

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 5: Use the language arts to acquire, assess and communicate information.
 Standard A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

CATHOLIC IDENTITY

Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas germane to challenges faced by all Catholics.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Brainstorm to generate questions to gather information.</p> <p>2. Discuss prior knowledge of topic.</p> <p>3. Generate questions gained from experiences (e.g., field trip, visitors, stories) to gather information.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers) to organize generated information.</p> <p>5. Provide answers to questions.</p> <p>6. <u>Generate questions gained from religious experiences.</u></p>	<p>1. Brainstorm to generate questions to gather information.</p> <p>2. Discuss prior knowledge of topic.</p> <p>3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers, available technology) to locate generated information.</p> <p>5. Provide answers to questions.</p> <p>6. State and sort necessary information for a discussion.</p> <p>7. <u>Generate questions and provide answers gained from religious experience.</u></p>	<p>1. Brainstorm to generate questions to gather information.</p> <p>2. Discuss prior knowledge of topic.</p> <p>3. Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers, technology) to organize generated information.</p> <p>5. Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, available technology).</p> <p>6. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.</p> <p>7. Express facts and details in complete sentences.</p> <p>8. Provide answers to questions.</p> <p>9. State and sort necessary information for a project.</p> <p>10. <u>Begin to include facts and details in answer to questions generated from religious experiences.</u></p>	<p>1. Generate questions of interest (e.g., using KWL, webs, graphic organizers).</p> <p>2. Define the focus of the research.</p> <p>3. Collect information relevant to the topic.</p> <p>4. Use aids (e.g., KWL, webs, graphic organizers, technology) to organize generated information.</p> <p>5. Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.</p> <p>6. Use an organizational system (e.g., media center, classroom resources, available technology) to locate generated information.</p> <p>7. Analyze (e.g., categorize, classify, sort, organize, combine) information for a project.</p> <p>8. <u>Collect and analyze information gained from religious sources.</u></p>	<p>1. Formulate questions using aids (e.g., KWL, webs, and other graphic organizers).</p> <p>2. Define the focus of the research.</p> <p>3. Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.</p> <ul style="list-style-type: none"> • Recognize criteria for determining credible sources. • Use organizational system to locate information. • Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information. • Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. <u>Recognize and integrate Catholic ethics into research when answering questions and solving problems (e.g. discrimination, slavery).</u></p>

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CATHOLIC IDENTITY

Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas germane to challenges faced by all Catholics.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Formulate questions using aids (e.g., KWL, webs, and other graphic organizers).</p> <p>2. Define the focus of the research.</p> <p>3. Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.</p> <ul style="list-style-type: none"> • Recognize criteria for determining credible sources. • Use organizational system to locate information. • Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information. • Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. Follow a research plan and prepare a project (e.g., decide on idea/topic, research idea/topic, organize information, prepare project/presentation).</p> <p>6. Develop a bibliography using a simple, acceptable form.</p> <p>7. <u>Recognize and integrate Catholic ethics when researching a topic.</u></p>	<p>1. Select and narrow a topic from a list of topics.</p> <p>2. Formulate questions to direct research and define the focus of research.</p> <p>3. Develop thesis statement based on prior knowledge and gather information based on the hypothesis.</p> <ul style="list-style-type: none"> • Recognize and apply criteria for determining credible sources. • Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information). • Organize and integrate appropriate resources. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. Develop a bibliography using a simple, acceptable form.</p> <p>6. Follow a research plan and prepare a project.</p> <p>7. <u>Recognize and integrate Catholic ethics when designing and preparing a project.</u></p>	<p>1. Select and narrow a topic from a list of topics.</p> <p>2. Formulate questions to direct research and define the focus of research.</p> <p>3. Develop thesis statement based on prior knowledge and gather information based on the hypothesis.</p> <ul style="list-style-type: none"> • Recognize and apply criteria for determining credible sources. • Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information). • Organize and integrate appropriate resources. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).</p> <p>5. Develop a bibliography using a simple, acceptable form.</p> <p>6. Follow a research plan and prepare a project.</p> <p>7. <u>Recognize and integrate Catholic ethics when designing and preparing a project.</u></p>	<p>1. Select and narrow a topic from a list of topics.</p> <p>2. Formulate questions to direct research and define the focus of research.</p> <p>3. Develop thesis statement based on prior knowledge and gather information based on the hypothesis.</p> <ul style="list-style-type: none"> • Recognize and apply criteria for determining credible sources. • Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information). • Organize and integrate appropriate resources. <p>4. Arrange information in an orderly manner (e.g., outlining, sequencing).</p> <p>5. Develop a bibliography using a standard form.</p> <p>6. Design and prepare a project using multiple sources.</p> <p>7. <u>Recognize and integrate Catholic ethics when designing and preparing a project.</u></p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 5: Use the language arts to acquire, assess and communicate information.
 Standard B: Analyze and evaluate information acquired from various sources.

CATHOLIC IDENTITY

Standard B: Analyze and evaluate information acquired from various sources to discern, compare, and contrast Catholic teaching and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Use aids and oral language to evaluate information (e.g., KWL, graphic organizers).</p> <p>2. <u>Use aids to compare and contrast religious events/topics.</u></p>	<p>1. Formulate questions to define ideas through oral discussion of determined topic.</p> <p>2. Distinguish between relevant and irrelevant information.</p> <p>3. <u>Formulate questions and use aids to compare and contrast religious events/topics.</u></p>	<p>1. Formulate questions to define ideas through oral discussion of determined topic.</p> <p>2. Distinguish between relevant and irrelevant information.</p> <p>3. Begin to organize ideas to define focus of details (e.g., drawing, telling, developmental writing).</p> <p>4. <u>Formulate questions and begin to organize ideas using graphic aids to compare/contrast religious events/topic.</u></p>	<p>1. Use key words to identify relevant information.</p> <p>2. Discriminate between relevant and irrelevant information.</p> <p>3. Organize related information under main topics.</p> <p>4. List title, author, and type of resource (e.g., magazine, book, encyclopedia, website, interviewee) used in research.</p> <p>5. <u>Organize related information about religious events/topics.</u></p>	<p>1. Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information.</p> <p>2. Organize related information under main topics.</p> <p>3. Distinguish between main ideas and supporting details.</p> <p>4. List sources of information selected for use in project (e.g., title, author, copyright date).</p> <p>5. <u>Organize related information about religious events/topics citing sources.</u></p>

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As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
1. Analyze information from primary print, electronic and/or non-print sources (e.g., interviews). 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary sources. 5. Recognize the purpose of a bibliography/works-cited. 6. Develop a bibliography using a simple, acceptable form. 7. <u>Apply a set of criteria to discern and evaluate information from various sources using a Catholic viewpoint.</u>	1. Analyze information from primary print and non-print sources. 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary and secondary sources. 5. Use a bibliography for a variety of purposes. 6. Develop a bibliography using a simple, acceptable form. 7. Cite the source of all direct quotations and paraphrased/summarized information. 8. <u>Apply a set of criteria to discern and evaluate information from various sources using a Catholic viewpoint.</u>	1. Analyze information from primary and secondary print and non-print sources. 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary and secondary sources. 5. Use a bibliography for a variety of purposes. 6. Develop a bibliography/works-cited using a simple, acceptable form. 7. Cite the source of all direct quotations and paraphrased/summarized information. 8. <u>Apply a set of criteria to discern and evaluate information from various sources and form an opinion based on Catholic viewpoint.</u>	1. Analyze information from primary print and non-print sources. 2. Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability). 3. Use information from footnotes, illustrations, diagrams, charts, and graphs. 4. Identify primary and secondary sources. 5. Use a bibliography for a variety of purposes. 6. Develop a bibliography/works-cited using a simple, acceptable form. 7. Cite the source of all direct quotations and paraphrased/summarized information using standard format. 8. <u>Apply a set of criteria to discern and evaluate information from various sources and form an opinion based on Catholic viewpoint.</u>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 5: Use the language arts to acquire, assess and communicate information.
 Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.

CATHOLIC IDENTITY

Standard C: Apply acquired information, concepts, and ideas to communicate Catholic teaching and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Attempt to maintain focus – stay on topic. 2. Retell information. 3. Create a message of ideas by drawing, telling, using graphic aids and/or developmental writing. 4. Explain information from a drawing or developmental writing. 5. <u>Retell a Bible/religious story.</u>	1. Maintain focus – stay on topic. 2. Access and use books and stories to learn something new about a topic. 3. Use life experiences as sources of information for written report, letters, and stories. 4. Gather, organize, and share information about a topic. 5. Retell information. 6. Create a message of ideas by drawing, telling, using graphic aids, and/or developmental writing based on acquired information. 7. Explain information from a drawing, graphic aid, or developmental writing. 8. <u>Gather, organize, and share information about a religious topic.</u>	1. Access and use books and stories to learn something new about a topic. 2. Use life experiences as sources of information for written reports, letters, and stories. 3. Gather, organize, and share information about a topic. 4. Maintain focus-stay on topic. 5. Paraphrase information. 6. Introduce summarizing information. 7. Develop ideas by using details from pictures, diagrams, maps, and other graphic organizers. 8. Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, or report). 9. Explain information using a drawing, graphic aids, oral presentation, available technology, or developmental writing. 10. <u>Gather, organize, paraphrase, and share information about a religious topic.</u>	1. Access and use information from a variety of sources. 2. Organize and synthesize information. 3. Paraphrase/summarize information and restate in own words. 4. Compose information in an appropriate medium/format. 5. Present information in oral, written, and available technological/multi-media forms. 6. Revise and edit the work. 7. <u>Present religious information in oral, written, or available technologies.</u>	1. Access print and/or non-print information for written reports, letters, and/or stories. 2. Gather/organize/synthesize information. 3. Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter). 4. Revise and edit the work. 5. Present information in oral, written, or available multi-media forms. <ul style="list-style-type: none"> • Introduce the topic. • Select an organizational structure that is useful to the audience. • Communicate ideas through facts, details, quotation, and/or statistics. • Use diagrams, charts, or illustrations appropriate to the text. • Use text/graphic aids to present information (e.g., banner, charts, report, maps, models, games, interviews, surveys). 6. <u>Revise and edit religious information before presenting a project (e.g. peer editing, conferencing).</u>

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As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Select an appropriate format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. <u>Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</u></p>	<p>1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. <u>Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</u></p>	<p>1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. <u>Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</u></p>	<p>1. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, maturity, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>2. Evaluate and select text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).</p> <p>3. Communicate information in an appropriate manner by either inquiry or research (e.g., interviews, surveys, software presentations).</p> <p>4. Revise/edit the work.</p> <p>5. <u>Communicate religious information by either inquiry or research (e.g., posters, plays, interviews, surveys, software presentations).</u></p>