

# Grade 6 – Grade 8 Course Description Catalog 2024 - 2025



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Dr. Katie Perata, Executive Director of Catholic Schools  
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Laura Allen, Principal  
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Lead with **Faith**

Advocate for **Knowledge**

Encourage **Excellence**

## **MISSION STATEMENT**

St. Robert Catholic School is a Christ-centered community that empowers students to develop their faith and abilities, which are essential for a lifetime of service, intellectual and personal growth.

## **STUDENT LEARNING EXPECTATIONS**

A graduate of St. Robert Catholic School will demonstrate the following:

**Stewards of God's Creation**

**Treats everyone with respect**

**Responsive to the needs of others**

**Obedient to a consistent prayer life**

**Brings the Beatitudes to life**

**Expresses thoughts, ideas, and emotions clearly**

**Resolves conflicts peacefully**

**Takes responsibility**

# Academic Honors

## Maroon and Gold Honor Roll

Students receiving all A's including conduct will be on the Gold Honor Roll. Students with all A's and B's will receive the Maroon Honor Roll. Certificates will be presented following each trimester.

## Christian Citizenship

The Christian Citizenship award is given to students demonstrating exemplary classroom and playground behavior

## Responsible Rebel

Students must develop a sense of promptness and work ethic. The Responsible Rebel Award is given every two weeks to students that have no tardies. Beginning in October, it is given out once per month.

## VIRTUE Awards

VIRTUE awards are given out monthly to students that have exemplified the meaning of a VIRTUE through their words and actions.

# Art Courses

## **6th Grade**

Students will explore various forms of visual arts; including, but not limited to the following: Drawing, painting, sculpture and mixed media. Students will learn foundational techniques and concepts while expressing their creativity through hands-on projects. Emphasis is placed on developing observational skills, understanding color theory, exploring different mediums and artistic styles, and encouraging critical thinking and analytical skills through discussion and critique. Additionally, students will learn about various artists both current and historical. Some examples are: Cassatt, Klimt, Warhol, and Hokusai. Student artwork will be displayed at various exhibitions for the school community throughout the year.

## 7th Grade

Students will learn about the *Elements of Art* as well as *The Principles of Design* and incorporate elements of each into their projects. Students will explore different art mediums and learn how to use each effectively. Students will study various artists and their specific artistic styles. Some of these artists may include: Klimt, Warhol, and Manet. They will develop critical thinking skills as we discuss these works. Students will use each artists' style and genre of art as inspiration for their own projects. Student artwork will be displayed at various exhibitions for the school community throughout the year

## 8th Grade

Students will explore artists of different cultures while learning how they express their identity and values through their artwork. Some of the artists may include Miro, Picasso, Warhol and Klimt. Students will develop critical and analytical thinking skills during group discussions. During these discussions, students will learn about art used as social commentary in order to inspire social change. Additionally, students will discuss ethical considerations related to copyright issues in the digital age. Students will learn about the *Elements of Art* as well as *The Principles of Design* and incorporate elements of each into their projects. Students will explore different art mediums and learn how to use each effectively. Student artwork will be displayed at various exhibitions for the school community throughout the year

# English Courses

## 6th Grade

Students will progress through the writing process as they plan, draft, revise, edit, and publish their own specific types of writing. These writing types include persuasive, informative, and narrative. Students are required to draw upon and write about evidence from literary and informational texts. Different writing projects are infused throughout the year, which often answer specific questions, draw on several sources, and sharpen the focus based on research findings. Through their writing tasks, students will grow in their mastery of written academic English and their knowledge and practice of academic oral speaking skills. In addition, students will be tasked to write daily honing their skills of description, brevity, use of vocabulary and creativity. A formal grammar program covering Parts of Speech and instruction in language mechanics as well as vocabulary acquisition is taught throughout the sixth grade year.

## 7th Grade

In this course the literacy skills of writing, speaking, listening, comprehending, and thinking are taught. Students practice grammar, punctuation, and writing organization skills. Assignments include persuasive, narrative, expository, and descriptive composition. The writing process includes ideas and content, organization, sentence fluency, and voice. The class will be planned and coordinated with the seventh-grade literature class so that connections can be made and deeper understanding can be achieved and expressed. Vocabulary instruction and growth are emphasized throughout the year.

## 8th Grade

Eighth grade English coordinates with its corresponding Literature class and other subject-specific classes. The focus of the class encourages further development of academic writing skills by clearly presenting supported ideas and concepts, using correct writing conventions, developing complete and varied sentence fluency by incorporating colorful and specific word choices, and cultivating a voice of their own. A wide variety of writing experiences and activities along with cross curricular connections help to facilitate the writing experience. This class also connects to students' current life experiences and interests while building skills and understanding of what is needed in the 21<sup>st</sup> century.

# Literature Courses

## 6th Grade

The sixth-grade Literature course teaches essential comprehension skills and strategies. Students will read closely and cite evidence from grade-level fiction and nonfiction to support an analysis of main ideas. Students apply skills learned from earlier grades to make sense of longer, more challenging books and articles. Students develop a rich vocabulary of complex words and use them to speak and write more precisely and coherently. They must work together, express and listen carefully to ideas, integrate information from a variety of multimedia sources, and evaluate diverse compositions. Students will be reading at least four novels, along with poetry and short stories during this year. Students will be encouraged, independently, to read three additional books per trimester; this will be achieved through teacher-selected literature themes and personal choice novels, according to their Lexile scores. Students will be encouraged to read three novels per trimester; this will be achieved through teacher-selected literature themes and personal choice novels according to their lexile score.

## 7th Grade

Students will actively participate in the discussion and analysis of a variety of texts. The texts will cover the themes of character, perseverance, courage, survival, science fiction, and reflection over the course of the 2024-2025 school year. Classwork will consist of participation in speech, drama, reading, and analysis of selected works chosen by the teacher covering those specified themes. Homework will consist of completing any work that is not completed in class and participation in *Scholastic Reading Counts* (SRC), in which each student will need to read three books of their choice, according to their lexile score, per trimester.

## 8th Grade

Students will actively participate in discussions and analyses of a variety of texts, including informational, narrative, and prose. Content of the texts will come from all across curricular subject areas. Classwork will consist of participation in speech, drama, reading, and analysis of selected works from specific themes; homework will be given for work not completed in class, written assignments, and long-term projects. Students will be encouraged to read three books per trimester; this will be achieved through teacher-selected Literature themes and personal choice novels, according to their lexile scores.

# Mathematics Courses

## 6th Grade

By 6th grade, students should be proficient and fluent with all their multiplication and division facts. Students in this class will focus on four critical areas:

- 1) Connect ratio and rate to whole number multiplication and division and use ratio and rate concepts to solve problems.
- 2) Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- 3) Interpreting and using expressions and equations.
- 4) Developing understanding of statistical thinking.

## 7th Grade

In this class, there are four critical areas to cover:

- 1) Developing an understanding of and applying proportional relationships.
- 2) Developing an understanding of working with rational numbers and working with expressions and linear equations.
- 3) Solving problems involving scale drawings and information geometric constructions and working with 2 and 3-dimensional shapes to determine surface area and volume.
- 4) Drawing inferences about populations based on samples.

## 8th Grade

In this class there are three critical areas to cover:

- 1) Formulating and reasoning about expressions and equations, including modeling an association in bivariate (2 categories) data with a linear equation and solving linear equations and systems of linear equations.
- 2) Grasping the concept of 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*.

As needed, students will be invited to begin Algebra in order to get a good start on high school mathematics. As the high school math programs are in transition from the traditional sequence, we are committed first to the 8<sup>th</sup> grade standards. Any Algebra work beyond 8<sup>th</sup> grade will be considered a solid foundation for the high school classes as they are developed.

# Music Courses

## 6th Grade

Students will continue to build their understanding of musical terms and elements, while strengthening their listening and analytical skills. They will explore global music throughout the ages and listen with new ears to hear those influences in modern music. Students will continue to learn how interpretations of the elements of music and the expressive qualities (such as articulation/style, and phrasing) convey intent of the composers and performers.

They will also continue to build notation reading skills and understanding of standard symbols for rhythm, pitch, articulation, and dynamics. Students will have opportunities to demonstrate and perform throughout the year to showcase their understanding and mastery of musical skills.

Sixth grade students are eligible to join the choral music program, which is an optional, after school program.

## 7th Grade

Students will work to identify how personal, social, cultural and historical context inform performances and result in different musical effects. They will be exploring many genres and global music, as well as famous composers and their works, while discussing the context and various influences upon their music. Students will continue to build upon their understanding of the use of music in Catholic liturgies and how to create a space conducive to prayer, praise and worship with their choices. They will have collaborative and independent projects in composition, production and performance, and opportunities to showcase their progress throughout the year. Seventh grade students are eligible to join the choral music program, which is an optional, after school program.

## 8th Grade

As students continue to build their musical vocabulary and understanding of the elements of music, they will work to identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music. They will explore global and historical influences on modern music. Students will continue to strengthen their listening skills in musical works that express a personal experience, mood, visual image, or storyline, as they analyze how the elements of music relate to style and mood, while discussing the implications of interpretation and rehearsal. Students will have opportunities to demonstrate and perform throughout the year to showcase their independent and collaborative projects and compositions. Eighth grade students are eligible to join the choral music program, which is an optional, after school program.

# Physical Education Courses

## 6th Grade

Sixth grade students use skills and combinations of skills appropriately in the context of actual performance. Mature patterns should be performed in all basic manipulative, locomotor, and nonlocomotor skills, while the student is beginning to acquire the basic skills of selected sports and dance. The student should be able to apply movement concepts and principles. The student



should be able to recognize and use basic offensive and defensive strategies. Students begin to take on out of class physical activities that exhibit a physically active and healthy lifestyle. Sixth grade students demonstrate understanding and respect for differences among people in physical activity settings. Students understand physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.

## 7th Grade

The seventh grade student demonstrates competency in many movement forms such as modified versions of team sports, individual sports and dance. Individual sports are being introduced as well as skill proficiency in those particular sports. Students begin to understand and apply more advanced movement and game strategies, and critical elements of advanced movement skills. The student should be able to recognize and use basic offensive and defensive strategies. Students will be able to set individual fitness goals, exhibit a physically active and healthy lifestyle. Seventh grade students demonstrate understanding and respect for differences among people in physical activity settings. Students understand physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.

## 8th Grade

The eighth grade student is expected to acquire and demonstrate competency in many movement forms such as modified versions of team sports, individual sports and dance. Students are able to have gained competence in the basic skills and their application. It is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and highly skilled performance. Concepts of practice in relation to performance can be understood and applied. Individual sports are being introduced as well as skill proficiency in those particular sports. Students will be able to set individual fitness goals, exhibit a physically active and healthy lifestyle. Eighth grade students demonstrate understanding and respect for differences among people in physical activity settings. Students understand physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.

# Science Courses

## 6th Grade

In **Life Science**, students will conduct an investigation to provide evidence that living things are made of cells: either one or many different numbers and types of cells. They will develop and use a model to describe the function of a cell as a whole, and how cell parts contribute to the overall function of a cell. They will gather and synthesize information that explains how our brains convert sensory messages into memories.

Students will focus on inheritance and why genes mutate and how these mutations may prove harmful or beneficial to the organism. They will develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

In **Earth Science**, students will learn about the Earth's place in the universe. They will develop a model of the Earth-sun-moon system to explain patterns of rotation and lunar phases, eclipses of the sun and the moon and the seasons. They also discover the role of gravity in our universe among the planets in our solar system. Additionally, they will study how the motions of air masses result in our changing weather conditions.

Focusing on the Earth, students will discover and describe the cycling of the materials and the flow of energy in the Earth that drives this process. Lastly, the focus will be on the Earth and human activity. Here students will interpret data on human use of natural resources in an effort to design a method for monitoring and minimizing our human impact on the environment.

In **Physical Science**, the focus will be on energy. Students will discuss potential energy, kinetic energy, thermal energy transfer and the law of conservation of energy. They will construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. In conjunction with ELA, the students will be reading as a class The Boy Who Harnessed the Wind, Young Readers Edition, by William Kamkwamba and Bryan Mealer.

## 7th Grade

In **Life Science**, students will learn about biological evolution through investigating patterns in fossil records that document changes in life forms throughout the history of life on Earth. They will analyze displays of pictorial data to compare patterns of similarities in the development of multiple species.

Students will also learn about ecosystems – how they interact, how energy moves within it and the dynamics of the system. They will construct explanations that predict patterns of interactions among organisms across ecosystems. They will examine various ecosystems to construct food chains, food webs, and how human impact affects the balance of these delicate systems.

Students will analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Then they will develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

## 8th Grade

In **Life Science**, students will develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. They will also gather information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Next students will analyze data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth. They will construct an explanation for the anatomical similarities and differences among modern organisms and fossil organisms. Students will compare patterns of similarities in the embryological development across multiple species to identify relationships.

Finally, students will construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

# Social Studies Courses

## 6th Grade – Ancient Civilizations

This course is based on the *California History-Social Science Framework* and *Content Standards*, and *Common Core Standards* for Language Arts in Social Studies for the 6<sup>th</sup> Grade. This course presents a chronological history of the world from prehistory to the rise of the Roman Empire. Students will learn about the following civilizations: early humans, Ancient Egypt and the Near East, Ancient India, Ancient China, Ancient Greece, and the beginnings of Ancient Rome. Students will study the geography, daily life, government, architecture, and the

contributions and effects of these civilizations on today's world. Students will study major world religions in a historical context. Students will compare and contrast ancient civilizations to other ancient civilizations and modern civilizations. Students will learn what led to the rise and fall of these ancient civilizations. *Arts Integration Projects* are also used to help students construct and demonstrate understanding through the use of various art forms, and to develop their artistic talents and critical thinking skills. The goal of this course is for students to become active participants in mastering the standards and to inspire further exploration.

## 7th Grade – Medieval and Early Modern

This course is based on the *California History-Social Science Framework* and *Content Standards*, and *Common Core Standards* for Language Arts in Social Studies for the 7th Grade. This course covers the Middle Ages. Students will learn about the following: the fall and legacy of the Roman Empire, Europe during medieval times, the rise of Islam, the culture and kingdoms of West Africa, Imperial China, and Japan during medieval times, civilizations of the Americas, Europe's renaissance and reformation, the age of exploration, and *The Enlightenment*. Students will study geography, daily life, the government, architecture, major historical figures, and the contributions and effects of the Middle Ages on today's world. Students will study major world religions in a historical context. Students will compare and contrast the cultures of the Middle Ages and modern civilization. Students will learn what led to the modern age. *Arts Integration Projects* are also used to help students construct and demonstrate understanding through the use of various art forms, and to develop their artistic talents and critical thinking skills. The goal of this course is for students to become active participants in mastering the standards and to inspire further exploration.

## 8th Grade – American History

The goal of this course is for students to become active participants in mastering the standards and to inspire further exploration. This course is based on the *California History-Social Science Framework* and *Content Standards* and *Common Core Standards* for Language Arts in Social Studies for the 8th Grade. This course covers the development of the United States from the framing of the Constitution to World War I. Course study includes exploration, colonization, the thirteen English colonies, the Revolutionary War, the Constitution and early government, Westward Expansion, the Civil War, Reconstruction, the early Industrial Revolution, the progressive era, and The United States becoming a world power. Arts and literature integration projects are also used to help students construct and demonstrate understanding through the use of various art forms, and to develop their artistic talents and critical thinking skills. Current events will be discussed.

## Civics – American Government Test

All 8<sup>th</sup> grade students must pass (with a score of 80%) the American Government Civics Test before graduation. This test is based on the same test taken to obtain United States Citizenship. There are practice tests, video tutorials, and flashcards available on the United States Citizenship and Immigration Website.

There will be three dates to take the test: the first in mid-January, the second in mid-February, and the third in mid-April.

In preparation for this test, students are expected to research the answers outside of class time. The test will be multiple-choice and short answer. This test must be passed before graduation.

## Theology Courses

This program is designed to build upon the liturgical themes throughout the seasons of the Church. Students will develop an understanding of Church history revealing *why we do what we do* throughout the liturgical year, and why we are called to serve. This will include scripture studies and learning to develop various forms of Christian prayer and spirituality.

### 6th Grade

This course provides a foundational understanding that faith is a gift freely given by God, which we freely receive and to which we respond. Students will learn how the Divine Persons of the Trinity relate to one another while being wholly united as God, and yet are distinct from one another. Students will examine the essential elements and symbols of the Sacraments, and recognize that they are signs of God's grace. Students will develop an understanding that they have a responsibility to work for the common good of society and recognize the meaning of environmental stewardship.

### 7th Grade

Students will recognize how God reveals Himself over time in our human history. This course defines the Holy Trinity and explains how it is the central mystery of Christian faith and life. The meaning of the sacraments will be examined in our personal life and how that life is rooted in faith and prayer. Students will learn how to identify the steps of moral decision-making and

define the common good. We will explore the Seven Themes of Catholic Social Teaching, and articulate how the Church today has been formed.

## 8th Grade

This course provides a deeper understanding of how the Triune God is revealed through the signs of creation, Sacred Scripture, Catholic tradition and human experience. Students will read, comprehend and articulate salvation history through Scripture. Students will recognize that the benefits of the sacramental life are personal and ecclesial. The gifts of the Holy Spirit will be defined and explored as the class moves toward the sacrament of Confirmation. Students will research and examine the life of saints to provide a meaningful understanding of their impact on Church history. The Seven Themes of Catholic Social Teaching will be explored as students recognize the importance of actively living their faith.

## Technology

Students in Grade 6-8 are expected to abide by the following policy on the use of technology:

- I will use my Chromebook and my other electronic devices in ways that are appropriate, educational, and meet St. Robert Catholic School Catholic School expectations as outlined in the Parent/Student Handbook.
- I will use appropriate language when using emails, journals, blogs, or any other forms of communication.
- I will not create, or encourage others to create, discourteous or abusive content.
- I will not use electronic communication to spread rumors, gossip, or engage in any other activity that is harmful to other persons.
- I understand that my Chromebook and school computers used by me are subject to inspection at any time without notice and remain the property of the school.
- I understand that my other electronic devices (including but not limited to my cell phone) are subject to inspection at any time based on a reasonable suspicion that they contain information pertinent to a violation of law or school policies.
- I will take proper care of my Chromebook.
- I will never leave the Chromebook unattended, and I will know where it is at all times.
- I will protect my Chromebook by keeping it stored in the provided case at all times.
- I will never loan out my Chromebook or give my password to other individuals.
- I will not let anyone else use my Chromebook other than my parents or guardians.
- I will charge my Chromebook's battery daily and arrive at school with my device fully charged.
- I will keep food and beverages away from my Chromebook since these may cause damage to the device.
- I will clean the screen with a soft, antistatic cloth ONLY and will use no cleaners.

- I will not disassemble any part of my Chromebook or attempt any repairs.
- I will not place decorations (such as stickers, markers, etc.) on the Chromebook, or do anything to permanently alter the Chromebook in any way.
- I will not remove or deface the serial number or other identification on any Chromebook.
- I will be responsible for all damage or loss caused by neglect or abuse.
  
- I agree to return the Chromebook, case, and power cords in good working condition.

## Athletics

The following teams will be offered during this school year:

Boys Flag Football  
JV/Varsity Volleyball  
JV/Varsity Basketball  
Cross Country  
Track  
Golf  
Girls Flag Football  
Boys Volleyball

### Player Eligibility

All students are eligible to participate on athletic teams sponsored by St. Robert Catholic School and we will provide a team for everyone as we are a no cut program. Participation in the program requires regular attendance at practices and games as required by athletic coaches. However, it is important that we remember that students are at St. Robert's to get a good education. They are Student Athletes at St. Robert's and their first priority is their education. Coaches and parents often forget this fact. In addition, membership on a sports team requires acceptable behavior at all times--good sportsmanship, and respect for coaches, players, and officials during games and practices. Participation in sports is a privilege afforded to all students and is intended to supplement the academic program.