliest times and continues to do so today CCC#102-04

Identify values and principles of a Catholic lifestyle #1720

Initiate personal offerings of time and service to the Church and civic community as exemplified by Jesus Christ

Explain the importance of ecumenism with particular emphasis on respect for the Jewish religion CCC#82010.

Understand that God alone judges who will go to heaven or to hell #1021-1022

11.

Recognize the consequences of sin and the three states of being after death: heaven, purgatory, hell CCC# 1023-1037

Saints:

Describe how Saints Damien De Veuster and Marianne Cope were models of the Corporal and Spiritual Works of Mercy.

Prayer:

Participate in a variety of private and communal prayer forms, meditation, spontaneous prayer, gesture, song, dance, etc. CCC#2700-19, 2626-43

Participate in formal prayer and rituals; Stations of the Cross, litanies, paraliturgies, etc. CCC#2650

Define prayer as a conversation with God and participate in activities designed to enhance spiritual growth CCC#2725

Memorize and recite all required age appropriate prayers.

Prayers: Rosary, "Memorare" "Hail, Holy Queen" " Angelus" "Magnificat" "The Apostles' Creed"

DUE	ASSIGNMENTS	CATEGORY
Aug. 3 Fri.	Mass Re-cap (Due Fridays re: Thursday Mass)	Effort

Aug. 6-10 M-F	Chapt. 1 – *The Gift of Faith*	Lessons
Aug. 8 Wed	Journal Entries (Wednesdays - googledocs)	Classwork
Aug. 9 –Thurs.	Complete pg. 19-20 – Study for Chapter Quiz – Chapt. 1	Homework
Aug. 10 –Fri.	Mass Re-cap	Effort
Aug. 10 - Fri.	Quiz - Chapter 1	Quiz
Aug. 13-15 M-W	Week 2 *Assumption* – pg. 372	Lessons
Aug.14 – Tues	Journal Entries	Classwork
Aug. 15–Wed	Study & Memorize – "Hail, Holy Queen" "Magnificat" & Complete Mass Re-cap	Homework
Aug. 20 - 24	Chapt. 2 – *The Word of God*	Lessons
Aug. 20-Mon	Prayer Quiz – "Hail, Holy Queen" "Magnificat"	Quiz
Aug. 20–Mon	Mass Re-cap for Assumption	Effort
Aug. 22 - Wed	Journal Entries	Classwork
Aug. 23-Thurs	Study for Chapter Quiz – Complete pg. 31-32	Homework
Aug. 24-Fri	Mass Re-cap	Effort
Aug. 24-Fri	Quiz – Chapter 2	Quiz
Aug. 27 - Mon	*Image of God Artwork*	*Project*
Aug. 27-31-M-F	Chapt. 3 – *The Mystery of God*	Lessons
Aug. 29 - Wed	Journal Entries	Classwork
Aug. 30 - Thurs	Study for Chapter Quiz – Complete p. 42&44	Homework
Aug. 31 - Fri	Mass Re-cap	Effort
Aug. 31 - Fri	Quiz – Chapt. 3	Quiz
Sept. 4-7 – T-F	Chapt. 4 – *God, Father and Creator*	Lessons
Sept. 5 - Wed	Journal Entries	Classwork
Sept. 6 -Thur	Study for Chapter Quiz – Complete p.56 –	Homework
Sept. 7 - Fri	Rosary - Participation	Effort
Sept. 7 - Fri	Mass Re-cap	Effort
Sept. 7 - Fri	Quiz – Chapt. 4	Quiz
Sept. 7 - Fri	Unit 1 Review	Classwork
Sept. 7 – Fri	Study for Unit 1 Test	Homework
Sept. 11 - Tues	Unit 1 Test & "Hail, Holy Queen" "Magnificat" "The Apostles' Creed"	Unit 1 Test
Sept. 12-14 -W-F	Chapt. 5 – *Son of God, Son of Mary*	Lessons
Sept. 12 - Wed	Journal Entries	Classwork
Sept. 13 -Thur	Study for Chapter Quiz – Complete p. 73-74	Homework
Sept. 14 -Fri	Mass Re-cap	Effort
Sept.14 - Fri	Quiz – Chapter 5	Quiz
Sept. 17-21 M-F	Chapt. 6 – *The Paschal Mystery*	Lessons
Sept. 19 - Wed	Journal Entries	Classwork
Sept. 20 -Thur	Study for Chapter Quiz – Complete p.84&86 – Memorize "Memorare" "Angelus" "The Apostles' Creed"	Homework
Sept. 21 - Fri	Mass Re-cap	Effort
Sept. 21 - Fri	Chapt.6 – Quiz & "Memorare" "Angelus" "The Apostles' Creed"	Quiz
Sept. 24-28	Chapt. 7 – *The Holy Spirit*	Lessons
Sept. 26 - Wed	Journal Entries	Classwork
Sept. 27 -Thur	Study for Chapter Quiz – Complete p. 97&98	Homework

Sept. 28 - Fri	Quiz – Chapt. 7	Quiz
Sept. 28 - Fri	Re-cap Mass	Effort
Oct. 1 - Mon	*The History of Salvation Timeline*	*Project*
Oct. 1-2 M/T	Chapt. 8 – *The Mystery of the Church*	Lessons
Oct. 2 - Tues	Study for Chapter Quiz – Complete p.110	Homework
Oct. 3 - Wed	Journal Entries	Classwork
Oct. 3 - Wed	Quiz – Chapt. 8	Quiz
Oct. 1-2-T/W	Study for Unit 1 p. 61-62 and Unit 2 p. 115-116Test -	Homework
Oct. 4 - Thurs	Unit 1 and Unit 2 Test & Prayers – "Hail, Holy Queen" "Memorare" "Angelus" "Magnificat"	1st Quarter Test
	Homework will also consist of: finishing classwork, defining vocabulary terms, locating and summarizing Scripture passages, memorizing prayers, studying for quizzes, tests, etc., as needed - Mon – Thurs.	Homework
	Pop Quizzes (oral or written) may be administered to assess student participation, contributions to class discussions, and knowledge of the material.	Pop Quizzes
	Resources for Home: **NEW THIS YEAR! Family Faith Formation** Family Faith Formation Sessions are opportunities for our students and their families to gather together for a meal and to participate in fun, faith-sharing activities designed to enrich our knowledge of our Catholic faith and traditions. Quarter 1 Sessions: Friday, Sept. 14 – 6:30 to 8:00pm –Parish Center OR Saturday, Sept. 15th – 6:15 to 8:00pm – (immediately following our School Mass at 5:00pm) – Parish Center	

<h1 style="text-align:center">Subject: Science</h1>

Teacher: Mrs. Sylvia Tsuda

<u>CSOH Standards:</u>

Understands the nature of scientific inquiry
- **Know that investigations involve systematic observations, carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypothesis and explanations.**
- **Understand that questioning, response to criticism, and open communication are integral to the process of science, e.g.,**
  - ❖ Scientist often differ with one another about the interpretation of evidence or theory in areas where there is not a great deal of understanding;
  - ❖ Scientists acknowledge conflicting interpretations and work towards finding evidence that will resolve the disagreement
- **Designs and conducts a scientific investigations; e.g.,**
  - ❖ Formulates hypotheses, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations, critiques explanations and procedures.
- **Knows that observations can be affected by bias, e.g.,**
  - ❖ Strong beliefs about what should happen in particular circumstances can prevent the detection of other results.
  - ❖ Uses appropriate tools and techniques to gather, analyze, and interpret scientific data
  - ❖ Establishes relationships based on evidence and logical argument-provides causes for effects.
  - ❖ Knows that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations propose by other scientists.
  - ❖ Knows possible outcomes of scientific investigations.

Engineering Design
- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

<h1 style="text-align:center">Subject: Social Studies</h1>

Teacher: Mrs. Sylvia Tsuda

Geography
- Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
- Knows the location of places, geographic features, and patterns of the environment.
- Understands the physical and human characteristics of place.
- Understands the concept of regions
- Understands the changes that occur in the meaning, use, distribution and importance of resources.

U.S. History

- Understands the characteristics of societies in the Americas

- Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization.

Subject: IT

Teacher: Mr. Warren Cabading

CSOH Standards:

Competency Goal 1: *The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.*

1.1 Recognize ownership, security, and privacy issues.
1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations.
1.3 Model ethical behavior relating to security, privacy, passwords, and personal information.

*Standards and assignments may change during the quarter.