

# A CURRICULUM GUIDE FOR FAMILIES



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## GRADE EIGHT

RELIGION

LANGUAGE ARTS/READING

MATHEMATICS

SCIENCE

SOCIAL STUDIES

FINE ARTS

HEALTH & PHYSICAL EDUCATION

TECHNOLOGY

OFFICE OF CATHOLIC EDUCATION

REVISED 2022



Dear Family,

The purpose of this *Curriculum Guide for Families* is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Grade Eight. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support the learning of your child in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The *Curriculum Guide for Families* is an overview of the major learning objectives that will be taught in each of the content areas during Grade Eight. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

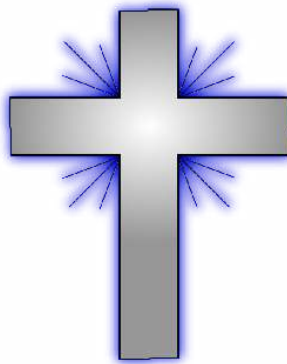
If you have any questions about the progress of your child in the educational program, please contact the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education  
Catholic Diocese of Cleveland

# MISSION

**The Catholic Schools  
of the Diocese of Cleveland  
will work together  
to provide a faith-centered  
Catholic Education  
rooted in the Gospel message  
and evidenced  
in community life,  
family life  
and  
Christian witness  
in service to others.**



# PROFILE

## OF A CATHOLIC SCHOOL GRADUATE

### ***A Catholic School Graduate is a faith-filled disciple of Christ who is***

Called by Baptism and nourished by the Eucharist;  
Active in the sacramental life of the Church through weekly  
participation in the Eucharist and regular participation in Reconciliation;  
Centered in Gospel values;  
Prayerful.

(As we describe the faith commitment of the Catholic School graduate,  
we understand that students of other faiths express these values  
in alternate faith commitments.)

### ***A Catholic School Graduate is a Christian leader who is***

A decision-maker whose conscience is formed  
by the teachings of the Catholic Church;  
A witness to the Faith;  
A person of integrity;  
Respectful;  
Committed to justice;  
Collaborative;  
A community builder;  
A steward of the environment;  
Active in parish life.

### ***A Catholic School Graduate is a centered, well-rounded person who is***

Self-confident;  
Self-disciplined;  
Open to growth;  
Responsible;  
An active and productive citizen.

***A Catholic School Graduate is  
a loving person who is***

Compassionate;  
Kind;  
Appreciative of diversity;  
Welcoming;  
A peace-filled mediator;  
Respectful of the talents and abilities of others.

***A Catholic School Graduate is  
a life-long learner who is***

Articulate;  
Creative;  
Technologically literate;  
Academically and spiritually competent;  
A critical thinker;  
A problem-solver.

***A Catholic School Graduate is  
a healthy person who is***

Respectful of life;  
Practicing good health habits;  
Committed to reaching his/her full potential;  
A good sport.

# CATHOLIC IDENTITY

## INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

### Catholic Social Justice Teachings

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

This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

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

We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

#### **The Rights and Responsibilities of Every Person**

This call involves both our personal and societal rights and duties.

#### **The Preferential Option for the Poor and Vulnerable**

Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

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

The right of the worker is key to making a living. Issues involve just wages and safe and healthful working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

## **Love of Neighbor: Solidarity with All Peoples**

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

## **Care for Creation**

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

## **The Rights of Children**

### **ALL CHILDREN HAVE:**

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.



# RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

## The Profession of Faith

CCC 14. “Those who belong to Christ through faith and Baptism must confess their baptismal faith before men’ (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two).”

## The Celebration of Christian Mystery

CCC 15. “The second part of the Catechism explains how God’s salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church’s liturgy (Section One), especially in the seven sacraments (Section Two).”

## Life in Christ

CCC 16. “The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God’s Ten Commandments (Section Two).”

## Christian Prayer

CCC 17. “The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord’s Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us.”

## **As a parent or guardian at home, you can help your child in religion by:**

- taking a nature walk with your teen and reflecting on being a good person with moral decision-making skills;
- promoting participation in parish liturgies and service activities;
- helping your teen arrange for service opportunities and discussing the importance of it in his or her life;
- helping your teen express his/her understanding of faith in mature terms;
- finding times for faith-sharing as a family and allowing the teen to lead family prayer;
- giving reasons for choosing the right thing to do based on Christian principles;
- expecting your teen to listen attentively and to appreciate being listened to;
- asking your teen to share his or her studies about the history of the church;
- asking your teen to explain one of the seven justice themes and help apply it to his or her life;
- expressing moral principles as a basis for decision-making;
- imitating Mary as a person facing human challenges similar to ours;
- sharing and participating in different forms of prayer;
- using language that respects others and avoids stereotyping, harassment, or denigrating in any way;
- reflecting on how he or she has fulfilled the Profile of a Catholic School Graduate as a centered, well-rounded person, a lifelong learner, a healthy person, a loving person, Christian leader, and a faith filled disciple of Christ who expresses these values in one's own faith community.

# LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

**Informational Text:** In addition to literature, students will be reading more non-fiction pieces from across all content areas.

**Evidence from Texts:** Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.

**Complex Text and Academic Language:** The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

## Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

## Reading: Literature

### **Key Ideas and Details**

- Cite the textual evidence that most strongly supports an 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 analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

## **Craft and Structure**

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## **Integration of Knowledge and Ideas**

- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## **Range of Reading and Level of Text Complexity**

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

# **Reading: Informational Text**

## **Key Ideas and Details**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## **Craft and Structure**

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## **Integration of Knowledge and Ideas**

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## **Range of Reading and Level of Text Complexity**

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

# **Writing**

## **Text Types and Purposes**

- Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Craft and Structure**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

### **Range of Reading and Level of Text Complexity**

- 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.

## **Speaking and Listening**

### **Comprehension and Collaboration**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas**

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

# Language

## **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.

## **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., verbal irony, puns) in context.
  - b. Use the relationship between particular words to better understand each of the words.



- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **As a parent or guardian at home, you can help your child in language arts by:**

- taking time to listen to oral reading, written compositions, or poetry from your teen;
- encouraging your teen to evaluate books, movies, newspapers, news reports, videos and other media according to criteria based on Christian values;
- carrying on discussions about current issues and asking for the perspective of your teen;
- encouraging your teen to engage in creativity and critical thinking;
- promoting clear enunciation, formulation of complete sentences using formal English, projection of voice and personality for more clear and complete communication;
- visiting the library together and becoming frequent users of the facilities;
- making sure your teen can explain the cause-effect relationship of important events;
- encouraging your teen to review material a little bit each day for several days before a test or quiz rather than cramming the night before;
- playing crossword and Scrabble games to help your teen with spelling.



# MATHEMATICS

The Mathematics Curriculum is built upon Ohio's New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Grade Eight instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Three important shifts have occurred in mathematics as a result of the new standards:

**Focus:** Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

**Coherence:** The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

**Rigor:** Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom to everyday situations.

## Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## The Number System

**Know that there are numbers that are not rational, and approximate them by rational numbers.**

- Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,  $\pi^2$ ). *For example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

## Expressions and Equations

**Work with radicals and integer exponents.**

- Know and apply the properties of integer exponents to generate equivalent numerical expressions.
- Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
- Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

**Understand the connections between proportional relationships, lines, and linear equations.**

- Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
- Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

**Analyze and solve linear equations and pairs of simultaneous linear equations.**

- Solve linear equations in one variable.

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
- Analyze and solve pairs of simultaneous linear equations.
  - a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
  - b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.*
  - c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

## Functions

### **Define, evaluate, and compare functions.**

- Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
- Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

### **Use functions to model relationships between quantities.**

- Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

- Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## Geometry

### **Understand congruence and similarity using physical models, transparencies, or geometry software.**

- Verify experimentally the properties of rotations, reflections, and translations:
  - a. Lines are taken to lines, and line segments to line segments of the same length.
  - b. Angles are taken to angles of the same measure.
  - c. Parallel lines are taken to parallel lines.
- Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
- Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

### **Understand and apply the Pythagorean theorem.**

- Explain a proof of the Pythagorean Theorem and its converse.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

### **Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.**

- Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

## Statistics and Probability

### **Investigate patterns of association in bivariate data.**

- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.

Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
- Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

## **As a parent or guardian at home, you can help your child in mathematics by:**

- encouraging your teen to sketch two- and three-dimensional objects;
- discussing real world uses of math and careers that use math with your teen;
- promoting positive attitudes toward math and problem solving;
- suggesting that your teen try alternative approaches to problems in text books and in life;
- encouraging your teen to make use of banking for savings;
- having your teen analyze past population trends for your city and predict what the population will be in 10 years;
- having your teen design a garden with various geometric shapes to fit in a given space and then helping him/her build the garden;
- having your teen budget his/her weekly allowance.

# SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

## Science Inquiry and Application

**Theme: Order and Organization.** This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.

- Identify questions that can be answered through scientific investigations;
- Design and conduct a scientific investigation;
- Use appropriate mathematics, tools and techniques to gather data and information;
- Analyze and interpret data;
- Develop descriptions, models, explanations and predictions;
- Think critically and logically to connect evidence and explanations;
- Recognize and analyze alternative explanations and predictions; and
- Communicate scientific procedures and explanations.

## Earth and Space Science ESS

### **Topic: Physical Earth**

- The composition and properties of Earth's interior are identified by the behavior of seismic waves.
- Earth's crust consists of major and minor tectonic plates that move relative to each other.
- A combination of constructive and destructive geologic processes formed Earth's surface.
- Evidence of the dynamic changes of Earth's surface through time is found in the geologic record.

## **Physical Science PS**

### **Topic: Forces and Motion**

- Forces between objects act when the objects are in direct contact or when they are not touching.
- Forces have magnitude and direction.
- There are different types of potential energy.

## **Life Science LS**

### **Topic: Species and Reproduction**

- Diversity of species occurs through gradual processes over many generations. Fossil records provide evidence that changes have occurred in number and types of species.
- Reproduction is necessary for the continuation of every species.
- The characteristics of an organism are a result of inherited traits received from parent(s).

### **As a parent or guardian at home, you can help your child in science by:**

- encouraging interest in careers related to science;
- discussing with your teen the history of science and the role of formulating hypotheses;
- valuing the preservation of resources, especially fresh water and land;
- visiting the Cleveland Science Center, the Planetarium, the Metro Parks, and other nature preserves with your teen;
- fostering a sense of awe and wonder at the marvels and complexities of creation;
- scheduling an evening gathering of family and friends to observe the night sky together;
- encouraging your teen to identify the landforms in your community through observations and library research;
- creating a family tree and identifying common physical characteristics of family members;
- identifying occupations of family members that involve any aspect of science;
- encouraging your teen to learn about an individual in your community or state who is known for his or her skills in science and technology.



# SOCIAL STUDIES

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities. The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenry with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

## History

**Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction**

**Topic: Historical Thinking and Skills**

- Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

**Topic: Colonization to Independence**

- North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
- Competition for control of territory and resources in North America led to conflicts among colonizing powers.
- The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
- The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

**Topic: A New Nation**

- The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.
- Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
- Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

**Topic: Expansion**

- The United States added to its territory through treaties and purchases.
- Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

**Topic: Civil War and Reconstruction**

- Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
- The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

## Geography

**Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction****Topic: Spatial Thinking and Skills**

- Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

**Topic: Human Systems**

- The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
- The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
- Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
- Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

## Government

**Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction****Topic: Civic Participation and Skills**

- Participation in social and civic groups can lead to the attainment of individual and public goals.
- Informed citizens understand how media and communication technology influence public opinion.

**Topic: Roles and Systems of Government**

- The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.
- The U.S. Constitution protects citizens' rights by limiting the powers of government.

## Economics

### **Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction**

#### **Topic: Economic Decision Making and Skills**

- Choices made by individuals, businesses and governments have both present and future consequences.

#### **Topic: Production and Consumption**

- The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

#### **Topic: Markets**

- Governments can impact markets by means of spending, regulations, taxes and trade barriers.

#### **Topic: Financial Literacy**

- The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

### **As a parent or guardian at home, you can help your child in social studies by:**

- encouraging your teen to note what is happening in the larger world as a context for local and personal events;
- discussing current events with your teen and exchanging points of view;
- having a discussion on political leaders and the necessity of voting with your teen;
- asking what your teen knows about various national holidays and celebrations;
- sharing the history and heritage of the family with your teen;
- suggesting use of research skills to discover answers to questions related to geography, history, government, economics, culture, and famous and not-so-famous people;
- visiting the Natural History Museum with your teen;
- talking about prejudice and stereotyping with your teen;
- discussing the rights of individuals and the protection of those rights with your teen;
- discussing with your teen the kinds of taxes the family pays and the purposes for them.

# FINE ARTS

## ART AND MUSIC

The Fine Arts play a major role in developing the Christian call to Message, Worship, Community, and Service. Stained glass windows have told biblical stories as cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

### ART

#### Perceiving/Knowing (PE)

- Identify how an artist's choice of media relates to the ideas and images in the work.
- Develop awareness and articulate various functions of art.
- Connect science and technology with the development of art in various cultures.
- Understand how social, cultural and political factors affect what contemporary artists and designers create.
- Discover how culture, age, gender and background influence audience perception of art.
- Identify professions that use artistic and problem-solving skills.

#### Producing/Performing (PR)

- Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.
- Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
- Use critical thinking and visual literacy to communicate a specific idea.
- Present personal artworks that show competence in the use of art elements to create meanings and effects.
- Collaborate to create a thematic work that combines visual art with other arts disciplines.

## Responding/Reflecting (RE)

- Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work.
- Explain and defend their artistic decisions using visual art vocabulary.
- Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.
- Recognize how public discussion can affect beliefs about the nature and value of art.
- Identify professions that use art and design, and explore the relationship between art, technology and industry.
- Develop and apply criteria to assess personal works for content and craftsmanship.

### **As a parent or guardian at home, you can help your child in art by:**

- taking your teen to the Cleveland Museum of Art, art galleries, and art shows;
- encouraging your teen to engage in creative expression through an art form;
- encouraging your teen to create personal works of art using a variety of techniques and materials;
- discussing with your teen the role of patrons, dealers, museums, galleries, and religious institutions in supporting the arts in your local area;
- visiting your local parish church with your teen to reflect on the art displayed in the church.



# MUSIC

## Perceiving/Knowing/Creating (CE)

- Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
- Discuss how current developments in music reflect society in reference to the local community and larger world.
- Identify intervals and concert pitches in major and natural minor scales.
- Identify components of larger music works (e.g., symphony, mass, concerto).
- Identify and describe non-performing careers in music.
- Describe ways that technology and the media arts are used to create perform and listen to music.

## Producing/Performing (PR)

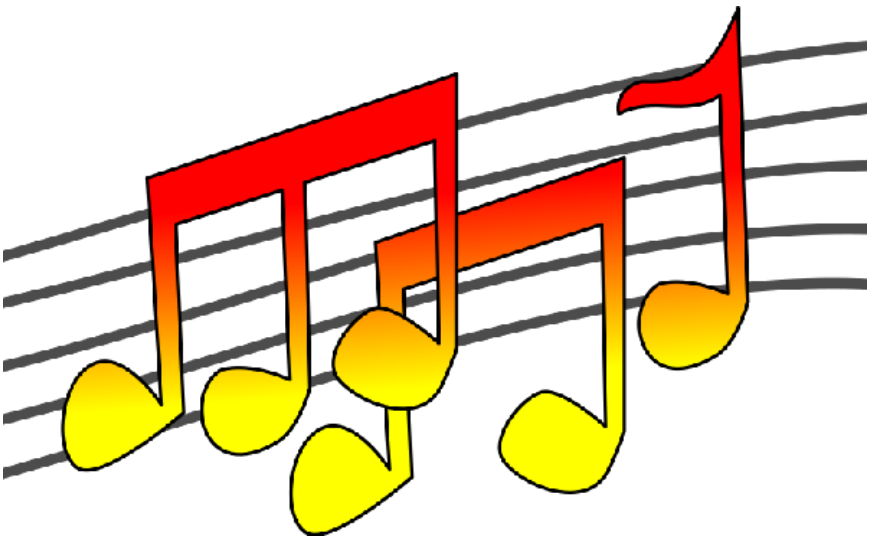
- Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
- Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
- Improvise, compose and arrange music.
- Demonstrate the common beat patterns used by conductors.
- Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
- Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
- Demonstrate and use technology and media arts to create, perform and research music.

## Responding/Reflecting (RE)

- Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.
- Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.
- Compare and contrast selected composers and their works.
- Express how music performance and settings affect audience response.
- Apply criteria based on elements of music to support personal preferences for specific musical works.
- Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.
- Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.

## **As a parent or guardian at home, you can help your child in music by:**

- taking your teen to hear concerts by the Cleveland Orchestra or other musical groups;
- listening to your teen sing or play an instrument;
- visiting the Rock-N-Roll Hall of Fame with your teen;
- encouraging your teen to participate in singing at Sunday Mass;
- encouraging your teen to listen to a variety of music;
- encouraging your teen to play a musical instrument;
- encouraging your teen to participate in cultural and folk music and dance.



# HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles and take responsibility to make healthy choices in an ever changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention, first aid, health issues, and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

## Health Promotion and Disease Prevention

- Analyze the relationship between healthy behaviors and personal health.
- Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- Analyze how the environment affects personal health.
- Describe how family history can affect personal health.
- Describe ways to reduce or prevent injuries and other adolescent health problems.
- Explain how appropriate health care can promote personal health.
- Describe the benefits of and barriers to practicing healthy behaviors.
- Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Influence of Factors on Health Behaviors

- Examine how the family influences the health of adolescents.
- Describe the influence of culture on health beliefs, practices, and behaviors.
- Describe how peers influence healthy and unhealthy behaviors.
- Analyze how the school and community can affect personal health practices and behaviors.
- Analyze how messages from media influence health behaviors.
- Analyze the influence of technology on personal and family health.
- Explain how the perceptions of norms influence healthy and unhealthy behaviors.



- Explain the influence of personal values and beliefs on individual health practices and behaviors.
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- Explain how school and public health policies can influence health promotion and disease prevention.

### **Valid Information, Products and Services**

- Analyze the validity of health information, products, and services.
- Access valid health information from home, school, and community.
- Determine the accessibility of products that enhance health.
- Describe situations that may require professional health services.
- Locate valid and reliable health products and services.

### **Interpersonal Communication Skills**

- Apply effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- Demonstrate effective conflict management or resolution strategies.
- Demonstrate how to ask for assistance to enhance the health of self and others.

### **Decision-Making Skills**

- Identify circumstances that can help or hinder healthy decision making.
- Determine when health-related situations require the application of a thoughtful decision-making process.
- Distinguish when individual or collaborative decision making is appropriate.
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- Predict the potential short-term impact of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives when making a decision.
- Analyze the outcomes of a health-related decision.

### **Goal-Setting Skills**

- Assess personal health practices.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Apply strategies and skills needed to attain a personal health goal.
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

## Health-Enhancing Behaviors

- Explain the importance of assuming responsibility for personal health behaviors.
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate behaviors to avoid or reduce health risks to self and others.

## Advocacy

- State a health-enhancing position on a topic and support it with accurate information.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively to advocate for healthy individuals, families, and schools.
- Identify ways in which health messages and communication techniques can be altered for different audiences.

## **As a parent or guardian at home, you can help your child in health by:**

- creating safety plan and practices in the home with your teen;
- letting your teen know that to care about someone means to care enough to seek adult assistance about serious concerns;
- supporting your teen with patience and wisdom in meeting the challenges of adolescence;
- reminding your teen of safety procedures in individual and team sports;
- encouraging your teen to eat snacks that have nutritional value;
- showing, by example, that exercise is important;
- speaking to your teen about the practice of abstinence when smoking or drugs are concerned;
- talking to your teen about not giving in to peer pressure;
- helping your teen understand the relationship between good health choices and practicing morality;
- helping your teen develop refusal skills for a variety of situations;
- talking to your teen about the need for sexual abstinence in regard to health, venereal disease, and morality;
- encouraging your teen to “reach out” to the handicapped and disabled to offer assistance and friendship.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, [cancer.org/bookstore](http://cancer.org/bookstore).

# PHYSICAL EDUCATION

The Physical Education Curriculum helps our students to acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

## Competency of Motor Skills and Movement Patterns

**Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.**

- Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.
- Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).
- Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.

**Demonstrate critical elements of specialized manipulative skills in a variety of settings.**

- Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
- Strike an object with hand or implement in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.
- Strike and field an object with foot, hand or implement in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes.
- Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.

## Knowledge of Movement and Performance

**Apply tactical concepts and performance principles in game-like settings.**

- Move to open space to receive passes or create space for others.

- Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
- Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

**Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.**

- Analyze specific sport and movement skills using biomechanical principles and critical elements.
- Develop a plan to improve movement performance using movement principles, critical elements, drills and biomechanical principles.

## Level of Physical Activity and Fitness

**Develops a plan to meet the recommendation for daily physical activity.**

- Plan a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences.
- Identify active alternatives to screen time.
- Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.

**Utilizes principles and practices to design a personalized health-related fitness plan.**

- Plan a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences.
- Identify active alternatives to screen time.
- Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.

## Behavior That Respects Self and Others

**Develop and apply rules, safe practices and procedures in physical activity settings.**

- Work cooperatively with peers of differing skill to promote a safe school environment.
- Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.
- Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.

**Communicate effectively with others to promote respect and conflict resolution in physical activity settings.**

- Provide support or positive suggestions to facilitate group progress or success.
- Demonstrate and encourage respect for individual similarities and differences through positive interaction.
- Resolve conflict with sensitivity to the rights and feelings of others.
- Accept and respect decisions made by the designated official.

## Values of Physical Activity

**Makes a connection between participation in physical activity and physical, emotional and intellectual health.**

- Link the health benefits that result from participation in specific physical activities.
- Make a connection between physical activity and emotional health.
- Make a connection between physical activity and intellectual health.

**Discusses the positive impact physical activity has on his or her life.**

- Discuss the reasons for participating in a selected physical activity.
- Discuss the challenging aspects of participating in a selected physical activity.
- Discuss the social benefits of participating in a selected physical activity.

**As a parent or guardian at home, you can help your child in physical education by:**

- encouraging your teen to participate in activities and exercises on a regular basis;
- reminding your teen about safety procedures in individual and team sports;
- reminding your teen to use care when approaching strangers and urging them to say NO to invitations from strangers;
- participating in exercise/sports activities with your teen.



# TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

## **Information and Communications Technology**

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

## **Society and Technology**

- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

## **Design and Technology**

- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.

## **As a parent or guardian at home, you can help your child in technology by:**

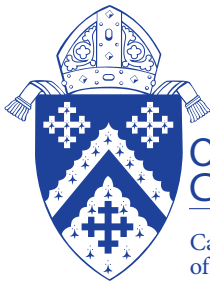
- explaining the importance of acting in accord with the Acceptable Use Policy at school, in the library, and other environments;
- monitoring the use of the computer by your teen;
- exploring educational sites together;
- encouraging your teen to use technology as an educational resource tool;
- regulating the use of email by your teen and encouraging him or her to correspond with grandparents, aunts/uncles, and friends.

## Notes



## Notes





Office of  
Catholic Education

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Catholic Diocese  
of Cleveland