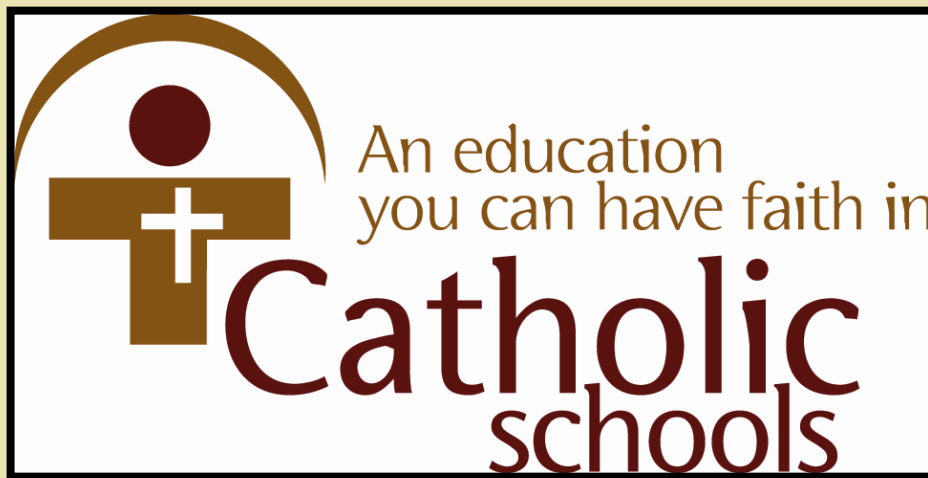


*Archdiocese of Milwaukee  
Office for Schools*



**Curriculum Guide  
Grade 6**

## **What is a Curriculum Guide?**

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese’s Office for Schools has developed curriculum guides for grades 4K-8<sup>th</sup> that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of “fine tuning” results in a school specific standards-based curriculum that guides teaching and learning.

## **Characteristics of a 6th Grader**

- ✓ Experiences an increased level of activity and energy
- ✓ Can vary in behavior from alert, imaginative, outgoing and energetic to rebellious, quarrelsome and self-centered
- ✓ Likes to “hang out” in groups
- ✓ Can become argumentative, emotional and sensitive due to fast pace of growth and hormonal changes
- ✓ Develops a fierce loyalty to friends, highly influenced by peer opinion
- ✓ Develops increased awareness of the opposite sex but may not have appropriate social skills to express this interest
- ✓ Demonstrates an increased sensitivity to criticism, especially in front of peers
- ✓ Begins to challenge authority
- ✓ Looks for heroes and heroines in popular culture
- ✓ Begins to develop a historical sense
- ✓ Depends on support and security of family while showing signs of wanting to be independent of family
- ✓ Experiences ambivalence about changes in his/her own body

# RELIGION

## Grade 6

### 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 expressing their faith meaning: Joseph (Genesis 37-45); Moses/Exodus/Passover/Commandments (Exodus 2:1-11, 23-24, Exodus 3, Exodus 12, Exodus 20); David (1 Samuel, 2 Samuel)
  - Expresses belief in Jesus as the Messiah, Prophet, Teacher, true God and true Man (Luke 4:16-22, Matthew 5-7)

### 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 sacrament and a sacrifice
- Knows the difference between a sacrament and a sacramental
- Knows that the purpose of marriage is the good of the spouses, procreation and the education of children

### 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 and chastity
- Can define bullying and harassment and recognizes it when it occurs
- Knows how to use conflict management skills
- Can define and discuss the meaning of sexual harassment and sexual abuse

#### **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 creatures of God
- Uses parables and relates them to life experiences in prayer
- Prays daily
- Knows that the Cantic of Zachariah in morning prayer and the Magnificat in evening prayer are part of the Liturgy of the Hours

## **LANGUAGE ARTS**

#### **Communicates orally**

- Participate in conversations of interest to self and others
- Speak from notes or an outline about a personal experience
- Perform expressive oral readings of prose, poetry, and drama
- Organize questions logically to gather information while conversing
- Present a coherent report with differing viewpoints on an issue and provide evidence
- Adjust language, gestures, rate, and volume according to audience and purpose
- Display the appropriate etiquette and Christian values when expressing thanks and receiving praise
- Demonstrate appropriate listening etiquette (nonverbal and verbal) in various settings and respond respectfully
- Support opinions orally by citing evidence or source
- Evaluate the ideas and opinions of others, seeking clarification through questioning
- Invite the ideas and opinions of others into the discussion responding to questions and comments clearly
- Use constructive criticism
- Reflect on the ideas and opinions of others
- Summarize information from a discussion specifying areas of agreement
- Display appropriate non-verbal responses that indicate respect for the speaker and attention to the discussion
- Ask pertinent questions of the speaker and retell key points of content of discussion
- Participate in discussions by responding responsibly and respectfully to the remarks of others without dominating
- Distinguish between supported and unsupported statements

#### **Listens to and comprehends oral language**

- Summarize information conveyed in an oral communication, accounting for the key ideas and structure
- Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate
- Apply oral directions to a task
- Identify a speaker's main idea
- Identify the reliability of information using criteria provided for prior knowledge of speaker, topic, and context
- Describe how American English is used in various public and private contexts
- Employ an appropriate style of speaking for an informal context
- Recognize how audience and context affect the selection and use of words and phrases

#### **Writes for various purposes**

- Research and provide evidence using details, appropriate language, organization, and cited sources in an expository essay about a defined topic

- Develop author position, argument supported by reliable evidence, in a written opinion composition
- Compose multi-paragraph narratives which contain: descriptive language, sufficient details, and effective sequencing from personal contexts
- Interpret and respond to auditory or visual material
- Compose a creative fictional piece including a coherent plot and descriptive language
- Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing
- Compose written pieces appropriate for various audiences (peers and adults) and contexts
- Develop questions to guide research
- Utilize multiple (three or more) reference materials (electronic and print) for a variety of purposes
- Gather information through social interaction (i.e. interview, field studies, small/large group tasks, survey, etc.)
- Compile, organize, and take notes to record what has been learned
- Produce an organized written and oral report and gives proper credit to sources

#### **Plans, drafts, revises, edits and publishes**

- Publish written compositions using multiple styles
- Organize a multi-paragraph piece of writing with an identifiable introduction, body, and conclusion
- Identify questions and strategies for improving drafts in writing conferences with a teacher
- Produce a well developed, organized, and effective response in an appropriate voice

#### **Applies grammar and spelling skills**

- Write using a variety of writing modalities
- Apply the rules of parts of speech in order to convey meaning
- Maintain consistency of tenses throughout written work
- Integrate agreement principles (i.e. subject-verb, pronoun-antecedent) throughout various lengths of written work
- Apply the rules of advanced mechanics to compound sentences, and in advanced dialogue
- Employ the conventions of capitalization including within dialog
- Utilize spelling strategies to spell unfamiliar words
- Spell frequently used words correctly
- Utilize dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms/antonyms and spell words correctly
- Identify figurative language in writing
- Identify words that inform, explain, and persuade for writing

#### **Communicates using information media and technology**

- Demonstrate efficient word processing skills
- Use simple databases
- Utilize various search tools to identify and locate information pertinent to research
- Identify the use of stereotypes and biases evident in media
- Identify the effect of particular symbols and images seen in media
- Write an informational article for a chosen purpose
- Analyze and edit media work based on Catholic values

# READING

## Uses word recognition strategies effectively:

- Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of text passages

## Uses effective reading strategies to comprehend material:

- Read with fluency, accuracy, and expression from a variety of genres
- Exhibit comprehension through self-monitoring, questioning, visualizing, predicting, and making inferences
- Identify literary elements and defining features of multiple works of literature
- Compare and contrast accuracy and usefulness of information from various resources
- Understand structure of expository materials including main idea and text patterns

## Reads, interprets, and critically analyzes literature:

- Summarize, synthesize, and form opinions
- Identify theme, concepts, and literary elements found in various forms of literature
- Identify and select among different genres
- Choose and discuss among a variety of genres
- Demonstrate a knowledge of Catholic teachings when interpreting the meaning of various literary works
- Explain critical opinions about a text formally in a well-organized speech or essay
- Explain critical opinions about morality
- Provide one's own and discuss other's interpretive responses to literary and non-literary texts
- Discuss themes ideas, and insights found in classical literature
- Apply the teachings of the Catholic Church to issues/themes found in various literary works
- Evaluate texts for specific purposes and audiences
- Interpret and use text resources such as charts, tables, pictures, glossaries, indices, appendices, etc.
- Compare and contrast appropriate materials for research
- Acquire information about Catholic Social Teachings through religious, catechetical, and spiritual texts

## Reads to acquire information:

- Identify purpose for reading using various genres (fiction and nonfiction)
- Demonstrate understanding of human experiences through identifying literary and non-literary texts, and historical, social, cultural themes and issues

# MATH

## Number Operations and Relationships:

- 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 thousandths
- Determine reasonableness of answers
- Extend mental math skills

**Probability and Statistics:**

- 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
- Model situations by experimentation or simulation

**Measurement:**

- 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)
- Add and subtract units of time

**Geometry:**

- 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 figures
- Apply formulas for perimeter and area of triangles and quadrilaterals
- Calculate area and circumference using pi

**Algebraic Relationships:**

- 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 number line

## SOCIAL STUDIES

**ECONOMICS****Production/Consumption/Distribution:**

- Describe how personal economic decisions impact global economy (e.g., starting new business initiatives, boycotts, and earning power of workers)
- Analyze the impact of personal decisions on global issues (e.g., trade agreements, recycling, and conserving the environment)
- Determine the location of natural resources and explain how they generate trade and economic patterns
- Describe effects of investments in infrastructure (e.g., education, health care, public safety, transportation, etc.) on the economy
- Identify and explain various points of view concerning economic issues (e.g., taxation, unemployment, inflation, the national debt, and distribution of income)
  - Compare the standard of living in various societies

**Exchange:**

- Interpret and explain the development of money in history
- Differentiate among the various economic & political systems (e.g., feudalism, capitalism, communism, etc.)
- Distinguish and explain basic economic concepts (e.g., supply and demand; production, exchange, and consumption; labor, wages, and capital; inflation and deflation; public and private goods and services; market economy and command economy)
  - Identify the economic roles of institutions (e.g., corporations and businesses, banks, labor unions, and the Federal Reserve System)

## HISTORY

### Time:

- Interpret the past using a variety of primary and secondary sources
- Compare ancient and present-day communities around the World
- Analyze the cause and effect relationship of different events over time

### People:

- Identify and describe significant people in the major eras in the United States and World History
- Examine the impact of immigration on the United States and World History
- Summarize major issues associated with the history, culture, and tribal sovereignty of the indigenous peoples of Americas
- Research the political values of freedom, democracy, equality, & justice as embodied in important documents (e.g. the Magna Carta, Declaration of Independence, U.S. Constitution, and the Bill of Rights)
- Organize and analyze information to place people in historical perspective

### Events:

- Analyze significant events and the major eras of the United States and the World (See Appendix)
- Describe the relationship between and among significant events in the United States and World History
- Critically analyze current events in the United States and the World
- Explain the interpretation of historical events according to various viewpoints
- Identify major scientific discoveries and technological innovations and describe their social and economic effects on society
- Explain the need for laws and policies to regulate science and technology

## GEOGRAPHY

### Location:

- Identify past & present countries in the World
- Explain relative and absolute location of places using appropriate geographic terminology
- Locate and identify physical features in the World

### Map Skills:

- Use maps, charts, and graphs to display and compare information
- Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape
- Create different types of maps (e.g., political, physical, and thematic)

### Regions:

- Identify past & present World regions
- Identify United States regions throughout history

### Place:

- Identify components of culture (e.g., religion, art, language, customs, and cuisine)
- Understand the different characteristics of climate, landforms, bodies of water, cities, governments, and other characteristics of place

### Human Environment Interaction:

- Describe and analyze ways in which people interact with, modify and adapt with the environment
- Research the causes and consequences of global issues (e.g., urbanization, extinction of species, consumption of natural resources, and World events)
- Identify changing boundaries and major land acquisitions of the United States

### Movement:

- Explain the movement of people, ideas, products, and diseases in the World
- Evaluate the impact of science and technology on the United States and the World

## **POLITICAL SCIENCE**

### **Citizenship:**

- Demonstrate ways in which a citizen may participate in public policy debates
- Identify individual responsibilities to local, state, national and global communities
- Explain the role and impact of civil actions
- Locate, organize, and use relevant information to understand issues

### **Laws:**

- Explain how laws are developed, changed, and enforced
- Analyze and discuss important political documents (e.g., the Magna Carta, Constitution, Bill of Rights, and landmark decisions of the Supreme Court)

### **Government:**

- Explain the role of political parties and interest groups in American politics
- Identify and explain the different forms of government, including the basic principles of democracy
- Explain how legislative, executive, and judicial powers are separated and balanced at the federal level
- Describe and explain how the federal system separates the powers of federal, state, and local government
- Distinguish how the powers of government are acquired, maintained, justified, and sometimes abused
- Describe the role and effects of international organizations and political alliances throughout the World
- Analyze how various groups of people and cultures govern themselves

## **BEHAVIORAL SCIENCE**

### **Individual:**

- Describe and explain how various factors influence individual identity

### **Institution:**

- Describe cooperation and interdependence among groups, societies, and nations
- Demonstrate knowledge of the World's religions

### **Society:**

- Compare and contrast the components of various region's culture
- Explain impact of World events globally
- Describe the reflection of cultural values and ideas in art and architecture
- Describe cultural contributions of racial and ethnic groups in the United States and the World
- Identify examples of bias and stereotyping and how they contribute to conflict
- Analyze cultural conflicts in United States History
- Give examples of media influence on behavior and decision-making of individuals and groups

## **CATHOLIC SOCIAL TEACHINGS**

### **Life and Dignity of the Human Person:**

- Analyzes social issues based on whether human dignity is valued or harmed
- Identifies elements of human dignity based on Catholic Social Teaching
- Acts to transform human dignity
- Uses conflict resolution skills
- Identifies abuses of human dignity found in American Society
- Identifies Biblical passages related to human dignity

### **The Call to Family, Community, and Participation:**

- Models responsible behavior to family and community through service
- Is involved in service projects beyond the local community
- Uses the church's social teachings as a lens to look at the moral and human dimensions of public issues

### **The Rights and Responsibilities of the Human Person:**

- Articulates the component parts of human dignity
- Identifies actions that would be considered abuses of human rights (local, national, international)
- Practices peaceful conflict resolution strategies within the family, school, and community
- Researches social data and church teaching as a way to begin to transform injustice

## **Option for the Poor and the Vulnerable:**

- Shares personal resources to help the poor and vulnerable
- Can discuss laws and policies that can benefit the poor and vulnerable members of society
- Practices behaviors that help others
- Can articulate the causes of poverty and the systems which prevent people from overcoming poverty
- Does research on the 20<sup>th</sup> and the 21<sup>st</sup> century people who have fought for justice, e.g. Archbishop Romero, Dorothy Day, Martin Luther King
- Clearly articulates the difference between justice and charity

## **Dignity of Work and the Rights of Workers:**

- Can discuss the role work can play as a contribution to self and society
- Can articulate the importance of intrinsic values
- Demonstrates putting forth the best effort in school, recreation, and work
- Demonstrates respect for the basic rights and responsibilities at school and neighborhood
- Gives examples of the basic rights and responsibilities of workers in at least three different job areas

## **Solidarity of the Human Family:**

- Models attitudes and behaviors that accept and value differences (racial, ethnic, economic, etc.)
- Displays an awareness of responsibility to others throughout the world
- Demonstrates the polices, and behaviors that support a peaceful world

## **Care for God’s Creation:**

- Displays individual and group actions to protect and preserve the environment
- Takes an active role in programs and laws that support and help all forms of life

# SCIENCE

## **EARTH SCIENCE**

### **Weather:**

- Explain how heat, moisture, and air movement determine weather
- Understand that the Sun's energy drives the water cycle and that the water cycle is a continuous process of recycling
- Demonstrate wind flow from high pressure areas to low pressure areas
- Analyze how temperature, pressure, and the Coriolis Effect cause wind and water currents
- Describe how global atmospheric movement influences local weather
- Examine how geographic features affect climates
- Know the composition and structure of the Earth's atmosphere
- Investigate how the greenhouse effect leads to global warming
- Explain standard safety procedures used regarding various natural disasters
- Explain how the tilt of the earth determines seasons and length of day

### **Space:**

- Understand how the force of gravity keeps the planets and other bodies in orbit
- State Newton's Laws of Gravitation
- Explain orbital motion of objects in the solar system
- Understand that stars give off light and produce energy by nuclear fusion
- Realize that light years and astronomical units are used to measure distance in space
- Understand how humans use technology to explore space
- Know what characteristics of a planet support life
- Know that billions of galaxies exist in the universe

**Earth's Structure/Composition:**

- Know the components of soil and other factors that influence soil texture, fertility, and resistance to erosion
- Communicate that the Earth is comprised of layers including a core, mantle, lithosphere, hydrosphere, and atmosphere
- Identify the characteristics of sedimentary, igneous, and metamorphic rocks and know the formation process
- Know the interrelationship involved in the process of the rock cycle
- Know that the fossils contained in the successive layers of rock can be used to confirm the age, history, and changing life forms of the Earth

**Changes in the Earth:**

- Know that successive layers of sedimentary rock are affected by folding, breaking, and uplifting of layers
- Know that land forms are created through constructive and destructive forces
- Know that the Earth's crust is divided into plates that move in response to mantle movement

**PHYSICAL SCIENCE****Sound and Light:**

- Demonstrate that light travels in straight lines unless reflected or refracted
- Identify visible light as one component of the electromagnetic spectrum
- Demonstrate that light interacts with matter by transmission, absorption, or reflection
- Demonstrate that light can be reflected with mirrors or refracted with lenses
- Explain how the Sun is the major source of energy for the Earth
- Demonstrate that light is essential for vision
- Demonstrate how things that absorb light often transmit heat
- Identify and explain that photosynthesis is the process of using light to make food
- Observe and demonstrate that sound is affected by the matter through which it travels
- Describe how sound travels in waves
- Explain that sound waves have wave length, frequency, and amplitude
- Demonstrate how the ear is a receptor for sound

**Matter:**

- Know the major ideas of atomic theory and molecular theory
- Know the history and development of the present atomic model
- Model how all matter is composed of atoms, consisting of protons, neutrons, and electrons
- Describe physical and chemical interactions among substances
- Develop an understanding of the physical and chemical properties of matter
- Realize that particles of matter are in constant motion, and when heated, the motion of the molecules increases and they move farther apart
- Understand the flow of electrons in bonding
- Understand how each element is represented on the Periodic Table
- Know the organization of the Periodic Table
- Know the materials that contain equal numbers of positive and negative charges are electrically neutral
- Realize that any change in the balance of charges produces an electric force proportional to the charge
- Know that electromagnetic forces exist with and between atoms

**Forces, Motion, and Energy:**

- Investigate the motion of objects and explain motion in terms of speed, velocity, acceleration, momentum, and Newton's Laws of Motion and their application to real-life situations
- Identify the Law of Conservation of Energy

- Explain how gravitational force is applied
- Explain that nuclear forces are stronger than electromagnetic forces, which are stronger than gravitational forces
- Demonstrate how machines can be used to do work more efficiently
- Investigate how work can be measured
- Identify how devices have been designed to convert energy from one form to another
- Give a basic explanation of the gas laws, Archimedes Principle, and Bernoulli's Principle and recognize their real-life applications
- Describe and investigate the properties of light, heat, gravity, magnetic fields, electrical fields and sound waves and their interactions with common objects
- Infer that as energy transformations occur, some energy escapes as heat, sound, or light
- Be aware of decisions about the future of energy resources

### **Electricity and Magnetism:**

- Explain that electric currents can produce magnetic forces and magnets can produce electric currents
- Explain the relationship between magnetic forces and electric forces
- Identify the role of electromagnetic forces in electric motors, generators, radio, television, and other technologies
- Observe that different materials act as insulators and conductors of electrical current

### **LIFE SCIENCE**

#### **Animals:**

- Classifications
  - Identify different taxonomic groups of the Animal Kingdom
- Cycles
  - Know that sexual reproduction results in the continuation of the species
  - Describe the basic life processes that all animals carry out.
- Characteristics
  - Know that animals have a variety of body structures with specific functions for survival

#### **Plants:**

- Characteristics
  - Describe the chemical process of photosynthesis
- Life Cycles
  - Discover that plants carry on basic life processes
  - Understand that sexual and asexual reproduction are necessary for the continuation to the species
- Classification
  - Compare and contrast monocots and dicots
  - Identify various plant tissues and explain their function
  - Describe how plants are producers
- Adaptations
  - Know that plants have a variety of body structures with specific functions for survival
  - Explain plant responses to environmental stimuli

#### **Environment:**

- Habitats
  - Understand that through the process of succession, communities change over time
  - Describe the eight biomes in terms of their distinct biotic and abiotic characteristics
- Adaptations
  - Recognize how things evolve
  - Know the process of natural selection
  - Know the history of the Theory of Evolution

**Human Body:**

- Explain that a human being has interactive systems
- Know that humans carry on basic life processes
- Describe how disease is caused by internal and external factors
- Understand homeostasis
- Describe the stages of development of a growing embryo and fetus

**Cells, Heredity and Classification:**

- Realize that both heredity and the environment contribute to the development of living things
- Know that organisms are classified based on similarities that reflect their evolutionary relationships
- Identify the levels of organization in living things: cells, tissues, organs, systems, and organisms
- Know the structure and function of the different parts of a cell
- Describe how chromosomes are contained in both egg and sperm and carry instructions for the new individual
- Model how an inherited trait is determined by one or more genes using a Punnet Square
- Know the chemical and structural properties of DNA and its role in specifying the characteristics of an organism within an organism