

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.pk3.1	<i>Develop practices to build an ongoing relationship with our Loving God</i>	
	r.b.pk3.2	Acknowledge that everything/everyone is created by God	
	r.b.pk3.3	Recognize that all God's creation is good	
	r.b.pk3.4	Recognize that Jesus is in his/her heart (Parable of the Mustard Seed, The Good Shepherd, The Hidden Treasures)	
Sacred Scripture	r.b.pk3.5	<i>Listen respectfully to God's Word</i>	
Trinity			
Jesus Christ	r.b.pk3.6	Recognize Jesus as friend and teacher	
	r.b.pk3.7	Identify Jesus as a role model for loving God and other people	
Church History	r.b.pk3.8	Identify the patron saint of the school or the event after which the church is named	
	r.b.pk3.9	Identify the priest (and religious sisters and brothers) and begin to understand their special roles in the local church.	
	r.b.pk3.10	Identify the family as the Church at home and begin to understand the special role families have in sharing the faith of the Church.	
	r.b.pk3.11	Build an awareness of the Church as the family of God	
	r.b.pk3.12	Identify Mary as the Mother of Jesus (the Second Person of the Trinity).	
Creed			

<p>We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.</p>			
<p>Liturgy/ Liturgical Year</p>	<p>r.w.pk3.1</p>	<p>Participate in faith experiences such as prayer services in the classroom and/or in church. Mass participation may be included where appropriate</p>	
	<p>r.w.pk3.2</p>	<p>Experience signs, symbols, and sacramentals of the Church (ex. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water)</p>	
	<p>r.w.pk3.3</p>	<p>Recognize that Jesus is with us in a special way at Mass</p>	
<p>Sacraments</p>			
<p>Eucharist</p>			
<p>We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace</p>			
<p>Dignity of the Human Person</p>	<p>r.l.pk3.1</p>	<p>Recognize his/her own goodness</p>	
	<p>r.l.pk3.2</p>	<p>Recognize that they are special to God and God wants them to be the best person they can be</p>	
	<p>r.l.pk3.3</p>	<p>Discuss that he/she belongs to a human family and God's family</p>	
	<p>r.l.pk3.4</p>	<p>Discuss that each person has feelings</p>	

	r.l.pk3.5	<i>Identify own feelings and emotions and how to express them in a developmentally appropriate manner</i>	
The Human Community	r.l.pk3.6	<i>Exhibit the ability to share, care for, love and forgive others</i>	
	r.l.pk3.7	Identify those who love us	
	r.l.pk3.8	<i>Respect the feelings of others</i>	
	r.l.pk3.9	<i>Demonstrate respect for the world and all living things</i>	
Grace	r.l.pk3.10	Understand that God loves us and is always ready to forgive us.	
Virtue, Sin, and Forming Conscience	r.l.pk3.11	<i>Develop a sense of right and wrong behavior</i>	
	r.l.pk3.12	Discuss the virtues as habits of appropriate behavior	
	r.l.pk3.13	<i>Discuss appropriate ways to express sorrow, anger, happiness and love</i>	
	r.l.pk3.14	Discuss consequences of inappropriate behavior	
The Ten Commandments	r.l.pk3.15	Understand that God gives us rules to teach us how to love God and others	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.pk3.1	Recognize the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life	
	r.p.pk3.2	Know that prayer is talking and listening to God	
	r.p.pk3.3	Know that God listens to our prayer	
	r.p.pk3.4	Understand that there are different forms of prayer	
	r.p.pk3.5	<i>Recite simple prayers (i.e., the sign of the cross, blessing before meals, Angel of God, Hail Mary, Glory Be)</i>	
	r.p.pk3.6	<i>Verbalize spontaneous, personal prayers</i>	
	r.p.pk3.7	Understand that he/she may pray at any time or in any place	

COMMUNICATION ARTS (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
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Social Emotional	ca.se.pk3.1	Respect and respond to others in an appropriate manner	✓
	ca.se.pk3.2	Participate in small and large group activities	✓
	ca.se.pk3.3	Help take care of environment and school (i.e. care for toys, supplies, classroom, etc.)	✓
	ca.se.pk3.4	Develop friendships with peers in class	✓
	ca.se.pk3.5	Gain understanding of and are respectful of others' personal space and group spaces	✓
	ca.se.pk3.6	Express feelings and disappointments appropriately	✓
	ca.se.pk3.7	Maintain interest in activity with distractions present	✓
	ca.se.pk3.8	Finish work that was started	✓
	ca.se.pk3.9	Have a "can do" attitude	✓
	ca.se.pk3.10	Stay focused in a small group setting	✓
	ca.se.pk3.11	Share feelings of pride (express feeling appropriately in varied situations)	✓
	ca.se.pk3.12	Respond well to enthusiasm	✓
	ca.se.pk3.13	Help clean up after activities	✓
	ca.se.pk3.14	Maintain activity or project until complete	✓
	ca.se.pk3.15	Follow directions	✓
Fine & Gross Motor		<i>Increasingly develop and refine fine motor skills</i>	
	ca.fm.pk3.1	Copy horizontal and vertical lines	✓
	ca.fm.pk3.2	Copy the shapes: circle and cross	✓
	ca.fm.pk3.3	Attempt to color within the lines	✓
	ca.fm.pk3.4	Develop scissor skills: a. place scissors on fingers and hold it b. open and close scissors c. snip materials d. hold paper for cutting e. cut a 1 1/2" wide paper in two f. cut a 5-inch wide paper in two	✓
	ca.fm.pk3.5	Thread beads onto string	✓
	ca.fm.pk3.6	Assemble simple age-appropriate puzzles	✓
	ca.fm.pk3.7	Build a tower with 6, 7, 8, 9, and 10 blocks	✓
	ca.fm.pk3.8	Manipulate small pieces: zippers, buttons, and snaps	✓

	ca.fm.pk3.9	Use small manipulatives with increasing strength and dexterity	✓
	ca.fm.pk3.10	Draw a person with some body parts	✓
	ca.fm.pk3.11	Paint, paste, glue, and play with play dough and clay	✓
	ca.fm.pk3.12	Trace numerals 1-10	✓
		<i>Increasingly develop and refine gross motor skills</i>	
	ca.gm.pk3.1	Increase strength and dexterity for upper extremities	✓
Reading	ca.r.pk3.1	Apply early reading skills: show interest in books and reading, handle books appropriately, pretend to read easy or predictable books, comprehend and respond to text, develop sense of the story	✓
	ca.r.pk3.2	Use concepts of print: recognize name and find their name in a group, recognize environmental print and symbols, recognize uppercase and some lowercase letters, and recognize that print represents spoken words	✓
	ca.r.pk3.3	Use phonological awareness: learning rhymes, simple songs, poems, fingerplays, participate in word games, and discriminate sounds in words	✓
Writing		<i>Use writing as a means of expression and communication</i>	
	ca.w.pk3.1	Use scribbles, shapes, pictures, and letter-like forms to write	✓
	ca.w.pk3.2	Experiment with writing tools and materials	✓
	ca.w.pk3.3	Tell others about marks and intended meaning of drawing or writing	✓
	ca.w.pk3.4	Use a variety of resources to facilitate writing	✓
		<i>Develop pre-writing skills</i>	
	ca.w.pk3.5	Copy letters from their name (upper or lower)	
	ca.w.pk3.6	Draw/write with increasing control (watch for dexterity, precision & control, coordination, grasp of instrument)	
	ca.w.pk3.7	Develop pencil grasp	
Speaking & Listening	ca.sl.pk3.1	Represent feelings and ideas through a variety of ways: pretend play, movement, music, art, and construction	✓
	ca.sl.pk3.2	Listen for different purposes such as: to understand others, to comprehend sounds in environment, to decipher complex sentences, to follow directions, to respond to stories and books, and to engage in conversations with others	✓

	ca.sl.pk3.3	Use language to communicate and to initiate conversations with children and adults through words and gestures.	✓
	ca.sl.pk3.4	Develop and expand expressive and receptive language to acquire vocabulary, to be understood by others, and to use complete sentences of varying lengths	✓

MATH

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense		<i>Use numbers to show quantity</i>	✓
	m.ns.pk3.1	Show interest in counting and quantity	
	m.ns.pk3.2	Participate in experiences that involve counting	
	m.ns.pk3.3	Develop an increasing ability to rote count in sequence to 10	✓
	m.ns.pk3.4	Count up to 8 objects with understanding	✓
		<i>Uses language to represent number of objects</i>	
	m.ns.pk3.5	Combine and name how many	
	m.ns.pk3.6	Separate and name how many	
	m.ns.pk3.7	Use language to compare number (i.e. more/less, greater/fewer, equal to)	
		<i>Solve problem using numbers</i>	
	m.ns.pk3.8	Name how many there are in a group (up to eight objects)	✓
	m.ns.pk3.9	Use one-to-one correspondence when counting objects	✓
	m.ns.pk3.10	Use one-to-one correspondence to compare the size of a group of objects	
Relationships & Algebraic Thinking		<i>Use language to represent number of objects</i>	
	m.rat.pk3.1	Combine and separate groups and name how many	
		<i>Use numerical representations</i>	
	m.rat.pk3.2	Use drawings to represent number	
Geometry, Measurement, & Data		<i>Make comparisons using measurement</i>	
	m.gmd.pk3.1	Explore, compare, and describe objects using measurable features	✓
	m.gmd.pk3.2	Order three or more objects according to length or size differences	

		<i>Investigate positions and locations</i>	
	m.gmd.pk3.3	Take apart, create, and build	✓
	m.gmd.pk3.4	Use actions and words to indicate position, location, movement, and orientation	✓
		<i>Explore shapes in the environment</i>	
	m.gmd.pk3.5	Investigate and talk about the characteristics of shapes	✓
	m.gmd.pk3.6	Identify and trace shapes and symbols (line, x, circle, square, triangle)	✓
		<i>Demonstrate an understanding of time through classroom routine</i>	
	m.gmd.pk3.7	Verbally name the days of the week by rote and by cueing from a calendar or song	

SCIENCE

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Physical Science	s.ps.pk3.1	Explore physical properties of objects and materials using senses and simple tools	✓
	s.ps.pk3.2	Investigate properties of objects and materials through questions and experiments	✓
	s.ps.pk3.3	Solve problems involving physical properties of objects and materials	✓
	s.ps.pk3.4	Represent observations of the physical world in a variety of ways: pretend play, music and movement, art and construction, and conversation	✓
Life Science	s.ls.pk3.1	Explores characteristics of living things through senses	✓
	s.ls.pk3.2	Investigate characteristics of living things through questions and collecting information	✓
	s.ls.pk3.3	Solve problems related to living things	✓
	s.ls.pk3.4	Represent observations about living things in a variety of ways: pretend play, music and movement, art and construction, and conversation	✓
Earth & Space Science	s.ess.pk3.1	Explore properties of earth and sky using senses and simple tools	✓
	s.ess.pk3.2	Investigate properties of earth and sky through questions and experiments	✓
	s.ess.pk3.3	Solve problems involving earth and sky	✓

	s.ess.pk3.4	Represent observations about earth and sky in a variety of ways: pretend play, music and movement, art and construction, and conversation	✓
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SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.pk3.1	Identify reasons for rules in the home/school/classroom	
	ss.c.pk3.2	Articulate questions about the classroom and school communities	
	ss.c.pk3.3	Retell and explain personal history	
	ss.c.pk3.4	Describe fair ways for groups to make decisions	✓
	ss.c.pk3.5	Articulate ways to peacefully resolve conflicts	✓
	ss.c.pk3.6	Demonstrate fairness when sharing classroom and playground	✓
	ss.c.pk3.7	Name family members, including grandparents, and their roles and	
	ss.c.pk3.8	Show interest in community and culture	✓
	ss.c.pk3.9	Take turns and listen to peers who are talking during group time	✓
	ss.c.pk3.10	Name community workers, their jobs, and tools of their trade	✓
	ss.c.pk3.11	Identify our country's flag and its characteristics (colors, stars, stripes)	
	ss.c.pk3.12	Practice reciting the Pledge of Allegiance as a class	
Economics	ss.e.pk3.1	Identify the difference between wants and needs	✓
	ss.e.pk3.2	Name objects one buys at a store in exchange for money	
Geography	ss.g.pk3.1	Name the town/city in which one lives and name one's school	✓
History	ss.h.pk3.1	Describe the contributions of people associated with holidays	✓
	ss.h.pk3.2	Use words to show time order such as before, now, later	✓

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.c.pk3.1	Show visual interest and engagement in surroundings	✓
	a.c.pk3.2	Show an interest in mark making and creative art	✓
	a.c.pk3.3	Explore and experiment with a range of media through sensory exploration and using whole body	✓
	a.c.pk3.4	Use a range of materials and media to represent an idea	✓

	a.c.pk3.5	Use creative art to express thoughts, feelings, experiences, or knowledge	☑
MUSIC			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.pk3-4.1	Explore and experience a variety of music, especially Catholic Christian songs	☑
	mu.cr.pk3-4.2	Explore musical ideas (such as movements, vocalizations, or instrumental accompaniments)	
Perform	mu.p.pk3-4.1	Sing and dance to a variety of songs	☑
	mu.p.pk3-4.2	Perform music with expression	
	mu.p.pk3-4.3	Apply teacher feedback to refine performances	☑
	mu.p.pk3-4.4	Repeat patterns using instruments (i.e. rhythmic sticks)	☑
Respond	mu.r.pk3-4.1	State personal interests and communicate why they prefer some music selections over others	
	mu.r.pk3-4.2	Respond to musical contrasts in songs (i.e. changes in harmony and rhythm)	☑
Connect	mu.co.pk3-4.1	Explore how music brings joy to daily life	☑
	mu.co.pk3-4.2	Begin to understand that music is a gift from God	☑
PE & HEALTH			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.pk3-4.1	Demonstrate gross motor skills with purpose	☑
	peh.mms.pk3-4.2	Demonstrate fine motor skills with purpose	☑
Strategy & Applying Skills	peh.sas.pk3-4.1	Respond to sensory input to function in the environment (i.e. body awareness, spatial awareness)	☑
Health & Fitness	peh.hf.pk3-4.1	Practice healthy behaviors (i.e. finish healthy food before eating treats, demonstrate self-care and independence in restroom, use kleenex, etc.)	☑

Attitude & Behavior	peh.ab.pk3-4.1	Practice safe behaviors while playing with peers (i.e. follow playground rules, be gentle, stay with class when moving through the building/campus, etc.)	☑
	peh.ab.pk3-4.2	Follow classroom rules and procedures	☑

WORLD LANGUAGES (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	☑
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	☑
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	☑
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	☑
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nl.2	Listen to age- and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	☑
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	☑

	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓

	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age- and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓
	wl.va.nm.4	time (hours + minutes)	✓
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	✓

	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	<input checked="" type="checkbox"/>
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	

Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	

	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	

	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>

PK4

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.pk4.1	<i>Develop practices to build an ongoing relationship with our Loving God</i>	
	r.b.pk4.2	Acknowledge that everything/everyone is created by God	
	r.b.pk4.3	Recognize that all God's creation is good	
	r.b.pk4.4	Recognize that Jesus is in his/her heart (Parable of the Mustard Seed, The Good Shepherd, The Hidden Treasures)	
Sacred Scripture	r.b.pk4.5	<i>Listen respectfully to God's Word</i>	
Trinity			
Jesus Christ	r.b.pk4.6	Recognize Jesus as friend and teacher	
	r.b.pk4.7	Identify Jesus as a role model for loving God and other people	
Church History	r.b.pk4.8	Identify the patron saint of the school or the event after which the church is named	
	r.b.pk4.9	Identify the priest (and religious sisters and brothers) and begin to understand their special roles in the local church.	
	r.b.pk4.10	Identify the family as the Church at home and begin to understand the special role families have in sharing the faith of the Church.	
	r.b.pk4.11	Build an awareness of the Church as the family of God	
	r.b.pk4.12	Identify Mary as the Mother of Jesus (the Second Person of the Trinity).	
Creed			

<p>We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.</p>			
<p>Liturgy/ Liturgical Year</p>	<p>r.w.pk4.1</p>	<p>Participate in faith experiences such as prayer services in the classroom and/or in church. Mass participation may be included where appropriate</p>	
	<p>r.w.pk4.2</p>	<p>Experience signs, symbols, and sacramentals of the Church (ex. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water)</p>	
	<p>r.w.pk4.3</p>	<p>Recognize that Jesus is with us in a special way at Mass</p>	
<p>Sacraments</p>			
<p>Eucharist</p>			
<p>We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace</p>			
<p>Dignity of the Human Person</p>	<p>r.l.pk4.1</p>	<p>Recognize his/her own goodness</p>	
	<p>r.l.pk4.2</p>	<p>Recognize that they are special to God and God wants them to be the best person they can be</p>	
	<p>r.l.pk4.3</p>	<p>Discuss that he/she belongs to a human family and God's family</p>	
	<p>r.l.pk4.4</p>	<p>Discuss that each person has feelings</p>	

	r.l.pk4.5	<i>Identify own feelings and emotions and how to express them in a developmentally appropriate manner</i>	
The Human Community	r.l.pk4.6	<i>Exhibit the ability to share, care for, love and forgive others</i>	
	r.l.pk4.7	Identify those who love us	
	r.l.pk4.8	<i>Respect the feelings of others</i>	
	r.l.pk4.9	<i>Demonstrate respect for the world and all living things</i>	
Grace	r.l.pk4.10	Understand that God loves us and is always ready to forgive us.	
Virtue, Sin, and Forming Conscience	r.l.pk4.11	Develop a sense of right and wrong behavior	
	r.l.pk4.12	Discuss the virtues as habits of appropriate behavior	
	r.l.pk4.13	Discuss appropriate ways to express sorrow, anger, happiness and love	
	r.l.pk4.14	Discuss consequences of inappropriate behavior	
The Ten Commandments	r.l.pk4.15	Understand that God gives us rules to teach us how to love God and others	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.pk4.1	Recognize the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life	
	r.p.pk4.2	Know that prayer is talking and listening to God	
	r.p.pk4.3	Know that God listens to our prayer	
	r.p.pk4.4	Understand that there are different forms of prayer	
	r.p.pk4.5	<i>Recite simple prayers (i.e., the sign of the cross, blessing before meals, Angel of God, Hail Mary, Glory Be)</i>	
	r.p.pk4.6	<i>Verbalize spontaneous, personal prayers</i>	
	r.p.pk4.7	Understand that he/she may pray at any time or in any place	

COMMUNICATION ARTS (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
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Social Emotional	ca.se.pk4.1	Respect and respond to others in an appropriate manner	✓
	ca.se.pk4.2	Participate in small and large group activities	✓
	ca.se.pk4.3	Help take care of environment and school (i.e. care for toys, supplies, classroom, etc.)	✓
	ca.se.pk4.4	Develop friendships with peers in class	✓
	ca.se.pk4.5	Gain understanding and is respectful of others' personal space and group spaces	✓
	ca.se.pk4.6	Express feelings and disappointments appropriately	✓
	ca.se.pk4.7	Maintain interest in activity with distractions present	✓
	ca.se.pk4.8	Finish work that was started at another time	✓
	ca.se.pk4.9	Have a "can do" attitude	✓
	ca.se.pk4.10	Stay focused in a small group setting	✓
	ca.se.pk4.11	Share feelings of pride	✓
	ca.se.pk4.12	Respond well to enthusiasm	✓
	ca.se.pk4.13	Help clean up after activities	✓
	ca.se.pk4.14	Maintain activity or project until complete	✓
	ca.se.pk4.15	Follow directions	✓
Fine & Gross Motor		<i>Increasingly develop and refine fine motor skills</i>	
	ca.fm.pk4.1	Copy and reproduce horizontal, vertical, and diagonal lines	✓
	ca.fm.pk4.2	Copy and reproduce rectangle, square, cross, X, and triangle	✓
	ca.fm.pk4.3	Color within the lines	✓
	ca.fm.pk4.4	Develop scissor skills	✓
	ca.fm.pk4.5	Assemble simple, age-appropriate puzzles	✓
	ca.fm.pk4.6	Build a tower with 10 blocks	✓
	ca.fm.pk4.7	Manipulate small pieces: zippers, buttons, and snaps	✓
	ca.fm.pk4.8	Draw a recognizable figure with body parts and demonstrate accuracy in placing the body parts	✓
	ca.fm.pk4.9	Paint, paste, glue, and play with play dough and clay	✓
		<i>Increasingly develop and refine gross motor skills</i>	
	ca.gm.pk4.1	Increase strength and dexterity for upper extremities	✓

Reading	ca.r.pk4.1	Apply early reading skills by showing interest in reading and books, exhibiting book-handling skills, pretending to read easy or predictable books, trying to read along during their favorite part of the book, comprehending and responding to text, and developing a sense of story	<input checked="" type="checkbox"/>
	ca.r.pk4.2	Use concepts of print to recognize own names and find names in a group, read environmental print and symbols, identify most uppercase and some lowercase alphabet letters, and recognize that print represents spoken words	<input checked="" type="checkbox"/>
	ca.r.pk4.3	Attend to sounds in language/phonological awareness: repeat rhymes, simple songs, poems, and fingerplays; participate in word games; and discriminate some sounds in words	<input checked="" type="checkbox"/>
	ca.r.pk4.4	With guidance and discussion, develop an understanding of how a text can influence a reader's moral character	
Writing		<i>Use writing as a means of expression and communication</i>	
	ca.w.pk4.1	Use scribbles, shapes, pictures, letter-like forms, and letters to write	<input checked="" type="checkbox"/>
	ca.w.pk4.2	Experiment with writing tools and materials	<input checked="" type="checkbox"/>
	ca.w.pk4.3	Tell others about marks and intended meaning of drawing or writing	<input checked="" type="checkbox"/>
	ca.w.pk4.4	Use a variety of resources to facilitate writing	<input checked="" type="checkbox"/>
	ca.w.pk4.5	Convert speech to writing	<input checked="" type="checkbox"/>
		<i>Writing skills</i>	
	ca.w.pk4.6	Copy and write some uppercase and some lowercase letters	
	ca.w.pk4.7	Write first name in uppercase and lowercase letters	
	ca.w.pk4.8	Draw/write with increasing control (watch for dexterity, precision & control, coordination, and grasp of instrument)	
	ca.w.pk4.9	Develop pencil grasp	
Speaking & Listening	ca.sl.pk4.1	Represent feelings and ideas through pretend play, movement, music and art, and construction	<input checked="" type="checkbox"/>
	ca.sl.pk4.2	Listen for different purposes: to understand others, to comprehend sounds in environment, to decipher complex sentences, to follow directions, to respond to stories and books, and to engage in conversations with others	<input checked="" type="checkbox"/>

	ca.sl.pk4.3	Communicate verbally or with gestures by initiating and responding appropriately in conversation and discussions with adults and children	<input checked="" type="checkbox"/>
	ca.sl.pk4.4	Develop and expand vocabulary by learning new words, communicating verbally or with gestures, using language to pretend and create, and using complete sentences	<input checked="" type="checkbox"/>

MATH

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense		<i>Use numbers to show quantity</i>	
	m.ns.pk4.1	Show interest in counting and quantity	
	m.ns.pk4.2	Participate in experiences that involve counting	<input checked="" type="checkbox"/>
	m.ns.pk4.3	Develop an increasing ability to rote count in sequence to 25	<input checked="" type="checkbox"/>
	m.ns.pk4.4	Develop an increasing ability to count by tens to 50	<input checked="" type="checkbox"/>
	m.ns.pk4.5	Count up to 10 objects with understanding	<input checked="" type="checkbox"/>
		<i>Use language to represent number of objects</i>	
	m.ns.pk4.6	Combine, separate, and name number of objects	<input checked="" type="checkbox"/>
	m.ns.pk4.7	Use language to compare numbers (i.e. more/less, greater/fewer, equal to)	<input checked="" type="checkbox"/>
		<i>Solve problem using numbers</i>	
	m.ns.pk4.8	Name how many there are in a group (up to ten objects)	
	m.ns.pk4.9	Use one-to-one correspondence when counting objects	
	m.ns.pk4.10	Use one-to-one correspondence to compare the size of a group of objects	
Relationships & Algebraic Thinking		<i>Use language to represent number of objects</i>	
	m.rat.pk4.1	Combine and separate groups and name how many	<input checked="" type="checkbox"/>
		<i>Use numerical representations</i>	
	m.rat.pk4.2	Use drawings to represent number	<input checked="" type="checkbox"/>
Geometry, Measurement, & Data		<i>Make comparisons using measurement</i>	

	m.gmd.pk4.1	Explore, compare, and describe objects using measurable features	
	m.gmd.pk4.2	Order three or more objects according to length or size and differences	✓
		<i>Investigate positions and locations</i>	
	m.gmd.pk4.3	Take objects apart and put them together	
	m.gmd.pk4.4	Use actions and words to indicate position, location, movement, and	
		<i>Explore shapes in the environment</i>	
	m.gmd.pk4.5	Investigate and talk about the characteristics of shapes	
	m.gmd.pk4.6	Identify and trace shapes and symbols (line, x, circle, square, triangle, rectangle, diamond, and rhombus)	✓
		<i>Demonstrate an understanding of time through classroom routine</i>	
	m.gmd.pk4.7	Verbally name the days of the week by cueing from a calendar or song	✓
		<i>Work with money</i>	
	m.gmd.pk4.8	Recognize that certain objects are coins and that dollars and coins represent money	

SCIENCE

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Physical Science	s.ps.pk4.1	Explore physical properties of objects and materials using senses and simple tools	✓
	s.ps.pk4.2	Investigate properties of objects and materials through questions and experiments	✓
	s.ps.pk4.3	Solve problems involving physical properties of objects and materials	✓
	s.ps.pk4.4	Represent observations of the physical world in a variety of ways: pretend play, music and movement, art and construction, and conversation	✓
Life Science	s.ls.pk4.1	Explore characteristics of living things through senses	✓
	s.ls.pk4.2	Investigate characteristics of living things through questions and collecting information	✓
	s.ls.pk4.3	Solve problems related to living things	✓
	s.ls.pk4.4	Represent observations about living things in a variety of ways: pretend play, music and movement, art and construction, and conversation	✓

Earth & Space Science	s.ess.pk4.1	Explore properties of earth and sky using senses and simple tools	<input checked="" type="checkbox"/>
	s.ess.pk4.2	Investigate properties of earth and sky through questions and experiments	<input checked="" type="checkbox"/>
	s.ess.pk4.3	Solve problems involving earth and sky	<input checked="" type="checkbox"/>
	s.ess.pk4.4	Represent observations about earth and sky in a variety of ways: pretend play, music and movement, art and construction, and conversation	<input checked="" type="checkbox"/>

SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.pk4.1	Identify reasons for rules in the home/school/classroom	
	ss.c.pk4.2	Articulate questions about the classroom and school communities	
	ss.c.pk4.3	Retell and explain personal history	
	ss.c.pk4.4	Participate in a classroom vote and accept outcome of vote	<input checked="" type="checkbox"/>
	ss.c.pk4.5	Articulate ways to peacefully resolve conflicts	<input checked="" type="checkbox"/>
	ss.c.pk4.6	Demonstrate fairness when sharing classroom and playground equipment	<input checked="" type="checkbox"/>
	ss.c.pk4.7	Name family members, including grandparents, and their roles and responsibilities	
	ss.c.pk4.8	Show interest in community and culture	<input checked="" type="checkbox"/>
	ss.c.pk4.9	Listen to the various ways classmates celebrate holidays with their families	<input checked="" type="checkbox"/>
	ss.c.pk4.10	Listen to classmates as they share their ideas	<input checked="" type="checkbox"/>
	ss.c.pk4.11	Name community workers, their jobs, and tools of their trade	<input checked="" type="checkbox"/>
	ss.c.pk4.12	Identify our country's flag and its characteristics (colors, stars, stripes)	
	ss.c.pk4.13	Recite the Pledge of Allegiance as a class	
Economics	ss.e.pk4.1	Identify the difference between wants and needs	<input checked="" type="checkbox"/>
	ss.e.pk4.2	Identify the physical differences between a penny, nickel, dime, and quarter	
	ss.e.pk4.3	Name objects one buys at a store in exchange for money	
Geography	ss.g.pk4.1	Explore the concept of a neighborhood and community where one lives	<input checked="" type="checkbox"/>

History	ss.h.pk4.1	Describe the contributions of people associated with holidays	<input checked="" type="checkbox"/>
	ss.h.pk4.2	Use words to show time order such as before, now, later	<input checked="" type="checkbox"/>

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.pk4.1	Engage in self-directed play with materials	<input checked="" type="checkbox"/>
	a.cr.pk4.2	Engage in self-directed creative making	<input checked="" type="checkbox"/>
	a.cr.pk4.3	Use a variety of art-making tools	<input checked="" type="checkbox"/>
	a.cr.pk4.4	Share materials with others	<input checked="" type="checkbox"/>
	a.cr.pk4.5	Create and tell about art that communicates a story about a familiar place or object	<input checked="" type="checkbox"/>
	a.c.pk4.6	Share and talk about personal artwork	<input checked="" type="checkbox"/>
Present	a.p.pk4.1	Identify reasons for saving and displaying objects, artifacts, and artwork	<input checked="" type="checkbox"/>
	a.p.pk4.2	Identify places where art may be displayed or saved	
	a.p.pk4.3	Identify where art is displayed both inside and outside of school	
Respond	a.r.pk4.1	Recognize art in one's environment	
	a.r.pk4.2	Distinguish between images and real objects	<input checked="" type="checkbox"/>
	a.r.pk4.3	Interpret art by identifying and describing subject matter	<input checked="" type="checkbox"/>
	a.r.pk4.4	Select a preferred artwork	
Connect	a.co.pk4.1	Explore the world using descriptive and expressive words and art-making	<input checked="" type="checkbox"/>
	a.co.pk4.2	Recognize that people make art	

MUSIC

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.pk3-4.1	Explore and experience a variety of music, especially Catholic Christian songs	<input checked="" type="checkbox"/>
	mu.cr.pk3-4.2	Explore musical ideas (such as movements, vocalizations, or instrumental accompaniments)	
Perform	mu.p.pk3-4.1	Sing and dance to a variety of songs	<input checked="" type="checkbox"/>
	mu.p.pk3-4.2	Perform music with expression	

	mu.p.pk3-4.3	Apply teacher feedback to refine performances	✓
	mu.p.pk3-4.4	Repeat patterns using instruments (i.e. rhythmic sticks)	✓
Respond	mu.r.pk3-4.1	State personal interests and communicate why they prefer some music selections over others	
	mu.r.pk3-4.2	Respond to musical contrasts in songs (i.e. changes in harmony and rhythm)	✓
Connect	mu.co.pk3-4.1	Explore how music brings joy to daily life	✓
	mu.co.pk3-4.2	Begin to understand that music is a gift from God	✓

PE & HEALTH

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.pk3-4.1	Demonstrate gross motor skills with purpose	✓
	peh.mms.pk3-4.2	Demonstrate fine motor skills with purpose	✓
Strategy & Applying Skills	peh.sas.pk3-4.1	Respond to sensory input to function in the environment (i.e. body awareness, spatial awareness)	✓
Health & Fitness	peh.hf.pk3-4.1	Practice healthy behaviors (i.e. finish healthy food before eating treats, demonstrate self-care and independence in restroom, use kleenex, etc.)	✓
Attitude & Behavior	peh.ab.pk3-4.1	Practice safe behaviors while playing with peers (i.e. follow playground rules, be gentle, stay with class when moving through the building/campus, etc.)	✓
	peh.ab.pk3-4.2	Follow classroom rules and procedures	✓

WORLD LANGUAGES (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓

	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	<input checked="" type="checkbox"/>
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	<input checked="" type="checkbox"/>
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nl.2	cardinal numbers 0-30	<input checked="" type="checkbox"/>
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	<input checked="" type="checkbox"/>
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nl.9	family	<input checked="" type="checkbox"/>
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nl.13	definite and indefinite articles	

Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓

	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nm.2	cardinal numbers 0-2,000	<input checked="" type="checkbox"/>
	wl.va.nm.3	weather	<input checked="" type="checkbox"/>
	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	<input checked="" type="checkbox"/>
	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	

	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	✓
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	

Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓

Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	✓
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	✓
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	✓
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	✓

KINDERGARTEN

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.k.1	<i>Develop practices to build an ongoing relationship with our loving God</i>	
	r.b.k.2	Identify God as the creator of all things	
	r.b.k.3	Name some examples of God's creation	
	r.b.k.4	Name ways in which God's love is experienced	
	r.b.k.5	<i>Treat creation with respect and responsibility</i>	
Sacred Scripture	r.b.k.6	Tell how Bible stories help us to see God at work in our lives	
	r.b.k.7	Retell in own words the story of Creation, Adam & Eve (Gen 1-3)	
	r.b.k.8	Retell in own words the story of Christmas (Mat 1:18-25; Luke 24:1-12; John 20:1-31)	
	r.b.k.9	Retell in own words the story of Easter (Matt 28:1-8; Mark 16: 1-13; Luke 24: 1-12; John 20: 1-31)	
Trinity	r.b.k.10	Recognize that there is one God (Deut 4:35)	
	r.b.k.11	Identify the three persons of the Holy Trinity	
Jesus Christ	r.b.k.12	Recognize Jesus as the Son of God	
	r.b.k.13	Identify the Holy Family as Jesus, Mary His Mother, and Joseph as His earthly father	
Church History	r.b.k.14	Recognize saints as holy people	
	r.b.k.15	List some good things (virtues) that saints do in their lives and how we can practice virtue like the saints did	

Creed	r.b.k.16	Recognize that God sent His Son, Jesus, to teach us how to live good lives	
	r.b.k.17		
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.k.1	<i>Demonstrate reverent behavior in church</i>	
	r.w.k.2	Participate in seasonal liturgical activities	
	r.w.k.3	Identify the liturgical seasons of Advent, Christmas, Lent and Easter	
Sacraments	r.w.k.4	Understand sacraments are an opportunity to meet Jesus and grow in our relationship to Him	
	r.w.k.5	Identify Baptism as a sacrament	
	r.w.k.6	Understand that through the Sacrament of Baptism we become a child of God and members of the church	
	r.w.k.7	Identify water as a sign of God's life and an important part of Baptism	
	r.w.k.8	Discuss other symbols and signs of Baptism (i.e. light, oil, white garment)	
Eucharist	r.w.k.9	Understand that Jesus is present at Mass.	

<p>We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace</p>			
Dignity of the Human Person	r.l.k.1	Recognize that all people are made in the image and likeness of God (Gen 1:26)	
	r.l.k.2	Recognize that each person is uniquely special to God	
The Human Community	r.l.k.3	Understand that by doing what is right and good we are obeying God	
	r.l.k.4	Understand that parents, family members, teachers, and other adults in the community are God's helpers in our lives	
Grace	r.l.k.5	Understand that God loves us and is always ready to forgive us.	
Virtue, Sin, and Forming Conscience	r.l.k.6	Discuss the difference between right and wrong	
	r.l.k.7	Affirm that God gives us the freedom to make right choices	
The Ten Commandments	r.l.k.8	Understand that God gives us rules to live by called the Ten Commandments	
	r.l.k.9	Understand that we honor our parents and teachers with respect and obedience	
	r.l.k.10	Understand that we must respect the property of others.	
	r.l.k.11	<i>Show respect for others in our work and play</i>	
	r.l.k.12	<i>Demonstrate respect of the property of others</i>	
<p>We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.</p>			
Prayer	r.p.k.1	Define prayer as talking to and listening to God	
	r.p.k.2	<i>Recite traditional prayers in a group (i.e. Sign of the Cross, Meal time prayers, Our Father, Glory Be, Hail Mary, Angel of God, etc.)</i>	

	r.p.k.3	Identify appropriate times for prayer (morning, before bed, meal times, etc.)	
	r.p.k.4	<i>Demonstrate spontaneous prayer</i>	
	r.p.k.5	Identify and explain that the church building is God's house and the place where we come together as God's family to pray	
	r.p.k.6	Understand that Mass is the most important prayer	
	r.p.k.7	<i>Demonstrate prayer gestures: folding hands to pray and kneeling</i>	

COMMUNICATION ARTS (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.k.1	With assistance, develop and demonstrate reading skills in response to read-aloud by: a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts about a read aloud or familiar story d. recognizing beginning, middle, and end	☑
	ca.r.k.2	With assistance develop an understanding of vocabulary by: a. identifying and sorting pictures of objects into conceptual categories b. demonstrating an understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using words and phrases acquired through conversations, reading and being read to, and responding to texts	☑
	ca.r.k.3	With assistance, determine the connection between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences to fiction and nonfiction) c. text to world (text ideas regarding experiences in the world)	
	ca.r.k.4	Read independently for sustained periods of time by: a. engaging with text as developmentally appropriate	☑

	ca.r.k.5	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. Identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories g. ask and answer questions about unknown words in text 	<input checked="" type="checkbox"/>
	ca.r.k.6	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds 	
	ca.r.k.7	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. identify characters in a puppet play or performance by actors 	
	ca.r.k.9	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. respond to examples of sensory details 	
	ca.r.k.8	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations b. use titles and illustrations to make predictions about text c. identify text features d. identify the meaning of environmental print 	
	ca.r.k.10	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text 	<input checked="" type="checkbox"/>
	ca.r.k.11	<p>With assistance, develop an awareness of media literacy by:</p> <ul style="list-style-type: none"> a. using different forms of media as developmentally appropriate 	

	ca.r.k.12	Develop print awareness in the reading process by: a. identifying all upper and lower case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one to one correspondence between spoken words and written words	✓
	ca.r.k.13	Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rhymes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting spoken words into two or three phonemes	✓
	ca.r.k.14	Develop phonics in the reading process by: a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words	✓
	ca.r.k.15	With assistance, read appropriate texts with purpose and understanding	
	ca.r.k.16	With assistance, develop an understanding of how a text can influence a reader's moral character	
Writing	ca.w.k.1	With assistance, follow a writing process to design a writing plan by: a. using mentor texts and brainstorming b. telling one's story across pages c. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page	✓

	ca.w.k.2	With assistance, connect to genre of choice and create a draft from pre-writing by: a. sequencing a story across pages b. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page	✓
	ca.w.k.3	With assistance, revise and edit drafts to: a. reread one's writing piece b. respond to questions and suggestions by adding details in illustration and or writing c. using spaces between words, proper linear awareness (when applicable), printing left to right, and proper letter formation	✓
	ca.w.k.4	With assistance, explore a variety of conventional/digital tools to produce and publish writing	✓
	ca.w.k.5	With assistance, construct an opinion text that: a. tells an opinion about a topic b. develops and provides logical reasons and suggestions about a topic c. lists specific steps for others to follow or a specific course of action (if applicable)	✓
	ca.w.k.6	With assistance, write informative/explanatory texts that name and inform about a topic	✓
	ca.w.k.7	With assistance, write fiction and non-fiction narratives and poems that: a. narrate a story or experience that one has had or imagined b. tell the story in order and across pages	✓
	ca.w.k.8	With assistance, apply concepts from the research process to: a. formulate a list of open-ended questions about topics of interest b. determine what sources or people can answer these questions c. gather evidence from sources to develop and document research	✓
Language	ca.l.k.1	Apply concepts of Standard English grammar (in both speech and written form) when: a. identifying nouns and verbs b. using plural words when speaking c. expressing time and space	✓

	ca.l.k.2	Apply concepts of Standard English when: a. demonstrating use of complete sentences in writing and shared language b. formulating sentences using question words	<input checked="" type="checkbox"/>
	ca.l.k.3	Reproduce and recognize upper and lowercase letters in print	<input checked="" type="checkbox"/>
	ca.l.k.4	Use correct spelling of own first and last name with proper capitalization	<input checked="" type="checkbox"/>
	ca.l.k.5	When formulating sentences, recognize that: a. sentences end with punctuation marks b. the first letter of the first word is capitalized c. the pronoun "I" is capitalized	
	ca.l.k.6	When constructing words, use inventive spelling with beginning, final, and medial sounds	<input checked="" type="checkbox"/>
	ca.l.k.7	In written text: a. write and name letters that match the given sound b. write and name letters for consonant and vowel sounds	
Speaking & Listening	ca.sl.k.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. continuing a conversation through multiple exchanges c. following two step instructions d. demonstrating active listening skills e. demonstrating active listening	<input checked="" type="checkbox"/>
	ca.sl.k.2	Speak clearly and audibly using conventions of language when presenting individually or with a group by: a. taking turns speaking b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling and asking appropriate questions based on read-alouds or other media d. describing a personal experience using a prop, picture, or other visual aids e. speaking in complete sentences	<input checked="" type="checkbox"/>

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense		<i>Know the number names and count sequence</i>	
	m.ns.k.1	Count to 100 by ones and tens.	
	m.ns.k.2	Count forward beginning from a given number between 1 and 20.	
	m.ns.k.3	Count backward from a given number between 10 and 1.	
	m.ns.k.4	Read and write numerals and represent a number of objects from 0 to 20.	
		<i>Understand the relationship between numbers and quantities: connect counting to cardinality</i>	
	m.ns.k.5	Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only object	✓
	m.ns.k.6	Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which were counted	
	m.ns.k.7	Demonstrate that each successive number name refers to a quantity that is one larger than the previous number	
	m.ns.k.8	Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns	✓
	m.ns.k.9	Demonstrate that a number can be used to represent “how many” are in a set.	✓
		<i>Compare Numbers</i>	
	m.ns.k.10	Compare two or more sets of objects and identify which set is equal to, more than, or less than the other	✓
	m.ns.k.11	Compare two numerals, between 1 and 10, and determine which is more than or less than the other	
Number Sense & Operations in Base Ten		<i>Work with numbers 11-19 to gain foundations for place value</i>	
	m.nsbt.k.1	Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	✓
Relationships & Algebraic Thinking		<i>Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from</i>	
	m.rat.k.1	Represent addition and subtraction within 10	✓

	m.rat.k.2	Demonstrate fluency for addition and subtraction within 5	<input checked="" type="checkbox"/>
	m.rat.k.3	Decompose numbers less than or equal to 10 in more than one way	<input checked="" type="checkbox"/>
	m.rat.k.4	Construct 10 for any number from 1 to 9	<input checked="" type="checkbox"/>
Geometry & Measurement		<i>Reason with shapes and their attributes</i>	
	m.gm.k.1	Describe several measurable attributes of objects	
	m.gm.k.2	Compare the measurable attributes of two objects	<input checked="" type="checkbox"/>
		<i>Work with time and money</i>	
	m.gm.k.3	Demonstrate an understanding of concepts of time and devices that measure time.	
	m.gm.k.4	Name the days of the week.	
	m.gm.k.5	Identify pennies, nickels, dimes and quarters.	
		<i>Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres</i>	
	m.gm.k.6	Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size	<input checked="" type="checkbox"/>
	m.gm.k.7	Describe the relative positions of objects in space	
	m.gm.k.8	Identify and describe attributes of shapes, and use the attributes to sort a collection of shapes	<input checked="" type="checkbox"/>
	m.gm.k.9	Draw or model simple two-dimensional shapes.	<input checked="" type="checkbox"/>
	m.gm.k.10	Compose simple shapes to form larger shapes using manipulatives	<input checked="" type="checkbox"/>
Data & Statistics		<i>Classify objects and count the number of objects in each category</i>	
	m.ds.k.1	Classify objects into given categories; count the number of objects in each category	
	m.ds.k.2	Compare category counts using appropriate language	<input checked="" type="checkbox"/>
SCIENCE (Updated 7/15/25)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD

Physical Science- Motion and Stability: Forces and Interactions	K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other][Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]	
	K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.][Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]	
Physical Science- Energy	K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.][Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]	
	K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]	
Life Science- From Molecules to Organisms: Structures and Processes	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]	

<p>Earth & Space Science- Earth's Systems</p>	<p>K-ESS2-1</p>	<p>Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.][Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]</p>	
	<p>K-ESS2-2</p>	<p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]</p>	
<p>Earth & Space Science- Earth and Human Activity</p>	<p>K-ESS3-1</p>	<p>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]</p>	
	<p>K-ESS3-2</p>	<p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. [Clarification Statement: Emphasis is on local forms of severe weather.]</p>	
	<p>K-ESS3-3</p>	<p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]</p>	
<p>Engineering Design</p>	<p>K-2ETS1-1</p>	<p>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	
	<p>K-2ETS1-2</p>	<p>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	

	K-2ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
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SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.k.1	Identify reasons for making rules within the school and at home	
	ss.c.k.2	Describe why groups make decisions and fair ways those decisions are made in families and classrooms	
	ss.c.k.3	Explain how to resolve disputes peacefully in the classroom and on the playground	
	ss.c.k.4	Compare one's personal viewpoint to another person's viewpoint	
	ss.c.k.5	Apply catholic virtues and democratic principles when working with others	
	ss.c.k.6	Discuss the concept of individual rights	
	ss.c.k.7	Describe roles and responsibilities of people in authority in families and in groups	
	ss.c.k.8	Describe character traits of role models within one's family and school	
	ss.c.k.9	Describe the contributions of people associated with holidays and saints' feast days	
	ss.c.k.10	Describe and show respect for cultural characteristics of one's family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions	
	ss.c.k.11	Describe how one remembers and commemorates cultural heritage with family members	
	ss.c.k.12	Identify and describe the importance of our country's flag as a symbol of the United States and recite the Pledge of Allegiance	
Economics	ss.e.k.1	Identify the difference between wants and needs and goods and services	
	ss.e.k.2	Identify the benefits and costs of making various personal decisions	
Geography	ss.g.k.1	Identify maps as representations of real places	
	ss.g.k.2	Construct a map of a familiar place using symbols and labels	
	ss.g.k.3	Apply positional words to locations within the classroom	
History	ss.h.k.1	Create a timeline using events from one's own life	

	ss.h.k.2	Identify ways people learn about the past and distinguish among the past, present, and future	
	ss.h.k.3	Compare life in the past to life today	
Social Science Inquiry	ss.ssi.k.1	Label and analyze different social studies' sources with guidance and support from an adult	☑
	ss.ssi.k.2	Use artifacts to share information on social studies topics	☑
	ss.ssi.k.3	Use visual tools to communicate information	☑
	ss.ssi.k.4	Share findings about a social studies topic	☑
	ss.ssi.k.5	Ask questions and find answers about a topic, with assistance	☑

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	
	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	

	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	
Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	

	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	
	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	
	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.k.1	Engage in exploration and imaginative play with materials	<input checked="" type="checkbox"/>
	a.cr.k.2	Engage collaboratively in creative art-making in response to an artistic problem	<input checked="" type="checkbox"/>
	a.cr.k.3	Through experimentation, build skills in various media and approaches to art-making	<input checked="" type="checkbox"/>
	a.cr.k.4	Identify safe and non-toxic art materials, tools and equipment	<input checked="" type="checkbox"/>
	a.cr.k.5	Create art that represents natural and constructed environments	
	a.cr.k.6	Explain the process of making art while creating	
Present	a.p.k.1	Select art objects for personal portfolio and display, explaining why they were chosen	
	a.p.k.2	Explain the purpose of a portfolio or collection	<input checked="" type="checkbox"/>
	a.p.k.3	Explain what an art museum is and distinguish how an art museum is different from other buildings	
Respond	a.r.k.1	Identify uses of art within one's personal environment	
	a.r.k.2	Describe what an image represents	<input checked="" type="checkbox"/>
	a.r.k.3	Interpret art by identifying subject matter and describing relevant details	
Connect	a.co.k.1	Explain reasons for selecting a preferred artwork	
	a.co.k.2	Create art that tells a story about a life experience	<input checked="" type="checkbox"/>
	a.co.k.3	Identify a purpose of an artwork	

MUSIC

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.k.1	With guidance, explore and experience music concepts (such as beat and melodic contour)	<input checked="" type="checkbox"/>
	mu.cr.k.2	With guidance, generate musical ideas (such as movements or motives)	<input checked="" type="checkbox"/>
	mu.cr.k.3	With guidance, demonstrate and choose favorite musical ideas	

	mu.cr.k.4	With guidance, organize personal musical ideas using iconic notation and/or recording technology	✓
	mu.cr.k.5	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas	
	mu.cr.k.6	With guidance, demonstrate a final version of personal musical ideas to peers	
Perform	mu.p.k.1	With guidance, demonstrate and state personal interest in varied musical selections	
	mu.p.k.2	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance	✓
	mu.p.k.3	With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent	✓
	mu.p.k.4	With guidance, apply personal, teacher, and peer feedback to refine performances	
	mu.p.k.5	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music	
	mu.p.k.6	With guidance, perform music with expression	
	mu.p.k.7	Perform appropriately for the audience	✓
Respond	mu.r.k.1	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others	
	mu.r.k.2	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music	✓
	mu.r.k.3	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent	✓
	mu.r.k.4	With guidance, apply personal and expressive preferences in the evaluation of music	
Connect	mu.co.k.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.k.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life	✓

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.k.1	Demonstrate manipulative skills in a stationary position (i.e. rolling, throwing, catching, kicking)	✓
	peh.mms.k.2	Demonstrate ways to balance on different body parts at different levels	✓
	peh.mms.k.3	Demonstrate introductory individual stunts (i.e. crab walk, bear walk, inch worm)	
	peh.mms.k.4	Demonstrate selected non-locomotor skills (i.e. push, pull, bend, twist, stretch, turn)	✓
	peh.mms.k.5	Demonstrate the ability to use one object to manipulate another object	
Strategy & Applying Skills	peh.sas.k.1	Demonstrate simple movements to music (i.e. march to beat)	✓
	peh.sas.k.2	Demonstrate safe use of general and personal space	✓
Health & Fitness	peh.hf.k.1	Identify major body parts and their relationship with one another (i.e. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	✓
	peh.hf.k.2	Explain that food provides fuel and energy for the body and that healthy foods provide the best energy	✓
	peh.hf.k.3	Explain that being active is important for good health and that people are healthy when they are not sick	✓
Attitude & Behavior	peh.ab.k.1	Demonstrate the ability to share, be cooperative, and safe with others	✓
	peh.ab.k.2	Follow directions in a group setting in a timely and safe manner	✓
	peh.ab.k.3	Acknowledge the challenges and enjoyment of physical activities	

WORLD LANGUAGES (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	

	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Vocabulary Topics:</i>	
		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓

	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	

	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓
	wl.va.nm.4	time (hours + minutes)	✓
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	✓
	wl.va.nm.9	singular and plural possessive adjectives	✓
	wl.va.nm.10	family	✓
	wl.va.nm.11	body	✓
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	✓
	wl.va.nm.15	definite and indefinite articles	✓
	wl.va.nm.16	general prepositions (i.e. of, with)	

	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central	<input checked="" type="checkbox"/>
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	<input checked="" type="checkbox"/>
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	

	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓

	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	✓
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	✓
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	✓
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	✓

FIRST GRADE

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.1.1	<i>Develop practices to build an ongoing relationship with our loving God</i>	
	r.b.1.2	Explore how God, Our Father, made all things to reveal His love	
Sacred Scripture	r.b.1.3	Know that the Bible is the "Word of God"	
	r.b.1.4	Tell the story of Jesus' birth, death, and resurrection	
Trinity	r.b.1.5	Recognize God as Father, Jesus as Son, and the Holy Spirit as Helper	
	r.b.1.6	Explore how the Holy Spirit helps each person grow in holiness	
Jesus Christ	r.b.1.7	Describe how God, our Father, sent Jesus to save each person	
	r.b.1.8	<i>Honor Mary as the Mother of Jesus (the Second Person of the Trinity), as our mother</i>	
	r.b.1.9	Share how Jesus is the model and teacher who shows each person how to live as a Christian	
Church History	r.b.1.10	List the key events of Jesus' life starting with the Mysteries of the Rosary	
	r.b.1.11	Identify the apostles and their role in the history of the church	
	r.b.1.12	Explore how one becomes a saint	
Creed	r.b.1.13	Know that there is one God and that God is three persons- Father, Son and Holy Spirit	

<p>We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.</p>			
<p>Liturgy/ Liturgical Year</p>	<p>r.w.1.1</p>	<p><i>Demonstrate reverent behavior in church</i></p>	
	<p>r.w.1.2</p>	<p>Identify and celebrate the liturgical seasons of the year</p>	
	<p>r.w.1.3</p>	<p>Recognize that the Church celebrates many special days dedicated to Mary.</p>	
	<p>r.w.1.4</p>	<p><i>Recognize and use Liturgical gestures (i.e. kneeling, standing, folding hands, blessing with holy water)</i></p>	
	<p>r.w.1.5</p>	<p>Explain that the church building is the house of God and a house of prayer</p>	
<p>Sacraments</p>	<p>r.w.1.6</p>	<p>Explain how, through the Sacrament of Baptism, each person becomes a member of God's family, the Church</p>	
	<p>r.w.1.7</p>	<p><i>Recall that blessing yourself with holy water is a reminder of your Baptism, and prepares us to receive God's grace</i></p>	
	<p>r.w.1.8</p>	<p>Explain how Jesus gives Himself to each person in the Eucharist</p>	
<p>Eucharist</p>	<p>r.w.1.9</p>	<p>Understand the Eucharist has a special and central place in our own life</p>	
	<p>r.w.1.10</p>	<p>Summarize what Jesus said and did at the Last Supper</p>	
	<p>r.w.1.11</p>	<p><i>Recognize Jesus in the tabernacle</i></p>	

We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to live leads to true joy and peace			
Dignity of the Human Person	r.l.1.1	Recognize that everyone has a vocation, a special calling by God to love and serve him	
	r.l.1.2	Explain what it means to live as a child of God	
	r.l.1.3	Explain how each person is called to treat others with respect	
The Human Community	r.l.1.4	Discuss how each person is an important member of a family, school, and parish	
	r.l.1.5	<i>Demonstrate how each person is called to participate in and contribute to the well-being of family, parish, and community</i>	
Grace	r.l.1.6	Discuss how God's grace helps each person to live a good life	
Virtue, Sin, and Forming Conscience	r.l.1.7	Understand that God loves us and is always ready to forgive us.	
	r.l.1.8	Describe sin as being an offense against God	
	r.l.1.9	Understand that we should express sorrow for our sins.	
	r.l.1.10	Understand that, like Jesus, we should always love and be ready to forgive others who have hurt us.	
	r.l.1.11	Understand that Jesus wants us to be like him	
	r.l.1.12	Understand that we must listen to what God tells us	
	r.l.1.13	Understand that God gives us the ability to choose freely to do what is good and avoid what is wrong	
	r.l.1.14	Describe how choices have consequences	
The Ten Commandments	r.l.1.15	Know the story of Moses and the Ten Commandments	
	r.l.1.16	Explore the Ten Commandments as God's rules and guide to teach us how to behave as his children	
	r.l.1.17	Understand that God's name is holy	
	r.l.1.18	Understand that God wants us to obey our parents and teachers	

	r.l.1.19	Identify lying as a sin and understand that God wants us to tell the truth.	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.1.1	Comprehend that prayer is listening to and talking to God	
	r.p.1.2	Explain how God hears our prayers and answers them according to His will	
	r.p.1.3	Name the five basic types of prayer: blessing, petition, intercession, thanksgiving, praise (CCC 2623-2649)	
	r.p.1.4	Describe how the Mass is the highest form of prayer and each person is called to participate by praying and singing	
	r.p.1.5	Understand and experience the Catholic Christian life of prayer	
	r.p.1.6	<i>Recite individually and participate communally in the tradition of prayers for the Church: (i.e. Sign of the Cross, Our Father, Hail Mary, Grace before Meals, Glory Be)</i>	
	r.p.1.7	<i>Demonstrate that prayers can be said aloud or silently</i>	
	r.p.1.8	Explain how Jesus teaches each person how to listen and talk with God	
	r.p.1.9	Explain that Jesus told us in the Lord's prayer to ask for whatever we need, and trust in God to help us	
COMMUNICATION ARTS (Updated 2/1/23)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD

Reading	ca.r.1.1	<p>Develop and demonstrate reading skills in response to reading text and read alouds by:</p> <ul style="list-style-type: none"> a. predicting what will happen next using prior knowledge b. asking and responding to relevant questions c. seeking clarification and locating facts and details about stories and other texts d. retelling main ideas in sequence including key details e. recognizing/retelling beginning, middle, and end, f. monitoring comprehension and making corrections for comprehension and understanding 	<input checked="" type="checkbox"/>
	ca.r.1.2	<p>Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> a. using common affixes to figure out the meaning of a word b. identifying common root words and their inflectional endings c. identifying words that name actions and words that name persons, places, or things (nouns and verbs) d. recognizing that compound words are made up of shorter words e. determining what words mean from how they are using context clues f. sorting words into conceptual categories g. distinguishing shades of meaning among verbs and adjectives h. locating words in a dictionary (electronic or print format) i. using words and phrases acquired through conversations, reading and being read to, and responding to texts j. using synonyms and antonyms 	<input checked="" type="checkbox"/>
	ca.r.1.3	<p>Determine the connection between:</p> <ul style="list-style-type: none"> a. text to text (text ideas, including similarities and differences in fiction and nonfiction) b. text to self (text ideas and own experiences) c. text to world (text ideas regarding experiences in the world) 	<input checked="" type="checkbox"/>
	ca.r.1.4	<p>Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> a. engaging with and reading text that is developmentally appropriate b. producing evidence of reading 	<input checked="" type="checkbox"/>

	ca.r.1.5	<p>Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> a. describe characters, setting, problem, solution, and events in logical sequences b. describe the main idea of a story c. describe sensory details d. explain recurring phrases and why they are used e. explain the actions of the main character and the reasons for those actions f. identify who is telling the story g. compare and contrast adventures and experiences of characters in stories 	<input checked="" type="checkbox"/>
	ca.r.1.6	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. use rhythm, rhyme, and alliteration through identifying a regular beat b. find similarities in word sounds 	
	ca.r.1.7	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. identify characters and dialogue in plays or performances by actors b. recognize sensory details in literary texts 	
	ca.r.1.8	<p>Read, infer, and draw conclusions to</p> <ul style="list-style-type: none"> a. use text features to restate the main idea b. explain facts or details using text features c. distinguish between which facts were provided by pictures and which facts were conveyed via words d. use text features to locate specific information in text e. follow written multi-step directions with picture cues to assist with understanding 	<input checked="" type="checkbox"/>
	ca.r.1.9	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. distinguish between fiction and nonfiction b. identify examples of sensory details 	<input checked="" type="checkbox"/>
	ca.r.1.10	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic 	
	ca.r.1.11	<p>With assistance, develop an awareness of media literacy by:</p> <ul style="list-style-type: none"> a. distinguishing purposes of media b. explaining techniques used in media c. demonstrating ethical media usage 	

	ca.r.1.12	Develop print awareness in the reading process by: a. recognizing that sentences are comprised of words separated by spaces b. recognizing the punctuation and grammar	
	ca.r.1.13	Develop phonemic awareness in the reading process by: a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one - or two - syllable words including consonant blends e. segmenting spoken words of three to five phonemes into individual phonemes	✓
	ca.r.1.14	Develop phonics in the reading process by: a. decoding words in context by using letter-sound knowledge b. identifying letters for the spelling of short and long vowels c. producing consonant blends d. producing consonant digraphs e. combining sounds from letters and common spelling patterns to create and decode recognizable words f. using syllabication patterns to decode words g. reading irregularly spelled words h. reading root words with inflectional endings i. reading contractions and compound words j. reading high frequency words k. demonstrating decoding skills when reading	✓
	ca.r.1.15	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	
Writing	ca.w.1.1	Follow a writing process to plan a first draft by brainstorming and recording key ideas	✓
	ca.w.1.2	Develop a draft from prewriting (dependent on genre type) by: a. sequencing ideas b. creating sentences from ideas that stay on topic c. creating an opening and closing	✓

	ca.w.1.3	<p>With assistance, reread, revise, and edit drafts by:</p> <ul style="list-style-type: none"> a. responding to suggestions and questions b. adding details to sentences to clarify meaning and strengthen writing c. editing for language conventions and spacing between words, proper letter formation, left to right sweep, and using proper linear awareness (when applicable) 	<input checked="" type="checkbox"/>
	ca.w.1.4	<p>With assistance, use a variety of conventional/digital tools to produce and publish writing</p>	<input checked="" type="checkbox"/>
	ca.w.1.5	<p>Write opinion texts that:</p> <ul style="list-style-type: none"> a. introduce a topic b. state an opinion about the topic c. provide a reason for the opinion d. follow a sense of order in writing e. include a closure to the topic 	<input checked="" type="checkbox"/>
	ca.w.1.6	<p>Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic b. supply facts about the topic c. follow a sense of order in writing d. provide a closure to the topic 	<input checked="" type="checkbox"/>
	ca.w.1.7	<p>Write fiction or nonfiction narratives and poems that:</p> <ul style="list-style-type: none"> a. Narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/end e. use words that are related to the topic f. provide a reaction to what happened in the events 	<input checked="" type="checkbox"/>
	ca.w.1.8	<p>With assistance, apply research process to:</p> <ul style="list-style-type: none"> a. generate a list of open-ended questions about topics of interest b. decide what sources of information might be relevant to answer these questions c. gather personal & natural evidence from available sources as well as from interviews with local experts d. organize information found during group or individual research, using graphic organizers or other aids e. make informal presentations of information gathered f. self-evaluate using previously established teacher/student criteria 	<input checked="" type="checkbox"/>

Language	ca.l.1.1	Apply standard English grammar to: a. sentences using nouns and action verbs that designate past, present, and future b. sentences using adjectives, adverbs, common prepositions, and pronouns c. sentences using conjunctions (and, but, or, for, nor, yet, and so) and articles (a, an, and the) d. sentences to produce complete simple and compound sentences	<input checked="" type="checkbox"/>
	ca.l.1.2	In written text: a. print legibly using correct spacing between words and sentences b. use ending punctuation c. capitalize the first letter of first and last names d. use commas to separate words in a series e. spell words using regular spelling patterns f. spell words phonetically using phonemic awareness and spelling knowledge g. arrange words in alphabetical order based on the first letter	a, c, e, f, g
Speaking & Listening	ca.sl.1.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. building on others' conversations by responding to their comments c. following two-step instructions	<input checked="" type="checkbox"/>
	ca.sl.1.2	Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening	
	ca.sl.1.3	Speak clearly and to the point using conventions of language when presenting: a. taking turns speaking b. building on others' talk in conversations by responding to comments of others c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions	<input checked="" type="checkbox"/>
	ca.sl.1.4	Speak clearly, audibly, and to the point using conventions of language when presenting: a. explaining a topic using a prop, picture, or other visual aid with assistance to show understanding b. reciting poetry with a group or individually c. using complete sentences and adjusting voice	

MATH (Udated 5/23/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense		<i>Understand and use numbers up to 120</i>	
	m.ns.1.1	Count to 120, starting at any number less than 120	
	m.ns.1.2	Read and write numerals and represent a number of objects with a written numeral	
	m.ns.1.3	Count backward from a given number between 20 and 1.	
	m.ns.1.4	Count by 5s to 100 starting at any multiple of five.	
Number Sense & Operations in Base Ten		<i>Understand place value of two-digit numbers</i>	
	m.nsbt.1.1	Understand that 10 can be thought of as a bundle of 10 ones-called a "ten"	
	m.nsbt.1.2	Understand two-digit numbers are composed of ten(s) and one(s)	☑
	m.nsbt.1.3	Compare two two-digit numbers using symbols <, =, or >	☑
	m.nsbt.1.4	Count by 10s to 120 starting at any number.	
		<i>Use place value understanding to add and subtract</i>	
	m.nsbt.1.5	Add within 100.	
	m.nsbt.1.6	Calculate 10 more or 10 less than a given number mentally without having to count.	
	m.nsbt.1.7	Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	☑
Relationships & Algebraic Thinking		Represent and solve problems involving addition and subtraction	
	m.rat.1.1	Use addition and subtraction within 20 to solve problems	☑
	m.rat.1.2	Solve problems that call for addition of three whole numbers whose sum is within 20	
	m.rat.1.3	Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	☑
	m.rat.1.4	Determine the unknown whole number in an equation relating three whole numbers	

	m.rat.1.5	Use properties as strategies to add and subtract.	
	m.rat.1.6	Demonstrate that subtraction can be solved as an unknown-addend problem.	
	m.rat.1.7	Add and subtract within 20.	
	m.rat.1.8	Demonstrate fluency with addition and subtraction within 10	☑
Geometry & Measurement		<i>Reason with shapes and their attributes</i>	
	m.gm.1.1	Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.	☑
	m.gm.1.2	Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	☑
	m.gm.1.3	Recognize two- and three-dimensional shapes from different perspectives and orientations.	
	m.gm.1.4	Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	☑
		<i>Measure lengths in non-standard units</i>	
	m.gm.1.5	Order three or more objects by length.	
	m.gm.1.6	Compare the lengths of two objects indirectly by using a third object.	☑
	m.gm.1.7	Demonstrate the ability to measure length or distance using objects.	
		<i>Work with time and money</i>	
	m.gm.1.8	Tell and write time in hours and half-hours using analog and digital clocks	
	m.gm.1.9	Know the value of a penny, nickel, dime, and quarter	
Data & Statistics		<i>Represent and interpret data</i>	
	m.ds.1.1	Collect, organize, and represent data with up to three categories	
	m.ds.1.2	Draw conclusions from object graphs, picture graphs, T-charts, and tallies	☑
SCIENCE (Updated 7/15/25)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD

Physical Science- Waves and their Applications in Technologies for Information Transfer	1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sounds can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating turning fork.]	
	1-PS4-2	Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]	
	1-PS4-3	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.]	
	1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern or drum beats.][Assessment Boundary: Assessment does not include technological details for how communication devices work.]	
Life Science- From Molecules to Organisms: Structures and Processes	1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]	

	1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]	
Life Science- Heredity: Inheritance and Variation of Traits	1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.][Assessment Boundary: Assessment does not include inheritance or animals that undergo a metamorphosis or hybrids.]	
Earth & Space Science- Earth's Place in the Universe	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]	
	1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]	
Engineering Design	K-2ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	
	K-2ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	
	K-2ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	

SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.1.1	Identify and explain why cities make laws in their communities	
	ss.c.1.2	Discuss how individual rights are protected	
	ss.c.1.3	Give examples of being an active and informed citizen in one's classroom or community	
	ss.c.1.4	Describe the character traits of role models within one's community	
	ss.c.1.5	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle, and the Liberty Bell	
	ss.c.1.6	Recognize and explain the significance of symbols of one's local community	
	ss.c.1.7	Describe how authoritative decisions are made, enforced, and interpreted within schools and local communities	
	ss.c.1.8	Describe roles and responsibilities of people in local government (i.e. judge, mayor, police, city council, etc.)	
Economics	ss.e.1.1	Describe examples of scarcity within one's school and community	
	ss.e.1.2	Describe examples of goods and services within one's school and community	
	ss.e.1.3	Describe consumers and producers and the relationship to goods and services within one's school and community	
Geography	ss.g.1.1	Identify globes as representations of real places	
	ss.g.1.2	With assistance, read, construct, and use maps that have a title and key	
	ss.g.1.3	Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo, etc.	
	ss.g.1.4	Use a compass rose to identify cardinal directions on a map	
	ss.g.1.5	Locate a place by pointing it out on a map and by describing its relative location	
	ss.g.1.6	Identify physical characteristics of one's community	
	ss.g.1.7	Describe human characteristics of one's community	
	ss.g.1.8	Describe cultural characteristics of one's school and community	
History	ss.h.1.1	Compare and contrast our community from past to present	

	ss.h.1.2	Describe the contributions of people associated with holidays and saints' feast days	
	ss.h.1.3	Recount stories about locations, people, and cultural events in one's community	
	ss.h.1.4	Describe how one's community commemorates its cultural heritage	
Social Science Inquiry	ss.ssi.1.1	Identify and analyze primary and secondary social studies sources in classroom discussion with guidance and support from an adult	☑
	ss.ssi.1.2	Identify and use artifacts to share information on social studies topics	☑
	ss.ssi.1.3	Create visual tools to communicate information	☑
	ss.ssi.1.4	Share findings about a social studies topic	☑
	ss.ssi.1.5	Ask supporting questions and find answers about social studies topics, with assistance	☑

TECHNOLOGY (Updated 1/11/24)

		Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding	
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	

	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	
	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	

Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	
	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	
	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	

	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART (Udated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.1.1	Engage collaboratively in exploration and imaginative play with materials	☑
	a.cr.1.2	Use observation and investigation in preparation for making a work of art	☑
	a.cr.1.3	Explore uses of materials and tools to create works of art or design	☑
	a.cr.1.4	Demonstrate safe procedures for using materials, tools and equipment while making art	☑
	a.cr.1.5	Use art vocabulary to describe choices while creating art	☑
	a.cr.1.6	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means	
Present	a.p.1.1	Explain why some objects, artifacts, and artwork are valued over others	☑
	a.p.1.2	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation	
Respond	a.r.1.1	Identify the roles and responsibilities of people who work in and visit museums and other art venues	
	a.r.1.2	Select and describe works of art that illustrate daily life experiences of one's self and others	☑
	a.r.1.3	Compare images that represent the same subject	
	a.r.1.4	Interpret art by categorizing subject matter and identifying the characteristics of form	
Connect	a.co.1.1	Classify artwork based on different reasons for preferences	
	a.co.1.2	Identify times, places, and reasons that students make art outside of school	
	a.co.1.3	Understand that people from different places and times have made art for a variety of reasons	☑

MUSIC

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.1.1	With limited guidance, create musical ideas (such as answering a musical question for a specific purpose)	<input checked="" type="checkbox"/>
	mu.cr.1.2	With limited guidance generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple)	
	mu.cr.1.3	With limited guidance, demonstrate & discuss personal reasons for selecting musical ideas that represent expressive intent	
	mu.cr.1.4	With limited guidance, use iconic or standard notation and/or recording technology to document & organize personal musical ideas	<input checked="" type="checkbox"/>
	mu.cr.1.5	With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas	
	mu.cr.1.6	With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience	
Perform	mu.p.1.1	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections	
	mu.p.1.2	With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) from a variety of cultures selected for performance	<input checked="" type="checkbox"/>
	mu.p.1.3	When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation	<input checked="" type="checkbox"/>
	mu.p.1.4	Demonstrate and describe music's expressive qualities (such as dynamics and tempo) that support the creator's expressive intent	
	mu.p.1.5	With limited guidance, apply personal, teacher, and peer feedback to refine performances	
	mu.p.1.6	With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music	
	mu.p.1.7	With limited guidance, perform music appropriately and with expression for a specific purpose and audience	<input checked="" type="checkbox"/>
Respond	mu.r.1.1	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes	
	mu.r.1.2	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose	<input checked="" type="checkbox"/>

	mu.r.1.3	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent	☑
	mu.r.1.4	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes	
Connect	mu.co.1.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.1.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	☑

PE & HEALTH

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.1.1	Demonstrate fine motor skills while manipulating small objects (i.e. juggling scarves, small bean bags)	☑
	peh.mms.1.2	Demonstrate static and dynamic balance activities (i.e. stork stand, lame dog)	☑
	peh.mms.1.3	Demonstrate a variety of manipulative skills while stationary and moving	
	peh.mms.1.4	Demonstrate introductory stunts and tumbling skills (i.e. log, forward, egg rolls)	
	peh.mms.1.5	Demonstrate non-locomotor skills in a variety of activities	☑
	peh.mms.1.6	Demonstrate locomotor skills using a variety of speeds and pathways	☑
Strategy & Applying Skills	peh.sas.1.1	Explain, recognize, and demonstrate the difference between general space awareness and personal space awareness	☑
	peh.sas.1.2	Demonstrate motor skills while participating in low organized games	☑
	peh.sas.1.3	Identify and demonstrate all locomotor skills at a variety of pathways, speeds, directions, force, and levels	
Health & Fitness	peh.hf.1.1	Identify a variety of physical activities that promote wellness or ways to stay fit (i.e. walking, jogging)	☑
	peh.hf.1.2	Explain the importance of muscles and bones for movement	☑
	peh.hf.1.3	Identify the effects of physical activity on one's body (i.e. fast heart rate, heavy breathing, perspiration)	☑
	peh.hf.1.4	Identify examples of healthy and unhealthy foods and explain why they are healthy/unhealthy	☑

Attitude & Behavior	peh.ab.1.1	Demonstrate appropriate social skills (i.e. responding to a partner in a positive manner)	<input checked="" type="checkbox"/>
	peh.ab.1.2	Respond appropriately to general feedback from the teacher	<input checked="" type="checkbox"/>
	peh.ab.1.3	Follow classroom procedures for safe participation and proper use of equipment	
	peh.ab.1.4	Recognize that challenge in physical activities can lead to success	
	peh.ab.1.5	Describe positive feelings and enjoyment that result from participating in physical activities	

WORLD LANGUAGES (Udated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	<input checked="" type="checkbox"/>
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	<input checked="" type="checkbox"/>
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	<input checked="" type="checkbox"/>
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	<input checked="" type="checkbox"/>
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	

Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓

		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓
	wl.va.nm.4	time (hours + minutes)	✓

	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	✓
	wl.va.nm.9	singular and plural possessive adjectives	✓
	wl.va.nm.10	family	✓
	wl.va.nm.11	body	✓
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	✓
	wl.va.nm.15	definite and indefinite articles	✓
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	✓
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nm.3	Recognize subject pronouns in the target language	

	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓

	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓

	wl.grc.nh.3	Use all subject pronouns in the target language	<input checked="" type="checkbox"/>
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>

SECOND GRADE

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
<p>We Believe -The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.</p>			
Revelation	r.b.2.1	<i>Develop practices to build an ongoing relationship with our loving God</i>	
	r.b.2.2	Understand why God made us to know Him, love Him, and serve Him by loving ourselves and others as He loves us	
	r.b.2.3	Discover how the goodness of creation reflects the perfect truth, goodness, and beauty of the Creator	
Sacred Scripture	r.b.2.4	Recognize how the Bible is the "Word of God" and that it is proclaimed during liturgical services	
	r.b.2.5	Recognize that the Bible is composed of Christian Scriptures; the Old Testament and the New Testament	
	r.b.2.6	Discover how the Bible tells the story of God's love for his people and his faithfulness to his promise	
Trinity	r.b.2.7	Relate that there is only one God in three persons: Father, Son, and Holy Spirit	
	r.b.2.8	Identify the Trinity as the central mystery of our faith that calls us to always seek to know and love God in all that we do.	
	r.b.2.9	Understand God the Father's special role in Creation, God the Son's special role in Salvation, and God the Holy Spirit's special role as Helper.	
Jesus Christ	r.b.2.10	Understand that Jesus is God's Son who became a man and lived on earth, died on the cross, and rose from the dead	
	r.b.2.11	Recognize that through Mary's "yes" to the Holy Spirit at the Annunciation, the Father gives Jesus to the world.	
Church History	r.b.2.12	Discover how Jesus established the Church	

	r.b.2.13	Understand how, the Holy Spirit gave the apostles power and courage to preach about Jesus and to baptize many who became believers	
	r.b.2.14	Understand that the Church is built on the person and teaching of Jesus Christ	
Creed	r.b.2.15	Understand that God is our beginning and our end	
	r.b.2.16	Explain that Jesus is the Son of God, one with the Father	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.2.1	<i>Demonstrate reverent behavior in church</i>	
	r.w.2.2	Know Advent, Christmas, Lent and Easter are Liturgical seasons and identify their appropriate symbols (e.g., colors, Advent wreath, crib, fasting, almsgiving)	
	r.w.2.3	Identify items found in the church worship space (including, but not limited to the baptismal font, altar, chalice, tabernacle)	
	r.w.2.4	Connect celebrations of the Liturgical Year with events in Scripture from Christ's life (e.g., Christmas, Lk. 2:1-14. Mt. 2:7-12; The Last Supper, Mt. 26:17-19, 26-28, Lk. 22:14-20; the Crucifixion, Lk. 23:33-49; Easter, Jn. 20:1-18, Lk. 24:13-35)	
Sacraments	r.w.2.5	Recognize the seven sacraments and describe how they are a celebration of God's love and presence	
	r.w.2.6	Name and describe the three Sacraments of Initiation: Baptism, Eucharist, and Confirmation	
	r.w.2.7	Explain how, through the sacrament of Baptism, each person receives new life and becomes a member of God's family, the Church	

	r.w.2.8	Explain that Jesus is present in the sacraments and is the one who acts in the sacraments to give us grace	
	r.w.2.9	Explain the relation between contrition, confession, absolution, and penance in the Sacrament of Reconciliation.	
	r.w.2.10	<i>Receive Penance through the sacrament of Reconciliation and understand its grace of forgiveness</i>	
	r.w.2.11	Recognize that some men have a vocation to the Sacrament of Holy Orders to become deacons, priests, and bishops	
	r.w.2.12	Identify the Sacrament of Matrimony as a vocation	
Eucharist	r.w.2.13	Recognize the Eucharist is Christ's body and blood in the form of bread and wine; e.g., the real presence of Christ	
	r.w.2.14	Explain how the Holy Eucharist was instituted by Jesus at the Last Supper	
	r.w.2.15	Explain how the Eucharist is a remembrance of Jesus' death and resurrection	
	r.w.2.16	Define the word Eucharist as meaning "thanksgiving"	
	r.w.2.17	Recognize the Liturgy of the Word and the Liturgy of the Eucharist as parts of the Mass	
	r.w.2.18	Know the practice of fasting one hour prior to receiving communion and the importance of being free from serious sin	
	r.w.2.19	<i>Show reverence when receiving Holy Communion</i>	
We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace			
Dignity of the Human Person	r.l.2.1	Recognize a human is body and soul	
The Human Community	r.l.2.2	<i>Exhibit ways to share with others</i>	
	r.l.2.3	<i>Demonstrate basic peacemaking skills</i>	

	r.l.2.4	<i>Describe the responsibilities each person has to one another and the conditions and needs of the communities of the world</i>	
	r.l.2.5	Recognize that some men and women have vocations to serve God in a special way by becoming monks, nuns, friars, sisters, and brothers	
Grace	r.l.2.6	Understand that grace is a special gift of God's love and action in our lives	
	r.l.2.7	Explain that through God's grace, we can receive forgiveness for sins	
Virtue, Sin, and Forming Conscience	r.l.2.8	Understand that being loving, kind, forgiving, and helpful is modeling Jesus	
	r.l.2.9	Identify the lives of the saints as examples of how to live like Jesus	
	r.l.2.10	Understand the difference between an accident, mistake and sin	
	r.l.2.11	Understand that sin harms or breaks our relationship with God	
	r.l.2.12	Describe sin as making deliberate choices not to love God, self, or others properly and proportionately and recognize our free choice to do right or wrong	
	r.l.2.13	Understand that if we are sorry for our sins, God will forgive our sins no matter how serious they are.	
	r.l.2.14	Recognize that avoiding evil and choosing love forms our conscience	
	r.l.2.15	<i>Practice examining his/her conscience in preparation for Reconciliation</i>	
	r.l.2.16	Describe the story and meaning of the Prodigal Son (Lk. 15: 11-24); the Parable of the Lost Sheep (Mt. 18: 12-14, Lk 15:3-7); Washing of the Feet (Jn 13:1-17);	
The Ten Commandments	r.l.2.17	Understand the Ten Commandments are God's law that teach us to love God and others	
	r.l.2.18	Describe the story and meaning of the Ten Commandments (Ex 20: 1-17)	
	r.l.2.19	Know that stealing is taking the property of another without permission and is against the seventh commandment.	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.2.1	Experience the power of meeting God in one's heart through guided prayer	

	r.p.2.2	Understand prayer as raising one's mind and heart to God	
	r.p.2.3	Experience community prayer by praying in a group, attending liturgies or para-liturgies, and visiting the Church	
	r.p.2.4	Understand prayer as a daily practice	
	r.p.2.5	Recognize the importance of praying as a family	
	r.p.2.6	<i>Celebrate rituals, devotions, and activities; e.g., the Advent calendar, Jesse Tree, Easter symbols, The Rosary</i>	
	r.p.2.7	<i>Recite the Act of Contrition and understand that it expresses sorrow for our sins, the desire to do better, and to become more like Jesus.</i>	
	r.p.2.8	<i>Proclaim as fact and as witness, the Nicene Creed and Apostles Creed as a group</i>	
	r.p.2.9	Explain that Jesus gave us the "Our Father" when the apostles asked him how to pray	
	r.p.2.10	Understand the basic intercessions included in the Lord's prayer	
	r.p.2.11	<i>Review and practice all prayers previously learned/memorized (i.e. Our Father, Hail Mary, Glory Be, grace before meals, etc.)</i>	

COMMUNICATION ARTS (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.2.1	Develop and demonstrate reading skills in response to text by: a. using text features to make and confirm predictions or explaining why not confirmed b. asking and responding to relevant questions c. seeking clarification and using information/facts and details about texts and supporting answers with evidence from text d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral e. monitoring comprehension and making corrections and adjustments when understanding breaks down	d

	ca.r.2.2	<p>Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> a. using prefixes, root words, and suffixes to determine the meaning of words b. using knowledge of the meaning of individual words to determine the meaning of compound words c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases f. distinguishing meaning among closely related verbs and adjectives g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases 	a
	ca.r.2.3	<p>Determine the relevant connections between:</p> <ul style="list-style-type: none"> a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to self c. text to world (text ideas regarding experiences in the world) 	<input checked="" type="checkbox"/>
	ca.r.2.4	<p>Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> a. reading text that is developmentally appropriate b. producing evidence of reading 	
	ca.r.2.5	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories 	a
	ca.r.2.6	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia 	

	ca.r.2.7	Read, infer, and draw conclusions to: a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays	
	ca.r.2.8	Read, infer, and draw conclusions to: a. identify the main idea of sections of text, distinguish the main idea from the topic, and identify key details b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information d. explain common graphic features to assist in the interpretation of text e. follow written multi-step directions f. describe connections between and state the order of the events or ideas	a, f
	ca.r.2.9	Read, infer, and draw conclusions to: a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning c. explain examples of sensory details	a
	ca.r.2.10	Read, infer, and draw conclusions to: a. explain main ideas and supporting details b. describe the connection between events and retell the sequence of events c. describe the connection between and identify problems and solutions d. identify the author's purpose e. compare and contrast the most important points presented by text on the same topic	d
	ca.r.2.11	Read to develop an understanding of media and its components by: a. explaining purposes of media b. describing techniques used to create media messages c. identifying various written conventions for using digital media	
	ca.r.2.12	Develop print awareness in the reading process by understanding that sentences are organized into paragraphs to convey meaning	

	ca.r.2.13	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs b. distinguishing long and short vowels when reading regularly spelled one-syllable words c. decoding regularly spelled two-syllable words with long vowels d. decoding words with vowel diphthongs e. decoding words with vowel digraphs f. reading words with common prefixes and suffixes g. using contractions h. using common syllable patterns to decode words including r-controlled vowels i. reading irregularly spelled high-frequency words j. demonstrating decoding skills when reading new words in a text 	<input checked="" type="checkbox"/>
	ca.r.2.14	<p>Apply phonemic awareness in the reading process by</p> <ul style="list-style-type: none"> a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one syllable or two syllable words, including consonant blends e. segmenting spoken words of three to five phonemes into individual phonemes 	<input checked="" type="checkbox"/>
	ca.r.2.15	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ul style="list-style-type: none"> a. use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<input checked="" type="checkbox"/>
	ca.r.2.16	An ELL can make accurate use of standard English to communicate in grade-appropriate reading, speech, and writing	
Writing	ca.w.2.1	Plan a first draft by brainstorming and recording ideas using a graphic organizer	<input checked="" type="checkbox"/>

	ca.w.2.2	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating a clear beginning, middle, and end d. addressing an appropriate audience	<input checked="" type="checkbox"/>
	ca.w.2.3	With assistance, reread, revise, and edit drafts to strengthen writing as needed by revising: a. main idea b. details c. word choice d. sentence construction e. event order f. audience g. voice h. language conventions	<input checked="" type="checkbox"/>
	ca.w.2.4	With assistance, use a variety of conventional and digital tools to produce and publish writing	
	ca.w.2.5	Write an opinion text that: a. introduces a topic using complete sentences b. states an opinion about the topic and provides reasons for the opinion c. provides evidence of a strong beginning, middle, and concluding statement or section	<input checked="" type="checkbox"/>
	ca.w.2.6	Write an informative and explanatory text that: a. introduces a topic using complete sentences b. uses facts and definitions to develop points c. uses specific words that are related to the topic d. creates a concluding statement	<input checked="" type="checkbox"/>
	ca.w.2.7	Write a fiction and nonfiction narrative and poem that: a. establishes a situation or topic based on experience or imagination b. introduces main character and setting c. follows a logical sequence of events d. uses complete sentences to create a beginning, middle, and end e. uses linking and transition words to signal order	<input checked="" type="checkbox"/>

	ca.w.2.8	Apply the research process to a. generate a list of open-ended questions about a topic of interest b. create individual question(s) about a topic c. use the question(s) to find information on a topic d. gather evidence from sources (both literary and informational and conventional and digital) e. record basic information in a simple visual format f. present and evaluate information in written and oral reports and displays using criteria established by the teacher	<input checked="" type="checkbox"/>
Language	ca.l.2.1	In written form, apply standard English grammar to: a. identify and use common and proper nouns, pronouns, and collective nouns b. identify and use adjectives and adverbs	<input checked="" type="checkbox"/>
	ca.l.2.2	In written form, apply standard English grammar to: a. identify and use common irregular plural nouns b. identify and use reflexive pronouns c. identify and use verbs, helping verbs, irregular verbs	
	ca.l.2.3	In writing, distinguish between and correctly use the four types of sentences	<input checked="" type="checkbox"/>
	ca.l.2.4	In written text, write cursive lower case letters legibly using correct sizing, spacing, and connection	<input checked="" type="checkbox"/>
	ca.l.2.5	In written text, write cursive upper case letters legibly using correct sizing, spacing, and connection	<input checked="" type="checkbox"/>
	ca.l.2.6	Apply capitalization and punctuation rules to writing including weeks, days, months, holidays, and abbreviations	<input checked="" type="checkbox"/>
	ca.l.2.7	Apply phonics and spelling rules when writing, including words with irregular spelling patterns	<input checked="" type="checkbox"/>
	ca.l.2.8	In written form, use dialogue that contains quotation marks	
	ca.l.2.9	In written form, use apostrophes correctly for contractions and possessive nouns	
	ca.l.2.10	In written form, use nouns that change their spelling in the plural form	
	ca.l.2.11	In written form, use the plural of nouns by adding "es" when necessary	<input checked="" type="checkbox"/>
	ca.l.2.12	In written form, arrange words in alphabetical order to the second letter	<input checked="" type="checkbox"/>

Speaking & Listening	ca.sl.2.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. following three-step instructions	<input checked="" type="checkbox"/>
	ca.sl.2.2	Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group by: a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience b. recalling and telling a story with details, including a beginning, middle, and end c. using academic language and conventions	<input checked="" type="checkbox"/>

MATH (Updated 5/20/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense & Operations in Base Ten		<i>Understand place value of three digit numbers</i>	
	m.nsb.2.1	Understand three-digit numbers are composed of hundreds, tens, and ones	<input checked="" type="checkbox"/>
	m.nsb.2.2	Understand that 100 can be thought of as 10 tens- called a "hundred"	
	m.nsb.2.3	Count within 1000 by 1s, 10s, and 100s starting with any number	
	m.nsb.2.4	Read and write numbers to 1000 using number names, base-ten numerals, and expanded form	
	m.nsb.2.5	Compare two three-digit numbers using the symbols $>$, $=$, or $<$	<input checked="" type="checkbox"/>
		<i>Use place value understanding and properties of operations to add and subtract</i>	
	m.nsb.2.6	Demonstrate fluency with addition and subtraction within 100	
	m.nsb.2.7	Add up to four two-digit numbers	
	m.nsb.2.8	Add or subtract within 1000, and justify the solution.	<input checked="" type="checkbox"/>
m.nsb.2.9	Use the relationship between addition and subtraction to solve problems	<input checked="" type="checkbox"/>	
m.nsb.2.10	Add or subtract mentally 10 or 100 to form a given number within 1000		
	<i>Represent and solve problems involving addition and subtraction</i>		

	m.nsb.2.11	Write and solve problems involving addition and subtraction within 100.	
Relationships & Algebraic Thinking		<i>Add and subtract within 20</i>	
	m.rat.2.1	Demonstrate fluency with addition and subtraction within 20	✓
		<i>Develop foundations for multiplication and division</i>	
	m.rat.2.2	Determine if a set of objects has an odd or even number of members. a. Count by 2s to 100 starting with any even number. b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. c. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	
	m.rat.2.3	Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.	✓
Geometry & Measurement		<i>Reason with shapes and their attributes</i>	
	m.gm.2.1	Recognize and draw shapes having specified attributes, such as a given number of angles and sides. a. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes. b. Identify the faces of three-dimensional objects.	
	m.gm.2.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	
	m.gm.2.3	Partition circles and rectangles into two, three, or four equal shares, and describe the shares and the whole. a. Demonstrate that equal shares of identical wholes need not have the same shape.	✓
		<i>Measure and estimate lengths in standard units</i>	
	m.gm.2.4	Measure the length of an object by selecting and using appropriate tools	
	m.gm.2.5	Analyze the results of measuring the same object with different units	✓
	m.gm.2.6	Estimate lengths using units of inches, feet, yards, centimeters, and meters	
	m.gm.2.7	Measure to determine how much longer one object is than another	
		<i>Relate addition and subtraction to length</i>	

	m.gm.2.8	Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units	
	m.gm.2.9	Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line	☑
		<i>Work with time and money</i>	
	m.gm.2.10	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
	m.gm.2.11	Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.	
	m.gm.2.12	Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.	☑
	m.gm.2.13	Find combinations of coins that equal a given amount.	
Data & Statistics		<i>Represent and interpret data</i>	
	m.ds.2.1	Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers	
	m.ds.2.2	Generate measurement data to the nearest whole unit, and display the data in a line plot.	
	m.ds.2.3	Draw a picture graph or a bar graph to represent a data set with up to four categories	
	m.ds.2.4	Solve problems using information presented in line plots, picture graphs and bar graphs.	☑
	m.ds.2.5	Draw conclusions from line plots, picture graphs and bar graphs.	☑
SCIENCE (Updated 7/15/25)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Physical Science-Matter and its Interactions	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]	

	2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. [Clarification Statement: Examples of properties could include strength, flexibility, hardness, texture, and absorbency.][Assessment Boundary: Assessment of quantitative measurements is limited to length.]	
	2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]	
	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]	
Life Science- Ecosystems: Interactions, Energy, and Dynamics	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]	
	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	
Life Science- Biological Evolution: Unity and Diversity	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]	
Earth & Space Science- Earth's Place in the Universe	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.][Assessment Boundary: Assessment does not include quantitative measurements of timescales.]	

Earth & Space Science- Earth's Systems	2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]	
	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]	
	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	
Engineering Design	K-2ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	
	K-2ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	
	K-2ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	

SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.2.1	Explain and give examples of how laws and rules are made and changed within a community	
	ss.c.2.2	Examine how individual rights are protected within a community	
	ss.c.2.3	Analyze how being an active and informed citizen makes a difference in your community	
	ss.c.2.4	List the consequences of citizens not actively participating in their communities	
	ss.c.2.5	Describe the character traits, civic attitudes, and contributions of inventors and pioneers who influenced our nation, including Catholic saints	

	ss.c.2.6	Describe the importance of the Pledge of Allegiance. Recognize and explain significance of nation symbols, landmarks, parks, and important memorials	
	ss.c.2.7	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making	
	ss.c.2.8	Identify and explain the concept of branches and functions of government	
Economics	ss.e.2.1	Describe the relationship among consumers, consumption, producers, and production	
	ss.e.2.2	Explain the relationship of income, labor, and wages	
	ss.e.2.3	Demonstrate how people use money to buy and sell goods and services; demonstrate how people barter to exchange goods and services	
	ss.e.2.4	Describe a personal cost-benefit situation	
Geography	ss.g.2.1	Read and construct maps with titles and keys	
	ss.g.2.2	Identify the properties and use of different types of maps for a variety of purposes	
	ss.g.2.3	Name and locate the regions of one's community and of the world	
	ss.g.2.4	Identify and describe physical characteristics of the world and of one's region of Missouri, and describe human characteristics of one's region of Missouri	
	ss.g.2.5	Describe different types of communication and transportation and identify their advantages and disadvantages	
	ss.g.2.6	Describe how transportation and communication systems have facilitated the movement of people, products, and ideas	
	ss.g.2.7	Define the concept of regions as places that have unifying political, physical, and/or cultural characteristics; identify examples of different regions in Missouri	
	ss.g.2.8	Compare cultural characteristics of regions of Missouri	
	ss.g.2.9	Describe why people of different groups settle more in one place or region than another	
	ss.g.2.10	Explain how geography affects the way people live today	
	ss.g.2.11	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States (i.e. Native American legends and European and African American fables and folktales)	

	ss.g.2.12	Describe how regions commemorate cultural heritage	
History	ss.h.2.1	Compare the cultures and people in our community across multiple time periods	
	ss.h.2.2	Compare and contrast the changing habitats, resources, art, and daily lives of Native Americans in regions of the U.S.	
	ss.h.2.3	Describe how regions celebrate cultural heritage	
Social Science Inquiry	ss.ssi.2.1	Describe and analyze primary and secondary social studies sources in classroom discussion with guidance and support	☑
	ss.ssi.2.2	Select and use artifacts to share information on social studies topics	☑
	ss.ssi.2.3	Use visual tools and informational texts to communicate information	☑
	ss.ssi.2.4	Explain the difference between fact and opinion in social studies topics	☑
	ss.ssi.2.5	Explain the concept of point of view in social studies topics	☑
	ss.ssi.2.6	Share research about a social studies topic	☑
	ss.ssi.2.7	Develop supporting questions about social studies topics and describe a process to answer those questions with assistance	☑
	ss.ssi.2.8	Discuss types of sources that would be helpful in exploring social studies questions	☑

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	

	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	
	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	
	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	

	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	
Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	
	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	

	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	
	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.2.1	Brainstorm, collaboratively, multiple approaches to an art or design problem	☑
	a.cr.2.2	Make art or design with various materials and tools to explore personal interests, questions, and curiosity	☑
	a.cr.2.3	Experiment with various materials and tools to explore personal interests in a work of art or design	☑
	a.cr.2.4	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces	☑
	a.cr.2.5	Repurpose objects to make something new	☑
	a.cr.2.6	Discuss and reflect with peers about choices made in creating artwork	
Present	a.p.2.1	Categorize artwork based on a theme or concept for an exhibit	
	a.p.2.2	Distinguish between different materials or artistic techniques for preparing artwork for presentation	
	a.p.2.3	Analyze how art that is exhibited inside and outside of schools (i.e. in museums, galleries, virtual spaces, and other venues) contributes to communities	☑
Respond	a.r.2.1	Perceive and describe aesthetic characteristics of one's natural world and constructed environments	
	a.r.2.2	Categorize images based on expressive properties	
	a.r.2.3	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form	☑
	a.r.2.4	Use learned art vocabulary to express preferences about artwork	☑

Connect	a.co.2.1	Create works of art about events in home, school, or community life	<input checked="" type="checkbox"/>
	a.co.2.2	Compare and contrast cultural uses of artwork from different times and places	<input checked="" type="checkbox"/>

MUSIC (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.2.1	Improvise rhythmic and melodic patterns & musical ideas for a specific purpose given tonality (such as major & minor) and meter (such as duple and triple)	<input checked="" type="checkbox"/>
	mu.cr.2.2	Generate musical patterns and ideas within the context of a given tonality (such as major & minor) and meter (such as duple and triple)	<input checked="" type="checkbox"/>
	mu.cr.2.3	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent	
	mu.cr.2.4	Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas	<input checked="" type="checkbox"/>
	mu.cr.2.5	Interpret and apply personal, peer, and teacher feedback to revise personal music	
	mu.cr.2.6	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience	
	mu.cr.2.7	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections	
Perform	mu.p.2.1	Demonstrate knowledge of music concepts (such as tonality and meter) from a variety of cultures selected for performance	
	mu.p.2.2	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation	<input checked="" type="checkbox"/>
	mu.p.2.3	Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent	<input checked="" type="checkbox"/>
	mu.p.2.4	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances	
	mu.p.2.5	Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music	<input checked="" type="checkbox"/>
	mu.p.2.6	Perform music for a specific purpose with expression and technical accuracy	<input checked="" type="checkbox"/>
	mu.p.2.7	Perform appropriately for the audience and purpose	<input checked="" type="checkbox"/>

Respond	mu.r.2.1	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes	
	mu.r.2.2	Describe how specific music concepts are used to support a specific purpose in music	
	mu.r.2.3	Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent	
	mu.r.2.4	Apply personal and expressive preferences in the evaluation of music for specific purposes	
Connect	mu.co.2.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.2.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	☑

PE & HEALTH

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.2.1	Demonstrate locomotor skills in combinations	☑
	peh.mms.2.2	Demonstrate proper techniques for a variety of fundamental manipulative skills	☑
	peh.mms.2.3	Distinguish between static and dynamic balance	
	peh.mms.2.4	Demonstrate individually and with a partner manipulative skills both in a stationary position and while moving (i.e. throwing, catching, kicking, striking, volleying, and dribbling)	☑
Strategy & Applying Skills	peh.sas.2.1	Demonstrate a simple dance step in keeping with tempo and following cues	
	peh.sas.2.2	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner	☑
	peh.sas.2.3	Demonstrate motor skills and knowledge of rules while participating in organized games	☑
	peh.sas.2.4	Demonstrate locomotor skills in organized games using patterns, levels, tempo, directions, force, and pathways	☑
Health & Fitness	peh.hf.2.1	Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)	☑
	peh.hf.2.2	Describe and perform appropriate warm-up and cool-down activities	☑

	peh.hf.2.3	Identify activities that contribute to improving fitness	✓
Attitude & Behavior	peh.ab.2.1	Work effectively alone, with a partner, and as part of a team toward a goal	✓
	peh.ab.2.2	Demonstrate respect for all students, rules, and equipment	✓
	peh.ab.2.3	Respond appropriately to and implement feedback	✓

WORLD LANGUAGES (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	

	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓

	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓
	wl.va.nm.4	time (hours + minutes)	✓
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	✓

	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	<input checked="" type="checkbox"/>
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	

Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	

	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓

	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>

THIRD GRADE

RELIGION (Updated 2/1/23)

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.3.1	<i>Develop practices to build an ongoing relationship with our loving God</i>	
	r.b.3.2	Explain that God speaks to us through Jesus, through Holy Scripture, and through the Church	
Sacred Scripture	r.b.3.3	Identify Biblical Citation as Book, Chapter, and Verse	
	r.b.3.4	Demonstrate finding passages in the Bible	
	r.b.3.5	Understand the difference between the Old and New Testaments	
	r.b.3.6	Describe the Old Testament as God’s relationship with his chosen people, the Hebrews, and as a preparation for the coming of Jesus Christ	
Trinity	r.b.3.7	Describe the Father's role in creation, Jesus's role in salvation and the Holy Spirit's role as helping and sanctifying us	
Jesus Christ	r.b.3.8	Understand Jesus is our Savior and that "Jesus" means "God Saves"	
	r.b.3.9	Describe Jesus' mission as proclaiming the Good News and bringing about the Kingdom of God	
Church History	r.b.3.10	Identify the Pope and bishops as leaders of the Catholic Church	
	r.b.3.11	Name qualities that the saints exhibit	
	r.b.3.12	Identify Jesus' twelve apostles	

	r.b.3.13	Understand that at the Annunciation the announcement was made to Mary that she was specially chosen and prepared to be the mother of Jesus (the Second Person of the Trinity), and Mary accepted the invitation.	
	r.b.3.14	<i>Honor Mary as the Mother of Jesus (the Second Person of the Trinity), as our mother, and as the Church's model of faith and charity</i>	
	r.b.3.15	Understand that there are different religious orders of priest or brother and sisters (e.g. Franciscans, Dominicans, Benedictines, Jesuits, etc.)	
Creed	r.b.3.16	Recognize that the Apostles' Creed expresses belief in God the Father, God the Son and God the Holy Spirit	
	r.b.3.17	Recognize that God, is Holy, that He is everlasting and that He is present to everyone/everything He has made	
	r.b.3.18	Identify the Ascension as the entry of Jesus's Glorified Body to the Father in Heaven, which takes place 40 days after His resurrection.	
	r.b.3.19	Explain that Jesus was conceived by the Holy Spirit and born of the Virgin Mary	
	r.b.3.20	Understand that Mary was kept free of Original Sin and that we call this the Immaculate Conception.	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.3.1	<i>Demonstrate reverent behavior in church</i>	
	r.w.3.2	Comprehend the seasons of the Liturgical Year	
	r.w.3.3	Exhibit an understanding of the Easter Season and describe the primary events, (Palm Sunday, Triduum, Easter Sunday and Pentecost Sunday), and the rituals and symbols of the Easter Season	

	r.w.3.4	Describe the use of items found in a church worship space	
	r.w.3.5	Recognize Holy Days of Obligation as special days of celebration in the Church	
	r.w.3.6	Identify the liturgy as the work of the Trinity	
Sacraments	r.w.3.7	Describe the primary symbols/gestures of each of the seven sacraments	
	r.w.3.8	Understands the sacraments are signs of God's grace given by Jesus through the power of the Holy Spirit	
	r.w.3.9	Understand the Sacrament of Reconciliation as healing forgiveness	
	r.w.3.10	Identify the sacraments as Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion	
	r.w.3.11	Distinguish the different roles held by bishops, priests, and deacons	
Eucharist	r.w.3.12	Recognize the essential importance of regular, active participation at Sunday Eucharist	
We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace			
Dignity of the Human Person	r.l.3.1	Discuss the source of human dignity as being created in the image and likeness of God	
	r.l.3.2	<i>Apply respect for all of humanity to concrete situations</i>	
The Human Community	r.l.3.3	Describe God's desire for us to be in communion with Him and each other	
	r.l.3.4	Recognize the love of the Father, Son, and Holy Spirit as the model for harmony among human persons	
	r.l.3.5	Understand the two pillars of Love in Action: Charity, the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God (i.e. direct service) and Justice, the cardinal moral virtue which consists in the constant and firm will to give their due to God and neighbor (i.e. dignity of the human person)	

	r.l.3.6	Identify some roles in which lay people serve the Church (e.g. teachers/catechists, principals, lectors, servers, youth ministers, service to the poor, etc.)	
	r.l.3.7	Recognize people who demonstrate stewardship in parish, community, and world	
Grace	r.l.3.8	Understand God offers us the gift of eternal life through His grace	
	r.l.3.9	Discover the nature and effects of grace	
	r.l.3.10	Describe God's grace as helping restore the damage of sin	
Virtue, Sin, and Forming Conscience	r.l.3.11	Identify virtues as habitual and firm dispositions to do good	
	r.l.3.12	Recognize the seven Corporal and seven Spiritual Works of Mercy	
	r.l.3.13	Understand virtues of discipleship (Theological Virtues: Faith, Hope, and Love/Charity)	
	r.l.3.14	Recognize the difference between mortal and venial sin	
	r.l.3.15	Describe how sin hurts the whole community	
	r.l.3.16	Know the meaning of God's mercy and forgiveness	
	r.l.3.17	Understand that we form our conscience through prayer and listening to God's word	
	r.l.3.18	Recognize that we need to follow our conscience.	
The Ten Commandments	r.l.3.19	Understand that the Ten Commandments are a gift from God	
	r.l.3.20	Recognize the two Great Commandments as guides for loving God and one another	
	r.l.3.21	Identify which commandments are about loving God and which commandments are about loving others	
	r.l.3.22	Recognize that Sunday is the Lord's day and Catholics must attend Mass every Sunday.	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.3.1	Understand that we pray with the guidance of the Holy Spirit	

	r.p.3.2	Understand that prayer is vital to love for Christ and should be practiced daily	
	r.p.3.3	Recognize the importance of rituals and devotions	
	r.p.3.4	<i>Understand and recite The Angelus</i>	
	r.p.3.5	<i>Identify and write prayers of blessing, petition, intercession, thanksgiving, praise (CCC 2623-2649)</i>	

COMMUNICATION ARTS (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.3.1	Develop and demonstrate reading skills in response to text by: a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story b. drawing conclusions and support with textual evidence c. summarizing a story's beginning, middle, and end while also determining its central message, lesson, or moral d. monitoring comprehension and making corrections and adjustments when understanding breaks down (NOTE: Continue to address earlier standards as needed and as applies to more difficult texts.)	☑
	ca.r.3.2	Develop an understanding of vocabulary by: a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words c. using homographs and homophones d. discussing analogies e. determining the meaning of the author's use of similes and metaphors to produce imagery	☑

	ca.r.3.3	Develop an understanding of vocabulary by: <ol style="list-style-type: none"> a. distinguishing the literal and nonliteral meanings of words and phrases in context b. determining the meaning of the new word formed when a known affix is added to a known base word c. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words d. using conversational, general academic, and domain-specific words and phrases 	
	ca.r.3.4	Explain relevant connections between: <ol style="list-style-type: none"> a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world) (NOTE: As students mature and grow as readers, the text level and connections should become more complex.) 	
	ca.r.3.5	Read independently for multiple purposes over sustained periods of time by: <ol style="list-style-type: none"> a. reading text that is developmentally appropriate b. producing evidence of reading 	<input checked="" type="checkbox"/>
	ca.r.3.7	Read, infer, and draw conclusions in poetry to: <ol style="list-style-type: none"> a. use examples of alliteration b. identify basic forms of poetry 	<input checked="" type="checkbox"/>
	ca.r.3.8	Read, infer, and draw conclusions in drama texts to: <ol style="list-style-type: none"> a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed b. identify language that creates a graphic visual experience and appeals to the senses 	<input checked="" type="checkbox"/>
	ca.r.3.9	Read, infer, and draw conclusions using text features to: <ol style="list-style-type: none"> a. explain the author's purpose b. identify the details or facts that support the main idea c. use text and graphic features to locate information and to make and verify predictions d. follow and explain a set of written multi-step directions e. describe the relationship between events, ideas, concepts, or steps 	a,b,c,e

	ca.r.3.10	<p>Read, infer, and draw conclusions in nonfiction texts to:</p> <ul style="list-style-type: none"> a. distinguish the difference between a biography and an autobiography b. distinguish fact from opinion c. distinguish point of view from what the author is trying to persuade the reader to think or do d. explain examples of sound devices, literal and nonliteral meanings, and figurative language 	b,c
	ca.r.3.11	<p>Read, infer, and draw conclusions in nonfiction texts to:</p> <ul style="list-style-type: none"> a. describe relationships among events, ideas, concepts, and cause and effect in texts b. explain the relationship between problems and solutions c. use information gained from illustrations and words to demonstrate understanding of the text d. explain the author's purpose e. compare and contrast the most important points and key details presented in texts on the same topic 	a,b,d
	ca.r.3.12	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> a. understanding how communication changes when moving from one genre of media to another b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. identifying text structures and graphics features of a web page 	b,c
	ca.r.3.13	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. decoding multisyllabic words both in context and independent of context by applying common spelling patterns b. decoding words that double final consonants when adding an ending c. using the meaning of common prefixes and suffixes d. using the meaning of homophones e. decoding known and unknown words by spelling patterns f. reading irregularly spelled high frequency words 	<input checked="" type="checkbox"/>

	ca.r.3.14	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	<input checked="" type="checkbox"/>
Writing	ca.w.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons that a. introduce a topic b. state an opinion c. use specific and accurate words d. contain information using one's original language e. reference name of author f. use transitions g. have a beginning, middle, and end	<input checked="" type="checkbox"/>
	ca.w.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information that clearly a. introduce a topic b. contain simple facts c. use specific words d. use one's original language e. use transition words f. create a concluding statement	<input checked="" type="checkbox"/>
	ca.w.3.3	Write narratives, including poems, to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences that a. establish a setting and introduce a narrator and/or characters b. use narrative techniques such as dialogue and descriptions c. establish and organize an event's beginning, middle, and end d. use transition words and phrases to signal event order e. use specific and relevant words that are related to the topic, audience, and purpose	<input checked="" type="checkbox"/>

	ca.w.3.4	<p>Apply a research process to:</p> <ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. create an individual question about a topic c. decide what sources of information might be relevant to answer these questions d. use text features to locate information e. determine the accuracy and relevance of the information related to a selected question f. take simple notes in own words and sort evidence into provided categories or organizer g. use quotation marks h. create a resource page from notes i. present and evaluate the information in a report or annotated display using previously established teacher/student criteria 	b
	ca.r.3.6	<p>Read, infer, analyze, and draw conclusions in fiction texts to:</p> <ul style="list-style-type: none"> a. summarize and sequence the events/plot and explain how past events impact future events b. describe the personality traits of characters c. describe the interaction of characters, including relationships and how they change d. paraphrase the big idea/themes and supporting details of texts e. compare and contrast key elements in various types of fiction f. explain cause-and-effect relationships g. distinguish one's own point of view from that of the narrator or those of the characters 	a,b,c,d,f,g
	ca.w.3.5	Produce writing in which the development and organization are appropriate to task and purpose	<input checked="" type="checkbox"/>

	ca.w.3.6	Reread, revise, and edit drafts with assistance from adults/peers to: a. develop and strengthen writing by revising - main idea - sequence (ideas) - focus - beginning/middle/end - details/facts (from sources, when appropriate) - word choice (related to the topic) - sentence structure - transitions - audience and purpose - voice b. edit for language conventions	<input checked="" type="checkbox"/>
	ca.w.3.7	Use technology to produce and publish writing	<input checked="" type="checkbox"/>
	ca.w.3.8	Use technology to collaborate with peers when producing and publishing writing	<input checked="" type="checkbox"/>
Language	ca.l.3.1	Apply conventions of language: a. regular and irregular verbs and simple verb tenses b. use helping verbs with irregular verbs b. complete subjects and predicates c. comparative, superlative, and demonstrative adjectives and adverbs d. subject/verb agreement in sentences d. four types of sentences e. 1st, 2nd, and 3rd person pronouns and their antecedents	<input checked="" type="checkbox"/>

	ca.l.3.2	Capitalization, Punctuation, and Spelling - In written text: a. write legibly (print and cursive) b. use an apostrophe to form possessives c. demonstrate and use commas and quotation marks in dialogue d. capitalize dialogue correctly e. use commas for greeting and closing of a friendly letter f. capitalize names of places g. capitalize titles of books, stories, and songs h. use spelling patterns and generalizations to spell compound words i. spell words that double the consonant j. spell plural words that change y to ies k. consult reference materials to check and correct spellings l. arrange words in alphabetical order to the third letter	<input checked="" type="checkbox"/>
Speaking & Listening	ca.sl.3.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others c. following three-step instructions	b
	ca.sl.3.2	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening through body language and eye contact with the speaker	<input checked="" type="checkbox"/>
	ca.sl.3.3	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings c. expressing opinions of read-alouds and independent reading topics	<input checked="" type="checkbox"/>

	ca.sl.3.4	<p>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. using presentation skills and/or appropriate technology b. presenting information with clear ideas and details while speaking clearly at an understandable pace c. giving an informal presentation using a variety of media d. choosing words and phrases for effect (adjectives, action verbs, figurative language) e. using academic language and conventions 	<input checked="" type="checkbox"/>
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MATH (Updated 5/19/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense & Operations in Base Ten		<i>Use place value understanding and properties of operations to perform multi-digit arithmetic</i>	
	m.nsbt.3.1	Round whole numbers to the nearest 10 or 100	
	m.nsbt.3.2	Read, write, and identify whole numbers within 100,000 using base ten numerals, number names and expanded form	
	m.nsbt.3.3	Demonstrate fluency with addition and subtraction within 1000	
	m.nsbt.3.4	Multiply whole numbers by multiples of 10 in the range of 10-90	
Number Sense & Operations in Fractions		<i>Develop understanding of fractions as numbers</i>	
	m.nsof.3.1	Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts	<input checked="" type="checkbox"/>
	m.nsof.3.2	<p>Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole</p> <ul style="list-style-type: none"> a. describe the numerator as representing the number of pieces being considered b. describe the denominator as the number of pieces that make the whole 	<input checked="" type="checkbox"/>

	m.nsof.3.3	Represent fractions on a number line a. understand the whole is the interval from 0 to 1 b. understand the whole is partitioned into equal parts c. understand a fraction represents the endpoint of the length a given number of partitions from 0	
	m.nsof.3.4	Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line	
	m.nsof.3.5	Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent	✓
	m.nsof.3.6	Compare two fractions with the same numerator or denominator using the symbols $>$, $=$, or $<$, and justify the solution	✓
	m.nsof.3.7	Explain why fraction comparisons are only valid when the two fractions refer to the same whole	✓
Relationships & Algebraic Thinking		<i>Represent and solve problems involving multiplication and division</i>	
	m.rat.3.1	Interpret products of whole numbers	✓
	m.rat.3.2	Interpret quotients of whole numbers	✓
	m.rat.3.3	Describe in words or drawings a problem that illustrates a multiplication or division situation	✓
	m.rat.3.4	Use multiplication and division within 100 to solve problems	
	m.rat.3.5	Determine the unknown number in a multiplication or division equation relating three whole numbers	
		<i>Understand properties of multiplication and the relationship between multiplication and division</i>	
	m.rat.3.6	Apply properties of operations as strategies to multiply and divide	
		<i>Multiply and divide within 100</i>	
	m.rat.3.7	Multiply and divide with numbers and results within 100 using different strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers	✓
	m.rat.3.8	Demonstrate fluency with products within 100	✓
		<i>Use the four operations to solve word problems</i>	
	m.rat.3.9	Write and solve two-step word problems involving variables using any of the four operations	✓
	m.rat.3.10	Interpret the reasonableness of answers using mental computation and estimation strategies including rounding	✓

		<i>Identify and explain arithmetic patterns</i>	
	m.rat.3.11	Identify arithmetic patterns and explain the patterns using properties of operations	☑
Geometry & Measurement		<i>Reason with shapes and their attributes</i>	
	m.gm.3.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category	☑
	m.gm.3.2	Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories	☑
	m.gm.3.3	Partition shapes into parts with equal areas and express that area and express the area of each part as a unit fraction of the whole	☑
		<i>Solve problems involving the measurement of time, money, liquid volume, and weights of objects</i>	
	m.gm.3.4	Tell and write time to the nearest minute	
	m.gm.3.5	Estimate time intervals in minutes	
	m.gm.3.6	Solve problems involving addition and subtraction of minutes	
	m.gm.3.7	Measure of estimate length, liquid volume, and weight of objects	☑
	m.gm.3.8	Use the four operations to solve problems involving lengths, liquid volumes, or weight given in the same units	
		<i>Understand concepts of area</i>	
	m.gm.3.9	Calculate area by using unit squares to cover a plane figure with no gaps or overlaps	
	m.gm.3.10	Label area measurements with squared units	
	m.gm.3.11	Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value	
	m.gm.3.12	Multiply whole-number side lengths to solve problems involving the area of rectangles	
	m.gm.3.13	Find rectangular arrangements that can be formed for a given area	☑
	m.gm.3.14	Decompose a rectangle into smaller rectangles to find the area of the original rectangle	☑
		<i>Understand concepts of perimeter</i>	

	m.gm.3.15	Solve problems involving perimeters of polygons	☑
	m.gm.3.16	Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters	☑
Data & Statistics		<i>Represent and analyze data</i>	
	m.ds.3.1	Create frequency tables, scaled picture graphs, and bar graphs to represent a data set with several categories	
	m.ds.3.2	Solve one- and two-step problems using information presented in bar and/or picture graphs	
	m.ds.3.3	Create a line plot to represent data	
	m.ds.3.4	Use data shown in a line plot to answer questions	

SCIENCE (Updated 7/15/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Physical Science- Motion and Stability: Forces and Interactions	3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]	
	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]	

	3-PS2-3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paper clips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.][Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]	
	3-PS2-4	Define a simple design problem that can be solved by applying scientific ideas about magnets. [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]	
Life Science- From Molecules to Organisms: Structures and Processes	3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]	
Life Science- Ecosystems: Interactions, Energy, and Dynamics	3-LS2-1	Construct an argument that some animals form groups that help members survive	

<p>Life Science- Heredity: Inheritance and Variation of Traits</p>	<p>3-LS3-1</p>	<p>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]</p>	
	<p>3-LS3-2</p>	<p>Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]</p>	
<p>Life Science- Biological Evolution: Unity and Diversity</p>	<p>3-LS4-1</p>	<p>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]</p>	
	<p>3-LS4-2</p>	<p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]</p>	
	<p>3-LS4-3</p>	<p>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]</p>	

	3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]	
Earth & Space Science- Earth's Systems	3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.][Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]	
	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.	
Earth & Space Science- Earth and Human Activity	3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]	
Engineering Design	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	

SOCIAL STUDIES (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.3.1	Explain the purpose of the Missouri Constitution	
	ss.c.3.2	Examine how individual rights are protected within Missouri	
	ss.c.3.3	Explain how the state of Missouri relies on responsible citizen participation and draws implications for how people should participate	

	ss.c.3.4	Describe character traits and civic attitudes of influential Missourians	
	ss.c.3.5	Explain how the National Anthem symbolizes our nation. Recognize and explain the significance of Missouri symbols (i.e. the Gateway Arch, Great Seal, Shrine of St. Joseph, Cathedral Basilica)	
	ss.c.3.6	Explain how governments balance individual rights with common good to solve local community or state issues	
	ss.c.3.7	Analyze peaceful resolution of disputes by the courts or other legitimate authorities in Missouri	
	ss.c.3.8	Describe how authoritative decisions are made, enforced, and interpreted by the state government across historical time periods and/or in current events	
	ss.c.3.9	Identify and explain the functions of the three branches of government in Missouri	
	ss.c.3.10	Explain and give examples of how laws are created and changed within the state government	
Economics	ss.e.3.1	Define natural, capital, and human resources	
	ss.e.3.2	Define economy and explain the concepts of supply and demand	
	ss.e.3.3	Conduct a personal cost-benefit analysis	
	ss.e.3.4	Define taxes and explain how taxes are generated and used	
	ss.e.3.5	Explain factors, past and present, that influence changes in our state's economy	
Geography	ss.g.3.1	Read and construct historical and current maps	
	ss.g.3.2	Name and locate major cities, rivers, regions, and states that border Missouri	
	ss.g.3.3	Describe and use absolute location using a grid system	
	ss.g.3.4	Identify the inhabitants of Missouri.	
	ss.g.3.5	Compare and contrast physical characteristics of the different geographical regions of Missouri, and describe human geographic characteristics of Missouri	
	ss.g.3.6	Describe how people of Missouri are affected by, depend on, adapt to, and change their physical environments in the past and present	
	ss.g.3.7	Describe how changes in communication and transportation technologies affect people's lives (i.e. Pony Express)	
	ss.g.3.8	Identify and compare regions in Missouri	
	ss.g.3.9	Explain how geography affected important events in Missouri history	

History	ss.h.3.1	*Describe the migration of Native Americans to Missouri prior to European settlement in the state; describe the discovery, exploration, and early settlement of Missouri by European immigrants; describe the reasons African people were enslaved and brought to Missouri (*Should be taught through the lens of Catholicism)	
	ss.h.3.2	*Examine cultural interactions and conflicts among Native Americans, European immigrants, and enslaved and free African Americans in Missouri. Examine changing cultural interactions and conflicts among Missourians after the Civil War (*Should be taught through the lens of Catholicism)	
	ss.h.3.3	Identify and describe the historical significance of individuals from Missouri who have made contributions to our state and nation	
	ss.h.3.4	Describe the importance of the Louisiana Purchase and expedition of Lewis and Clark	
	ss.h.3.5	*Evaluate the impact of western expansion on the Native Americans in Missouri (*Should be taught through the lens of Catholicism)	
	ss.h.3.6	Discuss issues of Missouri statehood	
	ss.h.3.7	*Identify the causes and consequences of the Dred Scott decision on Missouri and the nation (*Should be taught through the lens of Catholicism)	
	ss.h.3.8	Explain Missouri's role in the Civil War, including the concept of a border state	
	ss.h.3.9	*Describe consequences in Missouri of the Civil War, including on education, transportation, and communication (*Should be taught through the lens of Catholicism)	
	ss.h.3.10	Compare cultural characteristics of regions of Missouri	
	ss.h.3.11	Research stories and songs that reflect the cultural history of Missouri	
	ss.h.3.12	Describe how people in Missouri preserve their cultural heritage	
	ss.h.3.13	Recognize the changing roles of Native Americans, Immigrants, African Americans, women, and others in Missouri history.	
Social Science Inquiry	ss.ssi.3.1	Select and analyze primary and secondary social studies sources to determine importance with guidance and support	<input checked="" type="checkbox"/>
	ss.ssi.3.2	Create and use artifacts to share information on social studies topics	<input checked="" type="checkbox"/>
	ss.ssi.3.3	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas	<input checked="" type="checkbox"/>

	ss.ssi.3.4	Identify facts and opinions in social studies topics	✓
	ss.ssi.3.5	Identify point of view in social studies topics	✓
	ss.ssi.3.6	Present social studies research to an audience using appropriate sources	✓
	ss.ssi.3.7	Generate supporting questions about social studies topics	✓
	ss.ssi.3.8	Use steps in a process to investigate a social studies question	✓
	ss.ssi.3.9	Use appropriate sources to investigate social studies questions	✓
	ss.ssi.3.10	Investigate an appropriate social studies question and share results with assistance, if needed	✓

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	
	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	

	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	
Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	

	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	
	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	
	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.3.1	Elaborate on an imaginative idea	☑
	a.cr.3.2	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process	
	a.cr.3.3	Create personally satisfying artwork using a variety of artistic processes and materials	☑
	a.cr.3.4	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes	
	a.cr.3.5	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life	
	a.cr.3.6	Elaborate visual information by adding details in an artwork to enhance emerging meaning	☑
Present	a.p.3.1	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork	
	a.p.3.2	Identify exhibit space and prepare works of art, including artists' statements, for presentation	☑
	a.p.3.3	Identify and explain how and where different cultures record and illustrate stories and history of life through art	
Respond	a.r.3.1	Speculate about processes an artist uses to create a work of art	
	a.r.3.2	Determine messages communicated by an image	
	a.r.3.3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood	
	a.r.3.4	Evaluate an artwork based on given criteria	☑
Connect	a.co.3.1	Develop a work of art based on observations of surroundings	☑
	a.co.3.2	Recognize that responses to works of art change depending on knowledge of the time and place in which it was made, as well as one's spiritual, mental, and emotional state of mind when studying the work of art	☑

MUSIC (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
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Create	mu.cr.3.1	Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)	
	mu.cr.3.2	Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter (such as duple and triple)	✓
	mu.cr.3.3	Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context	✓
	mu.cr.3.4	Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas	✓
	mu.cr.3.5	Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback	
	mu.cr.3.6	Present the final version of personally created music to others and describe connection to expressive intent	
Perform	mu.p.3.1	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context	
	mu.p.3.2	Demonstrate understanding of the structure in music selected for performance	✓
	mu.p.3.3	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation	✓
	mu.p.3.4	Describe how context (such as personal and social) can inform a performance	
	mu.p.3.5	Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo)	
	mu.p.3.6	Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances	✓
	mu.p.3.7	Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges	✓
	mu.p.3.8	Perform music with expression and technical accuracy	✓
	mu.p.3.9	Demonstrate performance decorum and audience etiquette appropriate for the context and venue	✓
Respond	mu.r.3.1	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes	

	mu.r.3.2	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)	
	mu.r.3.3	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent	✓
	mu.r.3.4	Evaluate musical works and performances, applying established criteria	✓
Connect	mu.co.3.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.3.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	✓

PE & HEALTH

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.3.1	Demonstrate a combination of movement concepts while performing various skills (i.e. skipping while dribbling a ball in a curved pathway in general space)	✓
	peh.mms.3.2	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (i.e. realize there was too much force when a ball was overthrown)	✓
	peh.mms.3.3	Demonstrate critical elements for manipulative skills (i.e. step forward opposite foot, arm position, step and follow through)	✓
Strategy & Applying Skills	peh.sas.3.1	Demonstrate simple step patterns (i.e. step-together- step-touch and scattered formations) in dance	
	peh.sas.3.2	Demonstrate locomotor skills and static and dynamic balances in combination to create a small routine	✓
	peh.sas.3.3	Apply fundamental and specialized skills in lead-up activities (i.e. basketball without dribbling, small-sided soccer)	✓
	peh.sas.3.4	Identify simple offensive and defensive strategies and analyze which would work best based on opponent's strategies	✓
	peh.sas.3.5	Demonstrate ability to interpret and move to a variety of music (i.e. fluid and smooth movements, strong and intense movements)	
Health & Fitness	peh.hf.3.1	Develop realistic personal fitness goals	✓

	peh.hf.3.2	*Identify and explain health related fitness components (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) (*Body composition should be taught through the lens of Catholicism)	
	peh.hf.3.3	Identify nutritional habits (hydration and food choices) that are beneficial for physical activities	✓
Attitude & Behavior	peh.ab.3.1	Demonstrate appropriate cooperative, social, and teamwork skills while participating in game activities	✓
	peh.ab.3.2	Respond appropriately to successes and failures and implement teacher feedback	✓

WORLD LANGUAGES (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	

Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓

		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓

	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	<input checked="" type="checkbox"/>
	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	<input checked="" type="checkbox"/>
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	<input checked="" type="checkbox"/>

	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	

	wl.va.nh.2	cardinal numbers 0-1 million	<input checked="" type="checkbox"/>
	wl.va.nh.3	ordinal numbers first-tenth	<input checked="" type="checkbox"/>
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	<input checked="" type="checkbox"/>
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	<input checked="" type="checkbox"/>
	wl.va.nh.7	singular and plural possessive adjectives and agreement	<input checked="" type="checkbox"/>
	wl.va.nh.8	family	<input checked="" type="checkbox"/>
	wl.va.nh.9	body	<input checked="" type="checkbox"/>
	wl.va.nh.10	descriptive adjectives	<input checked="" type="checkbox"/>
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	<input checked="" type="checkbox"/>
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	<input checked="" type="checkbox"/>
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>

	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nh.3	Use all subject pronouns in the target language	<input checked="" type="checkbox"/>
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>

FOURTH GRADE

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS
<p>We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.</p>		
Revelation	r.b.4.1	<i>Develop practices to build an ongoing relationship with our loving God</i>
	r.b.4.2	Understand that God reveals himself gradually to us (CCC 53,287-288, 684, 758-759,992,2607)
	r.b.4.3	Describe the goodness of God’s creation and how God cares for it
	r.b.4.4	Understand grace as a sharing of God’s life
Sacred Scripture	r.b.4.5	Apply the ability to locate passages in the Bible
	r.b.4.6	Understand that the story of Adam and Eve describes how the first man and woman sinned against God
	r.b.4.7	Recognize and describe the following Scripture passages about God’s love for us, our love for others, and our need for mercy and forgiveness: Ten Commandments (Ex 20: 2-17); Beatitudes (Mt 5: 1-12); Good Samaritan (Lk 10: 25-37); Prodigal Son (Lk 15: 11-24).
	r.b.4.8	Understand the meaning of the covenant with Noah, Abraham and Moses (Gn 9: 1-3, 17: 1-9; Ex 19: 1-8)
	r.b.4.9	Understand why God gave his law to Moses and the people of Israel
Trinity	r.b.4.10	Understand that our faith is Trinitarian as expressed in Baptism
	r.b.4.11	Articulate that the Holy Spirit is our helper and guide in making good choices
Jesus Christ	r.b.4.12	Explain how Jesus is our Savior and that "Jesus" means "God Saves"
	r.b.4.13	Describe Jesus' mission as proclaiming the Good News and bringing about the Kingdom of God

	r.b.4.14	Understand that Christ's death and resurrection were part of God's plan	
Church History	r.b.4.15	Understand that Mary is the Mother of God as she is the Mother of Jesus (the Second Person of the Trinity)	
	r.b.4.16	Explore how Mary appeared in numerous places throughout history to strengthen people in their faith in her son Jesus (i.e., Our Lady of Guadalupe, Our Lady of Fatima, Our Lady of Lourdes, Our Lady of La Salette, Our Lady of Kibeho, etc.)	
	r.b.4.17	Identify Our Lady of Guadalupe as the patroness of the Americas (North and South)	
	r.b.4.18	Demonstrate how saints are models of love and mercy	
	r.b.4.19	Identify our own lives with the lives of the saints	
	r.b.4.20	Explain that the Church is present in local churches, over which the Church of Rome presides	
Creed	r.b.4.21	Identify that God is truth and God is all-knowing	
	r.b.4.22	Recall "Christians are baptized in the name of the Father and of the Son and of the Holy Spirit"	
	r.b.4.23	Discuss how in everything Jesus did, he is our model.	
	r.b.4.24	Understand Mary continues to pray for us.	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.4.1	<i>Demonstrate reverent behavior in church</i>	
	r.w.4.2	Differentiate the seasons of the Liturgical Year and the symbolic colors of each season	
	r.w.4.3	Identify the significance of practices involved in the liturgical seasons and feasts	

	r.w.4.4	Name the Holy Days of Obligation	
Sacraments	r.w.4.5	Understand that the sacraments are signs of grace and encounters with Jesus Christ	
	r.w.4.6	<i>Celebrate Reconciliation as a sacrament of conversion, God's forgiveness, mercy, and love</i>	
	r.w.4.7	Recognize the process and value in examining one's conscience	
	r.w.4.8	Understand prayers of contrition express sorrow for sins.	
Eucharist	r.w.4.9	Recognize the celebration of the Eucharist as a sacrament of the Church's unity	
	r.w.4.10	Understand the importance of regular participation in the Sunday Eucharist	
	r.w.4.11	Explain the ways Christ is present at Mass	
	r.w.4.12	Explain how in the Mass, we join our prayers to those of Mary and the saints in heaven.	
We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace			
Dignity of the Human Person	r.l.4.1	Explain that God created us in his own image with a spiritual soul, including intellect and free will	
	r.l.4.2	Recognizes the Beatitudes as a way of life modeled by Christ to bring happiness (Mt 5: 1-12)	
The Human Community	r.l.4.3	Describe the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others	
	r.l.4.4	<i>Demonstrate Catholic Social Teaching by reaching out to others through positive words and actions</i>	
Grace	r.l.4.5	Recognizes the Seven Gifts of the Holy Spirit (Is 11: 2)	
	r.l.4.6	Define holiness as the call of all Christians and explain how holiness may look different from person to person.	
Virtue, Sin, and Forming Conscience	r.l.4.7	Examine the four Cardinal Virtues: prudence, justice, temperance, and fortitude	

	r.l.4.8	Identify the seven lively virtues	
	r.l.4.9	Identify the seven capital (deadly) sins	
	r.l.4.10	Understand that temptation is a pull toward something we know is sinful, and is a part of everyone's life	
	r.l.4.11	Understand that original sin is the human condition into which we are all born	
	r.l.4.12	Distinguish between mortal and venial sin	
	r.l.4.13	Explain how sin creates harm within a community	
	r.l.4.14	Understand the meaning of God's mercy and forgiveness	
	r.l.4.15	Understand that our feelings and emotions are gifts of God, but they are not always indicators of right and wrong.	
The Ten Commandments	r.l.4.16	Articulate the Ten Commandments	
	r.l.4.17	Recall the two Great Commandments as guides for loving God and one another	
	r.l.4.18	<i>Demonstrate how the Ten Commandments help us live God's life of love</i>	
	r.l.4.19	Understand that blasphemy is using the name of God, Jesus, or Mary and the saints in an offensive way	
	r.l.4.20	Understand that we must participate in Mass on Sundays and Holy Days of Obligation	
	r.l.4.21	<i>Recognize that we must respect our bodies and the bodies of others as temples of the Holy Spirit.</i>	
	r.l.4.22	<i>Demonstrate how to do an examination of conscience using the Ten Commandments.</i>	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.4.1	Compare and contrast communal prayer and private prayer	
	r.p.4.2	Explain the difference between formal prayer and informal prayer and give examples (i.e. Our Father, Hail Mary, Glory Be vs spontaneous prayer)	

	r.p.4.3	<i>Understand and recite the Hail, Holy Queen and Identify the Mysteries of the Rosary</i>	
	r.p.4.4	Recognize Jesus as a model of prayer	
	r.p.4.5	Define the creeds as the statements of Catholic beliefs	
	r.p.4.6	Understand that daily prayer connects us to and builds our relationship with God the Father, Son, and Holy Spirit	
	r.p.4.7	Recognize Jesus' last days through participation in the Stations of the Cross	
	r.p.4.8	<i>Demonstrate reverence and praise through prayer</i>	
	r.p.4.9	Understand that seeking God's kingdom means desiring to follow what He wants us to be	

COMMUNICATION ARTS (Updated 6/19/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.4.1	Develop and demonstrate reading skills in response to text by: a. drawing conclusions and inferring by referencing textual evidence b. drawing conclusions by providing textual evidence c. monitoring comprehension and making corrections and adjustments when understanding breaks down	<input checked="" type="checkbox"/>
	ca.r.4.2	Develop an understanding of vocabulary by: a. determining meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words c. completing analogies d. identifying the meaning of common idioms and figurative language e. using a dictionary or glossary to determine meanings, syllabication, and pronunciation of unknown words f. using conversational, general academic, and domain-specific words and phrases	<input checked="" type="checkbox"/>
	ca.r.4.3	Explain relevant connections between: a. text to text b. text to world	

	ca.r.4.4	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	<input checked="" type="checkbox"/>
	ca.r.4.5	Read, infer, analyze, and draw conclusions to: a. summarize and sequence the events/plots and explain how past events impact future events, and identify the theme b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. compare and contrast the adventures or exploits of characters and their roles e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person	<input checked="" type="checkbox"/>
	ca.r.4.6	Read, infer, and draw conclusions to explain structural elements of poetry	
	ca.r.4.7	Read, infer, and draw conclusions to: a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature	
	ca.r.4.8	Read, infer, and draw conclusions to: a. use multiple text features to locate information and gain an overview of the contents of text b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure c. interpret and explain factual information presented graphically	<input checked="" type="checkbox"/>

	ca.r.4.9	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c. explain how an author uses language to present information to influence what the reader thinks or does 	<input checked="" type="checkbox"/>
	ca.r.4.10	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. distinguish fact from opinion in a text and explain how to verify what is a fact b. explain explicit and implicit relationships among ideas in texts c. explain author's purpose d. compare and contrast a firsthand and secondhand account of the same event or topic 	<input checked="" type="checkbox"/>
	ca.r.4.11	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> a. explaining the positive and negative impacts of advertisement techniques use in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. explaining text structures and graphics features of a web page and how they help readers to comprehend text 	<input checked="" type="checkbox"/>
	ca.r.4.12	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context b. reading root words, prefixes, suffixes, and important words from specific content curricula 	
	ca.r.4.13	<p>Read appropriate texts with fluency, with purpose, and for comprehension</p> <ul style="list-style-type: none"> a. use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<input checked="" type="checkbox"/>

Writing	ca.w.4.1	Follow a writing process to: a. select appropriate genre for an audience b. formulate questions related to the topic c. access prior knowledge related to the topic d. use a prewriting strategy	<input checked="" type="checkbox"/>
	ca.w.4.2	Develop a multiple-paragraph draft that: a. includes a thesis statement b. is organized with topic sentences, supporting details, and conclusion sentences c. addresses an appropriate audience	<input checked="" type="checkbox"/>
	ca.w.4.3	Revise a draft to strengthen: a. main idea b. sequence of ideas c. focus d. organizational structure e. word choice f. sentence structure g. transitions h. audience and purpose i. language conventions	<input checked="" type="checkbox"/>
	ca.w.4.4	Utilize technology to publish writing	
	ca.w.4.5	Write opinion texts that: a. include an introductory paragraph b. state an opinion supported by reasons c. use specific words d. reference the name of the author of a source e. use transitions f. are organized into introductory, supporting, and concluding paragraphs	<input checked="" type="checkbox"/>
	ca.w.4.6	Write informative texts that: a. include an introductory paragraph b. develop the main idea in supporting paragraphs with facts, details, and quotations c. use specific words d. contain transitions e. utilize text structures f. include a concluding paragraph	<input checked="" type="checkbox"/>

	ca.w.4.7	Write narratives that: a. establish a setting and introduce characters b. use narrative techniques c. sequences events d. use a variety of transitions e. use specific words	<input checked="" type="checkbox"/>
	ca.w.4.8	Apply a research process to: a. generate a list of subject-appropriate topics b. create relevant research questions c. identify a variety of relevant sources d. use text features to locate information e. convert data into written notes f. determine the accuracy of the information g. differentiate between paraphrasing and plagiarism h. record bibliographic information to a standard format	
Language	ca.l.4.1	Apply standard English grammar to: a. use verbs, adjectives, adverbs, and prepositions fluently b. create compound and complex sentences c. capitalize appropriately d. Alphabetize e. punctuate dialogue f. correct sentence fragments and run-on sentences	<input checked="" type="checkbox"/>
	ca.l.4.2	Apply morphology and phonetic rules to spell accurately	<input checked="" type="checkbox"/>
Speaking & Listening	ca.sl.4.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following, generating, and justifying classroom listening rules b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations	<input checked="" type="checkbox"/>
	ca.sl.4.2	Develop and apply effective listening skills and strategies in formal and informal settings by generating and following active listening rules	

	ca.sl.4.3	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. contributing to discussion after listening to others' ideas b. expressing opinions of read-alouds and independent reading and relating opinion to others	<input checked="" type="checkbox"/>
	ca.sl.4.4	Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group by: a. paraphrasing portions of a text read aloud or information presented in diverse media and formats b. using efficient presentation skills with available resources c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media e. speaking with expression and fluency f. adjusting formal/informal language according to context and topic	<input checked="" type="checkbox"/>

MATH (Updated 5/19/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense & Operations in Base Ten		<i>Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million</i>	
	m.nsbt.4.1	Round multi-digit whole numbers to any place.	
	m.nsbt.4.2	Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.	
	m.nsbt.4.3	Compare two multi-digit numbers using the symbols $>$, $=$ or $<$, and justify the solution.	
	m.nsbt.4.4	Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right	
	m.nsbt.4.5	Demonstrate fluency with addition and subtraction of whole numbers.	
	m.nsbt.4.6	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution	
	m.nsbt.4.7	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution	

Number Sense & Operations in Fractions		<i>Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</i>	
	m.nsof.4.1	Explain and/or illustrate why two fractions are equivalent.	✓
	m.nsof.4.2	Recognize and generate equivalent fractions.	✓
	m.nsof.4.3	Compare two fractions using the symbols $>$, $=$ or $<$, and justify the solution.	✓
		<i>Extend understanding of operations on whole numbers to fraction operations</i>	
	m.nsof.4.4	Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.	
	m.nsof.4.5	Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.	
	m.nsof.4.6	Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.	✓
	m.nsof.4.7	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
	m.nsof.4.8	Solve problems involving multiplication of a fraction by a whole number.	✓
		<i>Understand decimal notation for fractions, and compare decimal fractions (denominators of 10 or 100)</i>	
	m.nsof.4.9	Use decimal notation for fractions with denominators of 10 or 100	
	m.nsof.4.10	Understand that fractions and decimals are equivalent representations of the same quantity	✓
	m.nsof.4.11	Read, write, and identify decimals to the hundredths place using number names, base ten numerals, and expanded form	
	m.nsof.4.12	Compare two decimals to the hundredths place using the symbols $>$, $<$, or $=$ and justify the solution	✓
Relationships & Algebraic Thinking		<i>Use the four operations with whole numbers to solve problems</i>	
	m.rat.4.1	Multiply or divide to solve problems involving a multiplicative comparison	

	m.rat.4.2	Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer	✓
	m.rat.4.3	Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution	✓
		<i>Work with factors and multiples</i>	
	m.rat.4.4	Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number	
	m.rat.4.5	Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100	
		<i>Generate and analyze patterns</i>	
	m.rat.4.6	Generate a number pattern that follows a given rule	✓
	m.rat.4.7	Use words or mathematical symbols to express a rule for a given pattern	✓
Geometry & Measurement		<i>Classify 2-dimensional shapes by properties of their lines and angles</i>	
	m.gm.4.1	Draw and identify points, lines, line segments, rays, angles, perpendicular lines, and parallel lines	
	m.gm.4.2	Classify two-dimensional shapes by their sides and/or angles	✓
	m.gm.4.3	Construct lines of symmetry for a two-dimensional figure	
		<i>Understand the concepts of angle and measure angles</i>	
	m.gm.4.4	Identify and estimate angles and their measure	✓
	m.gm.4.5	Draw and measure angles in whole-number degrees using a protractor	
		<i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</i>	
	m.gm.4.6	Know relative sizes of measurement units within one system of units. a. convert measurements in a larger unit in terms of a smaller unit	✓
	m.gm.4.7	Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.	✓
	m.gm.4.8	Apply the area and perimeter formulas for rectangles to solve problems	✓
Data & Statistics		<i>Represent and analyze data</i>	
	m.ds.4.1	Create a frequency table and/or line plot to display measurement data.	

	m.ds.4.2	Solve problems involving addition and subtraction by using information presented in a data display	
	m.ds.4.3	Analyze the data in a frequency table, line plot, bar graph or picture graph.	☑

4th Grade Science (Updated 7/15/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Physical Science- Energy	4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object. [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]	
	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]	
	4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]	
	4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]	

Physical Science- Waves and their Applications in Technology for Information Transfer	4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]	
	4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]	
	4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information. [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]	
Life Science- From Molecules to Organisms: Structures and Processes	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.][Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]	
	4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.][Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]	

<p>Earth & Space Science- Earth's Place in the Universe</p>	<p>4-ESS1-1</p>	<p>Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time, and a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.][Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]</p>	
<p>Earth & Space Science- Earth's Systems</p>	<p>4-ESS2-1</p>	<p>Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing water, cycles of heating and cooling, and volume of water flow.][Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]</p>	
	<p>4-ESS2-2</p>	<p>Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]</p>	
<p>Earth & Space Science- Earth and Human Activity</p>	<p>4-ESS3-1</p>	<p>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]</p>	
	<p>4-ESS3-2</p>	<p>Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. [Clarification Statement: Examples of solutions could include designing an earthquake-resistant building and improving monitoring of volcanic activity.][Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]</p>	

Engineering Design	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	

SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.4.1	With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances	
	ss.c.4.2	Explain the major purposes of the U.S. Constitution	
	ss.c.4.3	With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty	
	ss.c.4.4	Explain the purpose and identify important principles of the Bill of Rights	
	ss.c.4.5	Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change, both past and present	
	ss.c.4.6	Describe the character traits and civic attitudes of historically significant individuals in American history prior to 1800	
	ss.c.4.7	Recognize and explain the significance of national symbols associated with historical events and time periods being studied	
	ss.c.4.8	Explain how the purpose and roles of government have been debated and have changed across historical time periods around the early settlements to 1800's	
	ss.c.4.9	Analyze peaceful resolution of disputes by the courts or other legitimate authorities in U.S. history from early settlement to c. 1800	

	ss.c.4.10	Explain how authoritative decisions are made, enforced ,and interpreted by the state and federal government	
	ss.c.4.11	Identify and explain the functions of the three branches of government in the federal government	
Economics	ss.e.4.1	Compare and contrast saving and financial investment	
	ss.e.4.2	Explain the relationship between profit and loss in economic decisions	
	ss.e.4.3	Distinguish among natural, capital, and human resources	
	ss.e.4.4	Conduct a public cost-benefit analysis	
	ss.e.4.5	Explain how the government utilizes taxes to provide goods and services	
	ss.e.4.6	Explain past and present factors that have influenced changes in state and regional economies	
Geography	ss.g.4.1	Construct and interpret historical and current maps	
	ss.g.4.2	Identify and locate specific regions, states, capitals, river systems, and mountain ranges in the United States	
	ss.g.4.3	Identify and compare the diverse human geographic characteristics of the United States (cultures, languages, groups, populations)	
	ss.g.4.4	Compare and contrast the different geographical regions of the United States	
	ss.g.4.5	Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present	
	ss.g.4.6	Analyze how changes in communication and transportation technologies affect people's lives	
	ss.g.4.7	Identify different regions in the United States and analyze how their characteristics affect people who live there	
	ss.g.4.8	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed	
History	ss.h.4.1	Describe the migrations of Native Americans prior to 1800. Describe the discovery, exploration, and early settlement of America by Europeans prior to 1800. Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800	
	ss.h.4.2	*Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800 (Should be taught through the lens of Catholicism)	

	ss.h.4.3	Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800	
	ss.h.4.4	Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans, and European allies	
	ss.h.4.5	Explain the factors that contributed to the colonists' success	
	ss.h.4.6	Describe the historical context for the drafting of the Declaration of Independence, the Constitution, and the Bill of Rights	
	ss.h.4.7	Explain how the Declaration of Independence, the Constitution, and the Bill of Rights affected people in the U.S. prior to c. 1800	
	ss.h.4.8	Explain the causes and consequences of westward expansion prior to 1800	
	ss.h.4.9	Describe and compare cultural characteristics across the historical time periods in U.S. history prior to 1800	
	ss.h.4.10	Research stories and songs that reflect the cultural history of the early United States prior to 1800	
	ss.h.4.11	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time	
	ss.h.4.12	Identify the roles among Native Americans, Immigrants, African Americans, women, and others from early migration to 1800	
Social Science Inquiry	ss.ssi.4.1	Select, analyze, and evaluate primary and secondary social studies sources with guidance and support	☑
	ss.ssi.4.2	Analyze and use artifacts to share information on social studies topics	☑
	ss.ssi.4.3	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed	☑
	ss.ssi.4.4	Create products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding	☑
	ss.ssi.4.5	Distinguish between fact and opinion and recognize bias and point of view in social studies topics	☑
	ss.ssi.4.6	With assistance, conduct and present social studies research to an audience using appropriate sources	☑
	ss.ssi.4.7	Generate compelling research questions about a social studies topic	☑
	ss.ssi.4.8	Apply a research process to a compelling social studies question	☑

	ss.ssi.4.9	Identify and use appropriate resources for investigating a compelling social studies question	☑
	ss.ssi.4.10	Research an appropriate social studies question and share results with an audience	☑

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	
	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	
	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	

Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	
Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	
	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	

	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	
	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	
	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	
ART (Updated 2/2/23)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.4.1	Brainstorm multiple approaches to a creative art or design problem	<input checked="" type="checkbox"/>

	a.cr.4.2	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	
	a.cr.4.3	Explore and invent artmaking techniques and approaches	✓
	a.cr.4.4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others	✓
	a.cr.4.5	Document, describe, and represent regional constructed environments	
	a.cr.4.6	Revise artwork in progress on the basis of insights gained through peer discussion	
Present	a.p.4.1	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork	
	a.p.4.2	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats	
	a.p.4.3	Compare and contrast purposes of art museums, art galleries, and their venues, as well as the types of personal experiences they provide	✓
Respond	a.r.4.1	Compare responses to a work of art before and after working in similar media	✓
	a.r.4.2	Analyze and discuss visual imagery that convey messages	
	a.r.4.3	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media	✓
	a.r.4.4	Apply one set of criteria to evaluate more than one work of art	✓
Connect	a.co.4.1	Create works of art that reflect community cultural traditions	
	a.co.4.2	Through observation, infer information about time, place, and culture in which a work of art was created	✓

MUSIC (Updated 2/2/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.4.1	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural)	
	mu.cr.4.2	Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters	✓

	mu.cr.4.3	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context	<input checked="" type="checkbox"/>
	mu.cr.4.4	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas	<input checked="" type="checkbox"/>
	mu.cr.4.5	Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time	<input checked="" type="checkbox"/>
	mu.cr.4.6	Present the final version of personally created music to others, and explain connection to expressive intent	
Perform	mu.p.4.1	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill	
	mu.p.4.2	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	
	mu.p.4.3	When analyzing selected music, read and perform using iconic and/or standard notation	
	mu.p.4.4	Explain how context (such as social and cultural) informs a performance	
	mu.p.4.5	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre)	
	mu.p.4.6	Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances	
	mu.p.4.7	Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges	
	mu.p.4.8	Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation	<input checked="" type="checkbox"/>
	mu.p.4.9	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre	<input checked="" type="checkbox"/>
Respond	mu.r.4.1	Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts	<input checked="" type="checkbox"/>

	mu.r.4.2	Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural)	
	mu.r.4.3	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent	✓
	mu.r.4.4	Evaluate musical works and performances, applying established criteria and explain appropriateness to the context	✓
Connect	mu.co.4.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.4.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	✓

PE & HEALTH (Updated 2/2/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.4.1	Use various locomotor skills in a variety of lead-up activities	✓
	peh.mms.4.2	Run for distance with appropriate control and balance	✓
	peh.mms.4.3	Combine traveling with manipulative skills in teacher or student-designed practice activities (i.e. dribbling, throwing, catching, and striking)	✓
	peh.mms.4.4	Demonstrate balance on different bases of support on apparatus, demonstrating levels and shapes	✓
	peh.mms.4.5	Move into and out of balances on apparatus with curling, twisting, & stretching actions	✓
	peh.mms.4.6	Demonstrate underhand throwing using proper technique with different sizes and types of objects	
	peh.mms.4.7	Demonstrate overhand throw with accuracy to a partner (or at a target) at a reasonable distance	
	peh.mms.4.8	Catch a thrown ball at all levels in a non-dynamic environment	
	peh.mms.4.9	Dribble in self-space with both the preferred and nonpreferred hands or feet using proper technique	
	peh.mms.4.10	Dribble safely in general space with control of ball and body while increasing and decreasing speed	

	peh.mms.4.11	Dribble with hands or feet in combination with other skills (i.e. passing, receiving, shooting)	
	peh.mms.4.12	Kick a ground ball, a lofted ball, and punt using proper technique	
	peh.mms.4.13	Strike/volley underhand using a mature pattern in a dynamic environment (i.e. 2 square, 4 square, handball)	
	peh.mms.4.14	Strike an object with a long-handled implement (i.e. hockey stick, bat, racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through).	
Strategy & Applying Skills	peh.sas.4.1	Create jump rope routine with either a long or short rope	
	peh.sas.4.2	Apply simple offensive and defensive strategies and analyze which would work best based on opponent's strategies	☑
Health & Fitness	peh.hf.4.1	Identify opportunities for participating in physical activity outside physical education class	
	peh.hf.4.2	Identify the basic benefits of physical activity	☑
	peh.hf.4.3	Identify the components of health-related fitness and activities that contribute to the development of each component	☑
Attitude & Behavior	peh.ab.4.1	Exhibit responsible behavior in independent and group activities	☑
	peh.ab.4.2	Listen respectfully to corrective feedback from others (i.e. peers, adults)	☑
	peh.ab.4.3	Accept players of all skill levels into the physical activity	

WORLD LANGUAGES (Updated 2/2/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	☑
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	☑
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	☑

	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	

	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓

	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓
	wl.va.nm.4	time (hours + minutes)	✓
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	✓
	wl.va.nm.9	singular and plural possessive adjectives	✓
	wl.va.nm.10	family	✓
	wl.va.nm.11	body	✓
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	✓
	wl.va.nm.15	definite and indefinite articles	✓
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	✓
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	

	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓

	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	

	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	<input checked="" type="checkbox"/>
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nh.3	Use all subject pronouns in the target language	<input checked="" type="checkbox"/>
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>

FIFTH GRADE

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS
<p>We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.</p>		
Revelation	r.b.5.1	<i>Develop practices to build an ongoing relationship with our loving God</i>
	r.b.5.2	Understand that God is the Creator, all-powerful, who made the world good
	r.b.5.3	Explain how the environment is God's creation and is ours to respect
Sacred Scripture	r.b.5.4	Understand that the Old Testament is fulfilled in the New Testament
Trinity	r.b.5.5	Describe ways we experience the mystery of the Trinity in our lives
	r.b.5.6	Explain that the Holy Spirit works as Sanctifier in the Church and in the lives of people
Jesus Christ	r.b.5.7	Recognize and express belief that Jesus is the Son of God, the Word Made Flesh, and our Redeemer
	r.b.5.8	Understand the meaning of the Ascension as the transition of Jesus' historical/physical presence on Earth to his Glorified presence at the Father's right hand in heaven, and his presence in the Mystical Body of Christ, the Church
	r.b.5.9	Understand that Jesus will come again to judge the living and the dead
Church History	r.b.5.10	Identify ways that the Church carries on the mission of Jesus under the leadership of the Pope and the bishops
	r.b.5.11	Explain the Communion of Saints
	r.b.5.12	Recognize various titles for Mary (i.e. Mother of God, Our Lady of Sorrows, the Immaculate Conception, Blessed Mother, Blessed Virgin Mary, Queen of Heaven, etc.)

	r.b.5.13	Understand that the Assumption celebrates Mary taken to heaven, body and soul	
	r.b.5.14	Identify past and present Christian role models and recognize their diverse qualities, talents, interests, vocations, etc.; e.g., patron saints	
Creed	r.b.5.15	Understand the Nicene and Apostles Creeds as statements of Catholic belief	
	r.b.5.16	Recognize that to say the Credo (Nicene and Apostles Creed) with faith is to enter into communion with God, Father, Son and Holy Spirit and with the whole Church	
	r.b.5.17	Understand that Mary was kept free of Original Sin (through her Immaculate Conception) in order to give birth to the Son of God	
	r.b.5.18	Explain our general vocation to holiness and our specific vocation within our baptismal call: ordained life, consecrated religious life, or lay vocation (single/married life)	
	r.b.5.19	Define the vows of poverty, chastity, and obedience	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.5.1	<i>Demonstrate reverent behavior in church</i>	
	r.w.5.2	Recognize the meaning and celebration of the Sacred Triduum and Easter as our central feast	
	r.w.5.3	Distinguish that Christmas is the celebration of the birth of Jesus and the Annunciation marks the actual moment Jesus took on flesh, the Incarnation.	
	r.w.5.4	Understand the meaning and origin of Pentecost (Acts 2: 1-12)	
	r.w.5.5	Identify the Holy Days of Obligation and explain their meaning	

	r.w.5.6	Explain that the Holy Trinity is at work through the liturgy of the Church	
Sacraments	r.w.5.7	Recognize ways the Holy Trinity is manifested in the Sacraments	
	r.w.5.8	Recall and explain the names, meanings, signs, gestures, and symbols of each of the seven sacraments	
	r.w.5.9	Summarize why the sacraments were given to the Church by Christ and how they impact our daily lives	
	r.w.5.10	Explain and differentiate the meaning of the Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion	
	r.w.5.11	Understand that Baptism forgives original and personal sin	
	r.w.5.12	Explain that concupiscence is the inclination (intense desire) every human being has toward sin.	
	r.w.5.13	Understand that the baptized share in the priesthood of Christ	
	r.w.5.14	<i>Recognize Christ's presence at Mass: in the assembly, the priest-presider, the proclamation of the Word, and especially in the consecrated bread and wine</i>	
	r.w.5.15	Understand the Sacrament of Holy Orders as the way Christ continues to preach and sanctify	
	r.w.5.16	Identify and describe the three degrees of Holy Orders: bishop, priest (presbyter), deacon	
	r.w.5.17	Identify "laity" as the members of the Church who are not ordained or consecrated religious; know that the laity shares the mission of bring the Good News of Christ to the world.	
	r.w.5.18	Understand that in the Sacrament of Matrimony, the family is seen as the "Domestic Church"	
	r.w.5.19	Locate and understand Scripture passages related to the sacraments; e.g., Eucharist (Mt 26: 26-30; Mk 14: 22- 26; Lk 22: 7-38; I Co 11: 23-26), Reconciliation (Jn 20: 19-23), Holy Matrimony (Mt 19: 5; Eph 5: 25, 31-33)	
Eucharist	r.w.5.20	Explain that the Eucharist is the source and summit of Christian life.	
	r.w.5.21	Understand that the Eucharist is also known as the Lord's Supper, the Holy Sacrifice of the Mass, and Holy Communion.	
	r.w.5.22	Explain that we adore Christ present in the Eucharist, both during Mass, when reserved in the tabernacle, and when exposed.	

We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace			
Dignity of the Human Person	r.l.5.1	<i>Act out of the belief that mercy and justice are essential to Christian living</i>	
	r.l.5.2	<i>Display appropriate attitudes toward the unborn, the sick, handicapped, aged, and dying</i>	
The Human Community	r.l.5.3	Identify the Corporal and Spiritual Works of Mercy being practiced within their community	
	r.l.5.4	Identify the Theological and Cardinal Virtues and recognize people who demonstrate them	
Grace	r.l.5.5	Describe sanctifying grace and actual grace	
	r.l.5.6	Understand God gives us the gift of grace to grow in holiness.	
	r.l.5.7	Identify grace as the source of healing for the wound of sin.	
	r.l.5.8	Explain how we receive grace through prayer and relationship with God	
Virtue, Sin, and Forming Conscience	r.l.5.9	Understand that we are touched by original sin from the moment of conception.	
	r.l.5.10	<i>Recognize attitudes and actions that are sinful or selfish</i>	
	r.l.5.11	Discuss the necessary elements to commit a mortal sin: grave matter, full knowledge and deliberate consent	
	r.l.5.12	Realize that all choices have consequences and are to be made in light of Gospel values; e.g., Good Samaritan (Lk 10: 25-37)	
	r.l.5.13	Know stories of forgiveness in Bible; e.g., The Unforgiving Steward (Mt 18: 21-33); Lost Sheep (Lk 15: 1-7); Prodigal Son (Lk 15: 11-24)	
	r.l.5.14	Describe how reason and free will guide our response to our own feelings as well as the feelings of others	
	r.l.5.15	Understand that through our conscience God is calling us to continual conversion.	
The Ten Commandments	r.l.5.16	Explain how the first three commandments honor God and the other seven commandments honor others	

	r.l.5.17	Understand that the First Commandment requires us to pray and to avoid the practices of superstition and magic	
	r.l.5.18	<i>Demonstrate and explain reverence towards sacred images, and understand that only God is worshiped</i>	
	r.l.5.19	Understand that the Fifth Commandment teaches us to respect our own lives and the lives of others.	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.5.1	Understand the difference between the Mass, communal prayer, and private prayer	
	r.p.5.2	Witness how prayer from the Word of God leads to prayer in life	
	r.p.5.3	Demonstrate devotion to Mary as essential to Catholic prayer	
	r.p.5.4	Explain how Mary and the Saints desire to intercede for us and we ask for their prayers	
	r.p.5.5	Create and participate in a prayer service involving Scriptures and prayers; e.g., the Our Father, Hail Mary, Apostles Creed, Act of Contrition, Glory Be, Rosary, Stations of the Cross	
	r.p.5.6	Compose prayers of praise, thanksgiving, contrition, and petition (Prayers of the Faithful)	
	r.p.5.7	Identify and explain when and why the Psalms are said or sung during Mass	
	r.p.5.8	Demonstrate Scripture as a source of prayer/reflection	
	r.p.5.9	Understand that saints assist us through intercessory prayer	
	r.p.5.10	<i>Understand and recite The Memorare and the "St. Michael the Archangel" prayer</i>	
	r.p.5.11	Analyze the Lord's Prayer and separate the seven petitions.	
COMMUNICATION ARTS (Updated 2/2/23)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD

Reading	ca.r.5.1	Develop and demonstrate reading skills in response to text by: <ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly, as well as inferences drawn from the text c. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<input checked="" type="checkbox"/>
	ca.r.5.2	Develop an understanding of vocabulary by: <ul style="list-style-type: none"> a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through content b. using context to determine meaning of unfamiliar or multiple-meaning words c. constructing analogies d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text e. identifying and using words and phrases that signal contrast, addition, and relationships f. using a dictionary, or glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices g. using conversational, general academic, and domain-specific words and phrases 	a
	ca.r.5.3	Compare, contrast, and analyze relevant connections between: <ul style="list-style-type: none"> a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame) 	
	ca.r.5.4	Read independently for multiple purposes over sustained periods of time by: <ul style="list-style-type: none"> a. reading text that is developmentally appropriate b. producing evidence of reading 	<input checked="" type="checkbox"/>

	ca.r.5.5	<p>Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts b. explain the theme or moral lesson, conflict, and resolution in a story or novel c. describe how a narrator's or speaker's point of view influences events d. recognize foreshadowing e. explain the effect of a historical event or movement in literature f. introduce origin myths and culturally significant characters/events in mythology g. introduce different forms of third person points of view in stories 	a,b
	ca.r.5.6	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. explain how poets use sound and visual elements in poetry b. identify forms of poems 	
	ca.r.5.7	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language 	
	ca.r.5.8	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. use multiple text features and graphics to locate information and gain an overview of the contents of text information b. interpret details from procedural text to complete a task, solve a problem, or perform an action c. interpret factual or quantitative information 	c

	ca.r.5.9	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent c. verify facts through established methods d. identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements f. explain the type of evidence used to support a claim in a persuasive text g. use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning 	a, b, d, e
	ca.r.5.10	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> a. explaining how messages conveyed in various forms of media are presented differently b. comparing and contrasting the difference in techniques used in media c. identifying the point of view of media presentations d. analyzing various digital media venues for levels of formality and informality e. explaining textual and graphics features of a web page and how they help readers to comprehend text 	
	ca.r.5.11	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context b. reading root words, prefixes, suffixes, and important words from all specific content curricula 	
	ca.r.5.12	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ul style="list-style-type: none"> a. use context to confirm or self-correct word recognition and understanding, rereading as necessary 	

Writing	ca.w.5.1	<p>Follow a writing process to:</p> <ul style="list-style-type: none"> a. select appropriate genre for an audience b. formulate questions related to the topic c. access prior knowledge related to the topic d. use a prewriting strategy 	<input checked="" type="checkbox"/>
	ca.w.5.2	<p>Develop a multi-paragraph draft that:</p> <ul style="list-style-type: none"> a. has the appropriate organizational structure building on one main idea b. establishes and supports a main idea with a topic sentence and introductory paragraph c. categorizes, organizes, and sequences facts, details, and/or events into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure d. restating the main idea in the concluding paragraph, addressing an appropriate audience, organization, and purpose 	<input checked="" type="checkbox"/>
	ca.w.5.3	Utilize technology to publish writing	
	ca.w.5.4	<p>Write opinion texts that:</p> <ul style="list-style-type: none"> a. introduce a topic with an introductory paragraph that clearly supports the purpose b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details c. use specific and accurate words related to the topic, audience, and purpose d. contain information using one's original language, except when using direct quotes e. reference the name of the authors/source used for details or facts f. use transitions to connect opinion and reason g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	<input checked="" type="checkbox"/>

	ca.w.5.5	Write informative/explanatory texts that: a. introduce a topic using an introductory paragraph with a topic sentence b. develop the topic into supporting paragraphs from sources c. use an organizational format d. use specific, relevant, and accurate words e. contain information using student's original language except when using direct quotations f. use transition words to connect ideas g. use text structures h. create a concluding paragraph	<input checked="" type="checkbox"/>
	ca.w.5.6	Write fiction or nonfiction narratives and poems that: a. establish a setting and situation and introduce a narrator and characters b. use narrative techniques c. sequence events d. use transitions e. use specific words	<input checked="" type="checkbox"/>
	ca.w.5.7	Apply a research process to: a. generate a list of subject-appropriate topics b. formulate and refine open-ended research questions c. collect and record information d. select relevant sources e. assess relevance, accuracy, and reliability of information f. convert data into written notes g. differentiate between paraphrasing and plagiarism h. present and evaluate how complete, accurate, and efficient the research question was explored/answered using established criteria i. record bibliographic information to a standard format	<input checked="" type="checkbox"/>
Language	ca.l.5.1	Apply standard English grammar to: a. explain and use the eight parts of speech b. use pronouns and adverbs consistently c. use and correct verb tenses d. produce a variety of complex sentences in writing e. use commas, italics, underlining, quotation marks, and apostrophes appropriately	<input checked="" type="checkbox"/>
	ca.l.5.2	Apply morphology and phonetic rules to spell accurately	<input checked="" type="checkbox"/>

Speaking & Listening	ca.sl.5.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following agreed upon rules for listening and fulfilling discussion rules independently b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others c. following, restating, and giving multistep instructions from or to others in collaborative groups, according to classroom expectations d. listening for speaker's message and summarizing main points based on evidence	a,b
	ca.sl.5.2	Develop and apply effective listening skills and strategies in formal and informal setting by evaluating and modifying own active listening skills	✓
	ca.sl.5.3	Speak clearly and to the point using conventions of language when presenting individually or with a group by: a. summarizing points made by others before presenting own ideas b. providing and evaluating evidence to support opinion	✓
	ca.sl.5.4	Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group by: a. using efficient presentation skills with available resources using a variety of media b. planning an appropriate presentation based on audience c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint	✓

MATH (Updated 5/19/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense & Operations in Base Ten		<i>Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths</i>	
	m.nsbt.5.1	Read, write, and identify numbers from billions to thousandths using number names, base ten numerals, and expanded form	
	m.nsbt.5.2	Compare two numbers from billions to thousandths using the symbols $>$, $=$, or $<$, and justify the solution	

	m.nsb.5.3	Understand that in a multi-digit number, a digit represents 1/10 times what it could represent in the place to its left	
	m.nsb.5.4	Evaluate the value of powers of 10 and understand the relationship to the place value system	
	m.nsb.5.5	Round numbers from billions to thousandths place	
	m.nsb.5.6	Add and subtract multi-digit whole numbers and decimals to the thousandths place, and justify the solution	
	m.nsb.5.7	Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution	
	m.nsb.5.8	Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.	
Number Sense & Operations in Fractions		<i>Understand the relationship between fractions and decimals (denominators that are factors of 100)</i>	
	m.nsof.5.1	Understand that parts of a whole can be expressed as fractions and/or decimals	✓
	m.nsof.5.2	Convert decimals to fractions and fractions to decimals	✓
	m.nsof.5.3	Compare and order fractions and/or decimals to the thousandths place using the symbols >, =, or < and justify the solution	✓
		<i>Perform operations and solve problems with fractions and decimals</i>	
	m.nsof.5.4	Estimate results of sums, differences, and products with fractions and decimals to the thousandths	✓
	m.nsof.5.5	Justify the reasonableness of a product when multiplying with fractions a. Estimate the size of the product based on the size of the two factors. b. Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number. c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. d. Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.	✓
	m.nsof.5.6	Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution	✓

	m.nsof.5.7	Extend the concept of multiplication to multiply a fraction or whole number by a fraction. a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths. b. Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction. c. Calculate and interpret the product of two fractions less than one.	✓
	m.nsof.5.8	Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations. a. Calculate and interpret the quotient of a unit fraction by a non-zero whole number. b. Calculate and interpret the quotient of a whole number by a unit fraction.	✓
Relationships & Algebraic Thinking		<i>Represent and analyze patterns and relationships</i>	
	m.rat.5.1	Investigate the relationship between two numeric patterns a. Generate two numeric patterns given two rules. b. Translate two numeric patterns into two sets of ordered pairs. c. Graph numeric patterns on the Cartesian coordinate plane. d. Identify the relationship between two numeric patterns.	✓
	m.rat.5.2	Write a rule to describe or explain a given numeric pattern	✓
		<i>Write and interpret numerical expressions</i>	
	m.rat.5.3	Write, evaluate, and interpret numerical expressions using the order of operations	
	m.rat.5.4	Translate written expressions into algebraic expressions	
		<i>Use the four operations to represent and solve problems</i>	
	m.rat.5.5	Solve and justify multi-step problems involving variables, whole numbers, fractions, and decimals	✓
Geometry & Measurement		<i>Classify two- and three- dimensional geometric shapes</i>	
	m.gm.5.1	Understand that attributes belonging to a category of figures also belong to all subcategories.	
	m.gm.5.2	Classify figures in a hierarchy based on properties	✓
	m.gm.5.3	Analyze and describe the properties of prisms and pyramids	
		<i>Understand and compute volume</i>	

	m.gm.5.4	Understand the concept of volume and recognize that volume is measured in cubic units a. Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume. b. Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.	<input checked="" type="checkbox"/>
	m.gm.5.5	Apply the formulas $V=l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths	
		<i>Graph points on the Cartesian coordinate plane within the first quadrant to solve problems</i>	
	m.gm.5.6	Define a first quadrant Cartesian coordinate system a. Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin. b. Identify any point on the Cartesian coordinate plane by its ordered pair coordinates. c. Define the first number in an ordered pair as the horizontal distance from the origin. d. Define the second number in an ordered pair as the vertical distance from the origin.	<input checked="" type="checkbox"/>
	m.gm.5.7	Plot and interpret points in the first quadrant of the Cartesian coordinate plane	
		<i>Solve problems involving measurement and conversions within a measurement system</i>	
	m.gm.5.8	Convert measurements of capacity, length, and weight within a given measurement system	
	m.gm.5.9	Solve multi-step problems that require measurement conversions	<input checked="" type="checkbox"/>
Data & Statistics		<i>Represent and analyze data</i>	
	m.ds.5.1	Create a line graph to represent a data set, and analyze the data to answer questions and solve problems.	
	m.ds.5.2	Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.	<input checked="" type="checkbox"/>
5th Grade Science (Updated 7/15/25)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD

Physical Science- Matter and Its Interactions	5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water. Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]	
	5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]	
	5-PS1-3	Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]	
	5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances	
Physical Science- Motion and Stability: Forces and Interactions	5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]	
Physical Science- Energy	5-PS3-1	Use models to describe that energy in animals’ food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]	

Life Science- From Molecules to Organisms: Structures and Processes	5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]	
Life Science- Ecosystems: Interactions, Energy, and Dynamics	5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.][Assessment Boundary: Assessment does not include molecular explanations.]	
Earth & Space Science- Earth's Place in the Universe	5-ESS1-1	Support an argument that the differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]	
	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months. Assessment Boundary: Assessment does not include causes of seasons.]	
Earth & Space Science- Earth's System	5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]	

	5-ESS2-2	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]	
Earth & Space Science- Earth and Human Activity	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.	
Engineering Design	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	

SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Civics	ss.c.5.1	Analyze the principles of the Declaration of Independence to the historical time periods being studied and to current events	
	ss.c.5.2	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events	
	ss.c.5.3	Apply the principles of the Bill of Rights to the historical time periods being studied and to current events	
	ss.c.5.4	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present	
	ss.c.5.5	Describe the character traits and civic attitudes of significant individuals in U.S. history from c. 1800 - 2000	
	ss.c.5.6	Recognize and explain the significance of national symbols associated with historical events and time periods being studied	

	ss.c.5.7	Explain how the purpose and roles of government have been debated and changed across historical time periods to current times	
	ss.c.5.8	Analyze peaceful resolution of disputes by the courts or other legitimate authorities in U.S. history from c. 1800 - 2000	
	ss.c.5.9	Analyze how authoritative decisions are made, enforced, and interpreted by the state and federal government	
	ss.c.5.10	Compare and contrast the powers and functions of local, state, and national government in the past and present	
Economics	ss.e.5.1	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages, and other economic concepts affect our nation's past, present, and future	
	ss.e.5.2	Use geographic sources to acquire information to answer questions and solve problems	
	ss.e.5.3	Explain factors, past and present, that influence changes in our nation's economy	
	ss.e.5.4	Use an economic lens to describe the impact of migration on the immigrants and on the United States c. 1800 - 2000	
Geography	ss.g.5.1	Analyze geographic sources to acquire information to answer questions and solve problems	
	ss.g.5.2	Construct maps to identify the location of historic sites for relevant social studies topics	
	ss.g.5.3	Identify and locate specific regions, states, capitals, river systems, and mountain ranges in the United States	
	ss.g.5.4	Locate and describe real places using absolute and relative location	
	ss.g.5.5	Describe and analyze the diverse physical characteristics of the United States	
	ss.g.5.6	Compare and contrast the diverse human characteristics of the United States (populations, cultures, language groups)	
	ss.g.5.7	Evaluate how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present	
	ss.g.5.8	Evaluate how changes in communication and transportation technologies affect people's lives	
	ss.g.5.9	Describe different regions in the United States and analyze how their characteristics affect people who live there	
	ss.g.5.10	Use geography to interpret the past, explain the present, and plan for the future as appropriate to topics or eras discussed	

	ss.g.5.11	Use a geographic lens to describe the impact of migration on the immigrants and on the United States c. 1800 - 2000	
History	ss.h.5.1	Outline and analyze the expansion of the United States	
	ss.h.5.2	Describe the impact of migration on immigrants and the United States c. 1800 - 2000	
	ss.h.5.3	Analyze cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c. 1800 - 2000	
	ss.h.5.4	Identify and describe the contributions of historically significant individuals to the United States from c. 1800 - 2000	
	ss.h.5.5	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000	
	ss.h.5.6	Explain the causes of westward expansion c. 1800 - 2000	
	ss.h.5.7	Classify the political, economic, and social causes and consequences of the Civil War and Reconstruction	
	ss.h.5.8	Identify political, economic, and social causes and consequences of the Great Depression	
	ss.h.5.9	Identify political, economic, and social causes and consequences of WWI and WWII on the United States	
	ss.h.5.10	Identify political, economic, and social causes and consequences of the Cold War on the United States	
	ss.h.5.11	Examine the changing roles among Native Americans, Immigrants, African Americans, women, and others from 1800 - 2000	
	ss.h.5.12	Describe and compare cultural characteristics across the historical time periods in U.S. history post c. 1800	
	ss.h.5.13	Research stories and songs that reflect the cultural history of the early United States prior to 1800	
	ss.h.5.14	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time	
Social Science Inquiry	ss.ssi.5.1	Identify, select, analyze, and evaluate resources to create a product of social science inquiry	☑
	ss.ssi.5.2	Evaluate and use artifacts to share information on social studies topics	☑
	ss.ssi.5.3	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas	☑

	ss.ssi.5.4	Create and present products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding on social studies topics	✓
	ss.ssi.5.5	Explain how facts and opinions affect point of view and/or bias in social studies topics	✓
	ss.ssi.5.6	Identify, research, and defend a point of view/position on a social studies topic	✓
	ss.ssi.5.7	Conduct and present social studies research to an audience using appropriate sources	✓
	ss.ssi.5.8	Generate compelling research questions about a social studies topic	✓
	ss.ssi.5.9	Create and apply a research process to investigate a compelling social studies question	✓
	ss.ssi.5.10	Evaluate and use appropriate resources for investigating a compelling social studies question	✓
	ss.ssi.5.11	Conduct and present research on a social studies question to an audience, using appropriate sources	✓
	ss.ssi.5.12	Research and defend a point of view/position on a social studies question	✓

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	

	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	
	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	
	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	

	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	
Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	
	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	

	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	
	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART (Updated 2/2/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.5.1	Combine ideas to generate an innovative idea for art making	☑
	a.cr.5.2	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art	
	a.cr.5.3	Experiment and develop skills in multiple art-making techniques and approaches through practice	☑
	a.cr.5.4	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment	☑
	a.cr.5.5	Identify, describe, and visually document places and/or objects of personal significance	
	a.cr.5.6	Create artist statements using art vocabulary to describe personal choices in artmaking	☑
Present	a.p.5.1	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork	
	a.p.5.2	Develop a logical argument for safe and effective use of materials and techniques for preserving and presenting artwork	
	a.p.5.3	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic	☑
Respond	a.r.5.1	Compare one's own interpretation of a work of art with the interpretation of others	
	a.r.5.2	Identify and analyze cultural associations suggested by visual imagery	☑

	a.r.5.3	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed	
	a.r.5.4	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts	
Connect	a.co.5.1	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking	
	a.co.5.2	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	<input checked="" type="checkbox"/>

MUSIC

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.5.1	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical)	<input checked="" type="checkbox"/>
	mu.cr.5.2	Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes	<input checked="" type="checkbox"/>
	mu.cr.5.3	Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context	
	mu.cr.5.4	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas	<input checked="" type="checkbox"/>
	mu.cr.5.5	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes	<input checked="" type="checkbox"/>
	mu.cr.5.6	Present the final version of personally created music to others that demonstrates craftsmanship, and explain connection to expressive intent	<input checked="" type="checkbox"/>
Perform	mu.p.5.1	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as one's technical skill and that of one's peers	

	mu.p.5.2	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance	✓
	mu.p.5.3	When analyzing selected music, read and perform using standard notation	✓
	mu.p.5.4	Explain how context (such as social, cultural, and historical) informs performances	
	mu.p.5.5	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)	
	mu.p.5.6	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances	
	mu.p.5.7	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time	✓
	mu.p.5.8	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation	✓
	mu.p.5.9	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style	✓
Respond	mu.r.5.1	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts	
	mu.r.5.2	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical)	
	mu.r.5.3	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent	✓
	mu.r.5.4	Evaluate musical works and performances, applying established criteria	
Connect	mu.co.5.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.5.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	

PE & HEALTH (Updated 2/2/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.5.1	Demonstrate mature patterns of locomotor skills in dynamic small-sided lead-up activities, gymnastics, and dance	☑
	peh.mms.5.2	Analyze movement situations and apply movement concepts (i.e. force, direction, speed, pathways, extensions) in activities	☑
Strategy & Applying Skills	peh.sas.5.1	Combine locomotor and manipulative skills in a variety of small-sided activities and games environments, including execution to a target	☑
	peh.sas.5.2	Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments	☑
	peh.sas.5.3	Apply movement concepts to strategy in game situations	☑
Health & Fitness	peh.hf.5.1	Chart physical activity outside physical education class for fitness benefit	☑
	peh.hf.5.2	Analyze the impact of physical activity choices relative to the development of each health-related component of fitness	
	peh.hf.5.3	Analyze the impact of food choices relative to physical activity, youth sports, and personal health	☑
	peh.hf.5.4	Describe the benefits of appropriate warm-up and cool-down activities	
Attitude & Behavior	peh.ab.5.1	Engages in physical activity with responsible interpersonal behavior (i.e. peer to peer, student to teacher, student to referee)	☑
	peh.ab.5.2	Reflect and analyze the behavior of self in following rules and strategies of various activities	☑
	peh.ab.5.3	Analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response	☑

WORLD LANGUAGES (Updated 2/2/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	☑
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	☑

	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	<input checked="" type="checkbox"/>
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	<input checked="" type="checkbox"/>
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nl.2	cardinal numbers 0-30	<input checked="" type="checkbox"/>
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	<input checked="" type="checkbox"/>
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nl.9	family	<input checked="" type="checkbox"/>
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nl.13	definite and indefinite articles	

Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	

	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓
	wl.va.nm.4	time (hours + minutes)	✓
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	✓
	wl.va.nm.9	singular and plural possessive adjectives	✓
	wl.va.nm.10	family	✓
	wl.va.nm.11	body	✓
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	✓
	wl.va.nm.15	definite and indefinite articles	✓
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	

	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	✓
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	

Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓

Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	✓
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	✓
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	✓
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	✓

RELIGION (Updated 2/3/23)

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
<p>We Believe -The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.</p>			
Revelation	r.b.6.1	<i>Develop practices to build an ongoing relationship with our loving God</i>	
	r.b.6.2	Connect the concept of God as creator and the plan of human salvation revealed by God	
	r.b.6.3	Describe with detail the stories of creation as revealing God’s plan for humanity	
Sacred Scripture	r.b.6.4	Understand that the Old Testament covenants find their culmination in Christ, who is the fullness of Revelation.	
	r.b.6.5	Discuss how Scripture and Tradition guide us in our Catholic life	
	r.b.6.6	Articulate relevant theological vocabulary associated with an introduction to Bible study; e.g., religious truth, genealogy, covenant, salvation history, revelation (words, deeds, gradually over time, and through events/realities).	
	r.b.6.7	Explain that Holy Spirit inspired human authors to write the biblical texts which really have God as the author, and therefore teaches faithfully and without error the saving truth that God willed to be delivered to us for our salvation (CCC 105, 135)	
	r.b.6.8	Understand that the human authors of Scripture might not have been conscious of the deeper implications of what God wanted to communicate, therefore the Church, through the guidance of the Holy Spirit helps us to understand the meaning of the text (CCC 109-114)	
	r.b.6.9	Summarize key Bible passages related to salvation history	

	r.b.6.10	Recognize and provide examples of different literary forms in the Bible; e.g., fable, parable, myth, hymn, law, poetry, prophetic writing, narratives, faith history, wisdom, etc.	
	r.b. 6.11	Summarize the development of God's Covenant with Israel: Covenant with Adam (Gen 1-3), Noah (Gen 5-9), Abraham (Gn 15); Joseph (Gen 37-50); Moses (Ex 20); and David (1 Sam, 2 Sam)	
Trinity	r.b.6.12	Explain that the Blessed Trinity is the central mystery of our faith: we could never have known it if God had not revealed himself	
	r.b.6.13	Describe the Trinity as one nature	
	r.b.6.14	Explain the role that each person of the Trinity has in creation.	
Jesus Christ	r.b.6.15	Understand and express belief that Jesus is the Son of God, the Word Made Flesh, and our Redeemer	
	r.b.6.16	Understand the meaning of the Ascension and that Jesus will come again to judge the living and the dead	
Church History	r.b.6.17	Understand Church as Mystical Body of Christ and People of God	
	r.b.6.18	Understand and identify the diversity of ministries within the Church	
Creed	r.b.6.19	Identify and explain the basic concepts of the Creed	
	r.b.6.20	Explain how Jesus is the New Adam and Mary is the New Eve (CCC 410-411, 504, 511, 539, 721-726)	
	r.b.6.21	Recognize that Mary cooperated with Christ in the work of redemption	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/Liturgical Year	r.w.6.1	<i>Demonstrate reverent behavior in church</i>	
Sacraments	r.w.6.2	Identify ritual actions in the Old Testament and relate them to the sacramental life of the Church	

	r.w.6.3	Understand that through the celebration of the Liturgy and sacraments one develops a personal connection with God and with other members of the Church	
	r.w.6.4	Recognize liturgical prayer including celebrations of the sacraments and the Mass	
	r.w.6.5	Identify and explain sacramentals	
	r.w.6.6	Describe the importance of participation in active ministry at Eucharist, Reconciliation, seasonal rituals of the Church, and prayer services	
	r.w.6.7	Describe symbolic actions in the sacraments and remember that sacraments actualize what they symbolize	
	r.w.6.8	Recognize that the Mass always celebrates the Paschal Mystery and sometimes celebrates the solemnities, feasts, and memorials of Mary and the saints	
	r.w.6.9	<i>Connect the seven sacraments to life experiences</i>	
Eucharist	r.w.6.10	Reflect upon the Eucharist as both a sacrament and a sacrifice	
	r.w.6.11	<i>Illustrate how Christ's sacramental presence in the Eucharist is significant for you, in the Church, and throughout the world today</i>	
We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace			
Dignity of the Human Person	r.l.6.1	Identify through the Gospels the characteristics of Jesus that directly relate to the human person	
	r.l.6.2	Defend the idea of human dignity based on the creation and covenant passages of the Old Testament (i.e. Gen 1:27-31)	
	r.l.6.3	Distinguish the two elements of faith: entrusting ourselves to God and professing the truths He has revealed	
	r.l.6.4	<i>Identify ways in which God is presently calling one to virtue, holiness and witness.</i>	

The Human Community	r.l.6.5	<i>Associate and practice Reconciliation as a key part of the Christian moral life using the Examen of Consciousness (The Daily Examen) as an example.</i>	
	r.l.6.6	<i>Integrate the skills of justice and peacemaking into one's own actions</i>	
Grace	r.l.6.7	Understand that God gives us His grace to make morally good choices	
	r.l.6.8	Understand God gives us the gift of grace to grow in holiness.	
	r.l.6.9	Explain how we receive grace through prayer and relationship with God	
Virtue, Sin, and Forming Conscience	r.l.6.10	Describe how an experience of conscience signals an awareness of right and wrong	
	r.l.6.11	Apply the Beatitudes as external guides toward moral and social behavior	
	r.l.6.12	<i>Establish personal and moral choices as indicators of a Christian life directed to the call to sainthood</i>	
	r.l.6.13	Understand that mortal sin separates us from God and that mortal sin requires the Sacrament of Penance and Reconciliation for forgiveness	
	r.l.6.14	Understand that to form our consciences well, we must follow the Word of God, Church teaching, advice of mature persons, and the help of the Holy Spirit.	
The Ten Commandments	r.l.6.15	Identify each of the Ten Commandments and explain how they apply and enrich their own lives	
	r.l.6.16	Understand that the Law of the Lord is not primarily restrictive, but ultimately offers true freedom for a life of happiness.	
	r.l.6.17	Understand that the Sabbath Day is holy and a memorial sign of God's covenant with his people	
	r.l.6.18	Recognize that Catholics have the duty of participating in Mass on Sundays and holy days of obligation and not to do so is a mortal sin that must be confessed before receiving the Eucharist	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			

Prayer	r.p.6.1	Understand that the Psalms can be used as a means of personal and communal prayer	
	r.p.6.2	Recognize that, as with the Psalms, music and poetry can express prayer	
	r.p.6.3	Recognize Abraham as a model of prayer and faith (Gen 12: 1-9; Gen 22: 1-18)	
	r.p.6.4	Describe the stories of figures from the Old Testament as they relate to God through prayer; e.g., Moses, Elijah, Jeremiah, Esther etc.	
	r.p.6.5	Understand that silence in various forms and environments is a key dimension of prayer; e.g., retreat, adoration, meditation	
	r.p.6.6	<i>Review and practice all prayers previously learned/memorized</i>	
	r.p.6.7	<i>Understand and recite the "Anima Christi"</i>	
	r.p.6.8	<i>Recognize scripture as a source of prayer using an introduction of Lectio Divina as an example</i>	

COMMUNICATION ARTS (Updated 9/19/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.6.1	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text	<input checked="" type="checkbox"/>
	ca.r.6.2	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text	
	ca.r.6.3	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning	
	ca.r.6.4	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	
	ca.r.6.5	Compare and contrast texts in different genres that address similar themes or topics	
	ca.r.6.6	*Explain how plot and conflict reflect historical and/or cultural contexts (*Should be taught through the lens of Catholicism)	<input checked="" type="checkbox"/>

	ca.r.6.7	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently	<input checked="" type="checkbox"/>
	ca.r.6.8	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	
	ca.r.6.9	*Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable) (*Should be taught through the lens of Catholicism)	
	ca.r.6.10	Explain how an author's point of view or purpose is conveyed in a text	
	ca.r.6.11	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning	
	ca.r.6.12	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not	<input checked="" type="checkbox"/>
	ca.r.6.13	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation	
	ca.r.6.14	Compare and contrast one author's presentation of events with that of another	<input checked="" type="checkbox"/>
	ca.r.6.15	*Explain how a text reflects historical and/or cultural contexts (*Should be taught through the lens of Catholicism)	
	ca.r.6.16	Read and comprehend informational text independently and proficiently	
	ca.r.6.17	Read a wide range of fiction and nonfiction and classic and contemporary texts: a. to build an understanding of texts and make connections to oneself, to cultures of the United States and of the world, and to other texts b. to acquire new information c. to respond to the needs and demands of society and of the workplace d. for personal fulfillment (*Should be taught through the lens of Catholicism)	<input checked="" type="checkbox"/>

	ca.r.6.18	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience (i.e. moral, philosophical, ethical, aesthetic) (*Should be taught through the lens of Catholicism)	✓
	ca.r.6.19	Apply a wide range of strategies to comprehend, interpret, and evaluate texts, including but not limited to: a. drawing on prior knowledge and experience b. interactions with other readers c. word identification strategies	✓
	ca.r.6.20	Participate as knowledgeable, reflective, and creative members of a variety of literary communities	✓
Writing	ca.w.6.1	Conduct research from several sources to answer a question a. integrating information using a standard citation system (MLA, APA) b. gathering relevant information from multiple print and digital sources c. assessing the credibility of each source d. quoting or paraphrase the data and conclusions of others while avoiding plagiarism e. providing basic bibliographic information for sources	b,e
	ca.w.6.2	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate	✓
	ca.w.6.3	Develop narratives--including poems-- about real or imagined experiences with a. clearly identified characters b. well-structured event sequences c. narrative techniques d. relevant descriptive details	✓
	ca.w.6.4	Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details	✓
	ca.w.6.5	Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence	✓
	ca.w.6.6	Organize the content by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows the text	✓

	ca.w.6.7	Choose precise language; establish and maintain appropriate and consistent style; write in complete sentences	✓
	ca.w.6.8	Demonstrate a command of the conventions of standard English grammar and usage	✓
	ca.w.6.9	Use transitions to clarify relationships, connect ideas and claims, and signal time shifts	
	ca.w.6.10	Use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others	
	ca.w.6.11	Review, revise, and edit writing with consideration for the task, purpose, and audience	✓
Language	ca.l.6.1	<i>Apply conventions of the standard English language</i>	✓
	ca.l.6.2	Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	✓
	ca.l.6.3	Use pronouns in the proper case (nominative, possessive, objective)	✓
	ca.l.6.4	Use intensive pronouns	
	ca.l.6.5	Recognize and correct inappropriate shifts in pronoun number and person	
	ca.l.6.6	Use pronouns in agreement with their noun antecedents	✓
	ca.l.6.7	Use punctuation to set off nonrestrictive/parenthetical elements	
	ca.l.6.8	Use verbs in agreement with subjects in complex sentences	✓
	ca.l.6.9	Explain and use descriptive and limiting adjectives	✓
	ca.l.6.10	Explain and use adverbs in writing	
	ca.l.6.11	Explain and use periods, commas, semicolons, colons, question marks, exclamation points, quotation marks, apostrophes, and dashes	✓
	ca.l.6.12	*Develop an understanding of and respect for diversity in languages and dialects across cultures, ethnic groups, geographic regions, and social roles (*Should be taught through the lens of Catholicism)	✓
Speaking & Listening	ca.sl.6.1	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	✓
	ca.sl.6.2	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	✓

	ca.sl.6.3	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing	✓
	ca.sl.6.4	Speak clearly, audibly, to the point, and with appropriate volume using conventions of language as appropriate to task, purpose, and audience when presenting	✓
	ca.sl.6.5	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint	✓
	ca.sl.6.6	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims, findings, and ideas	✓
	ca.sl.6.7	Adjust one's use of spoken, written, and visual language (i.e. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for a variety of purposes	✓

MATH (Updated 5/16/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Ratios & Proportional Relationships		<i>Understand and use ratios to solve problems</i>	
	m.rpr.6.1	Understand a ratio as a comparison of two quantities and represent these comparisons	✓
	m.rpr.6.2	Understand the concept of a unit rate associated with ratio, and describe the meaning of the unit rate	
	m.rpr.6.3	Solve problems involving ratios and rates a. Create tables of equivalent ratios, find missing values in the tables, and plot the pairs of values on the Cartesian coordinate plane b. Solve unit rate problems c. Solve percent problems d. Convert measurement units within and between two systems of measurements	✓
Number Sense & Operations		<i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions</i>	

	m.nso.6.1	Compute and interpret quotients of positive fractions a. Solve problems involving division of fractions by fractions	✓
		<i>Compute with non-negative multi-digit numbers and find common factors and multiples</i>	
	m.nso.6.2	Demonstrate fluency with division of multi-digit whole numbers	
	m.nso.6.3	Demonstrate fluency with addition, subtraction, multiplication, and division of decimals	
	m.nso.6.4	Find common factors and multiples a. Find the greatest common factor (GCF) and the least common multiple (LCM) b. Use distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers	b
		<i>Apply and extend previous understanding of numbers to the system of rational numbers</i>	
	m.nso.6.5	Use positive and negative numbers to represent quantities	
	m.nso.6.6	Locate a rational number as a point on a horizontal and vertical number line a. Locate rational numbers on a horizontal or vertical number line. b. Write, interpret, and explain problems of ordering or rational numbers. c. Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line.	c
	m.nso.6.7	Understand that the absolute value of a rational number is its distance from 0 on the number line	✓
	m.nso.6.8	Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals, and percentages (limited to terminating decimals and/or benchmark fractions of $\frac{1}{3}$ and $\frac{2}{3}$)	✓
Expressions, Equations, & Inequalities		<i>Apply and extend previous understandings of arithmetic to algebraic expressions</i>	
	m.eei.6.1	Describe the difference between an expression and an equation	✓
	m.eei.6.2	Create and evaluate expressions involving variables and whole number exponents a. Identify parts of an expression using mathematical terminology b. Evaluate expressions at specific values of the variables c. Evaluate non-negative rational number expressions d. Write and evaluate algebraic expressions e. Understand the meaning of the variable in the context of a situation	d,e

	m.eei.6.3	Identify and generate equivalent algebraic expressions using mathematical properties	✓
		<i>Reason about and solve one-variable equations and inequalities</i>	
	m.eei.6.4	Use substitution to determine whether a given number in a specified set makes a one-variable equation or inequality true	
	m.eei.6.5	Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true	✓
	m.eei.6.6	Write and solve equations using variables to represent quantities, and understand the meaning of the variable in the context of the situation	✓
	m.eei.6.7	Solve one-step equations in one variable involving non-negative rational numbers	
	m.eei.6.8	Recognize that inequalities may have infinitely many solutions a. Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition b. Graph the solution set of an inequality	
		<i>Represent and analyze quantitative relationships between dependent and independent variables</i>	
	m.eei.6.9	Identify and describe relationships between two variables that change in relationship to one another a. Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable b. Analyze the relationship between the dependent and independent variables using graphs, tables, and equations, and relate these representations to each other	✓
Geometry & Measurement		<i>Solve problems involving area, surface area, and volume</i>	
	m.gm.6.1	Find the area of polygons by composing or decomposing the shapes into rectangles or triangles	
	m.gm.6.2	Find the volume of prisms a. Understand that the volume of a right rectangular prism can be found by filling the prism with multiple layers of the base b. Apply $V = l * w * h$ and $V = Bh$ to find the volume of right rectangular prisms	

	m.gm.6.3	Solve problems by graphing points in all four quadrants of the Cartesian coordinate plane a. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the Cartesian coordinate plane b. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes c. Find distances between points with the same first coordinate or the same second coordinate d. Construct polygons in the Cartesian coordinate plane	<input checked="" type="checkbox"/>
	m.gm.6.4	Solve problems using nets a. Represent three-dimensional figures using nets made up of rectangles and triangles b. Use nets to find the surface area of three-dimensional figures whose sides are made up of rectangles and triangles	
Data Analysis, Statistics, & Probability		<i>Develop understanding of statistical variability</i>	
	m.dasp.6.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers	
	m.dasp.6.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape	<input checked="" type="checkbox"/>
	m.dasp.6.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary from a single number	
		<i>Summarize and describe distributions</i>	
	m.dasp.6.4	Display and interpret data a. Use dot plots, histograms, and box plots to display and interpret numerical data b. Create and interpret circle graphs	

	m.dasp.6.5	<p>Summarize numerical data sets in relation to the context</p> <p>a. Report the number of observations</p> <p>b. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement</p> <p>c. Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context of the data</p> <p>d. Analyze the choice of measures of center and variability based on the shape of the data distribution and/or the context of the data</p>	d
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Earth & Space Science (Updated 7/15/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Earth & Space Science- Earth's Place in the Universe	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]	
	MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).][Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]	

	MS-ESS1-3	<p>Analyze and interpret data to determine scale properties of objects in the solar system. [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solarsystem objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.] [Assessment Boundary : Assessment does not include recalling facts about properties of the planets and other solar system bodies.]</p>	
	MS-ESS1-4	<p>Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.][Assessment Boundary: Assessment does not include the recalling of names of specific periods or epochs and events within them.] (*Should be taught through the lens of Catholicism - As Catholics, we believe that God is the creator of all things, yet there is no conflict between this belief and the scientific understanding of the Earth's age)</p>	
<p>Earth & Space Science- Earth's Systems</p>	MS-ESS2-1	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]</p>	

	MS-ESS2-2	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]</p>	
	MS-ESS2-3	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]</p>	
	MS-ESS2-4	<p>Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]</p>	
	MS-ESS2-5	<p>Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]</p>	

	MS-ESS2-6	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]</p>	
<p>Earth & Space Science- Earth and Human Activity</p>	MS-ESS3-1	<p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).>(*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)</p>	

	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornadoprone regions or reservoirs to mitigate droughts).]	
	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).](<i>*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.</i>)	

	MS-ESS3-4	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.](<i>*Should be taught through the lens of Catholicism. As Catholics, we believe God has provided us with the resources necessary to support human life. It is more of a matter of humanity being good stewards and learning to share those resources equitably. The Church is adamantly against population control methods such as limiting the number of children a family can have through government laws.</i>)</p>	
	MS-ESS3-5	<p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities.(Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)</p>	
<p>Engineering Design 6-8</p>	MS-ETS1-1	<p>Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions</p>	
	MS-ETS1-2	<p>Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem</p>	

	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	
	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	

SOCIAL STUDIES (Updated 6/19/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		WORLD GEOGRAPHY- See Social Studies Standards Guidance for how to use the standards to support teaching in Middle School Social Studies Classes	
Civics (Governmental Systems & Principles)		<i>Tools of Social Science Inquiry</i>	
	ss.wg.cgsp.6.1	*Using a geographic lens, analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society (*Should be taught through the lens of Catholicism. Governments can neglect their primary purpose that is to protect people from injustice. They can also enact laws and policies that favor one group over another unfairly. Both of these (neglect and unfairness) harm people.	
	ss.wg.cgsp.6.2	Analyze current human environmental issues using relevant geographic sources to propose solutions.	☑
		<i>Settlements (World Geography and Cultures)</i>	
	ss.wg.cgsp.6.3	*Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions (*Should be taught through the lens of Catholicism. The Bible is the source of most Western civilizations' moral laws. Jesus gave us the Golden Rule and told us to love our neighbor as ourselves. Many ideas in the United Nations Declaration of Human Rights come from the Church and from a Judeo-Christian world view).	☑

	ss.wg.cgsp.6.4	Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.	
Economics		<i>Tools of Social Science Inquiry</i>	
	ss.wg.e.6.1	Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	☑
		<i>Settlements (World Geography and Cultures)</i>	
	ss.wg.e.6.2	Analyze resource availability to explain its causes and impacts on conflict or cooperation.	
	ss.wg.e.6.3	Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions	
	ss.wg.e.6.4	Use economic concepts such as GDP, scarcity, and inflation to describe and compare places and regions.	
	ss.wg.e.6.5	Analyze economic systems to explain their impact on people's' behavior and choices.	
Geography		<i>Tools of Social Science Inquiry</i>	
	ss.wg.g.6.1	Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	☑
	ss.wg.g.6.2	Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture	☑
	ss.wg.g.6.3	Locate the states of the United States and corresponding regions.	
		Locate cities of Missouri, the United States, and the world.	
		Locate the major nations of the world.	
		Locate the major landforms of the world.	
		<i>Settlements (World Geography and Cultures)</i>	
	ss.wg.g.6.4	Describe how physical processes shape the environment of a place.	
	ss.wg.g.6.5	Describe a variety of ecosystems, and explain where they may be found.	
	ss.wg.g.6.6	Explain how human-environmental interactions shape people and places.	
	ss.wg.g.6.7	Explain how the movement of people, goods, and ideas impact world regions.	

History (Continuity & Change)		<i>Tools of Social Science Inquiry</i>	
	ss.wg.h.6.1	Create and use historical maps and timelines in order to represent continuity and change within and among regions over time	✓
	ss.wg.h.6.2	Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions	✓
	ss.wg.h.6.3	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product that applies an aspect of geography to a contemporary issue	✓
	ss.wg.h.6.4	Using an inquiry lens, develop compelling geographic questions, determine helpful resources, and consider multiple points of views represented in the resources	✓
	ss.wg.h.6.5	Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem	✓
		<i>World Geography and Cultures</i>	
	ss.wg.h.6.6	Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.	
	ss.wg.h.6.7	Explain how forces of nature impact historic and current conflicts and cooperation.	
	ss.wg.h.6.8	Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.	
		<i>Conflict & Crisis</i>	
	ss.wg.h.6.9	Debate the development of and issues surrounding modern border disputes.	
People, Groups, & Cultures		<i>Tools of Social Science Inquiry</i>	
	ss.wg.pgc.6.1	Analyze material culture to explain a people's perspective and use of place.	✓
	ss.wg.pgc.6.2	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	✓
	ss.wg.pgc.6.3	Compare and contrast the human characteristics within and among contemporary and historic regions over time.	✓
		<i>Settlements (World Geography and Cultures)</i>	

	ss.wg.pgc.6.4	Explain how groups and institutions of a place develop to meet people's' needs.	
	ss.wg.pgc.6.5	Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions.	
	ss.wg.pgc.6.6	*Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures (*Should be taught through the lens of Catholicism. Christian communities hold truth in the highest regard - it is from this and from the Bible that we know about natural law. These attributes make Christianity distinct from other religions).	
	ss.wg.pgc.6.7	Describe how a people's' culture is expressed through their art, architecture, and literature	

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	

	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	
	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	

Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	
	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	
	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	

	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.6.1	Combine concepts collaboratively to generate innovative ideas for creating art	<input checked="" type="checkbox"/>
	a.cr.6.2	Formulate an artistic investigation of personally relevant content for creating art	
	a.cr.6.3	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design	<input checked="" type="checkbox"/>
	a.cr.6.4	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment	<input checked="" type="checkbox"/>
	a.cr.6.5	Design or redesign objects, places, or systems that meet the identified needs of diverse users	
	a.cr.6.6	Reflect on whether personal artwork conveys the intended meaning and revise accordingly	
Present	a.p.6.1	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork	
	a.p.6.2	Individually or collaboratively, develop a visual plan for displaying works of art by analyzing exhibit space and layout, as well as the needs of the viewer	
	a.p.6.3	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community	<input checked="" type="checkbox"/>
Respond	a.r.6.1	Identify and interpret works of art or design that reveal how people live around the world and what they value	<input checked="" type="checkbox"/>
	a.r.6.2	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions	<input checked="" type="checkbox"/>
	a.r.6.3	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	
	a.r.6.4	Develop and apply relevant criteria to evaluate a work of art	

Connect	a.co.6.1	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making	
	a.co.6.2	Analyze how art reflects changing times, traditions, resources, and cultural uses	☑

MUSIC (Updated 2/3/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.6.1	Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent	☑
	mu.cr.6.2	Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and that convey expressive intent	
	mu.cr.6.3	Use standard notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas	☑
	mu.cr.6.4	Evaluate one's own work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources	
	mu.cr.6.5	Describe the rationale for making revisions to the music based on evaluation criteria and teacher feedback	☑
	mu.cr.6.6	Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending and to convey expressive intent	☑
Perform	mu.p.6.1	Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.	☑
	mu.p.6.2	When analyzing selected music, read, identify, and perform standard symbols for rhythm, pitch, articulation, dynamics, and harmonic progression	
	mu.p.6.3	Identify how cultural and historical context inform performances	
	mu.p.6.4	Perform a selected piece of music demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent	
	mu.p.6.5	Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform	

	mu.p.6.6	Perform the music with technical accuracy to convey the creator's intent	✓
	mu.p.6.7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose	✓
Respond	mu.r.6.1	Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose	
	mu.r.6.2	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and the context (such as personal and social)	
	mu.r.6.3	Identify the context of music from a variety of genres, cultures, and historical periods	
	mu.r.6.4	Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent	✓
	mu.r.6.5	Apply teacher-provided criteria to evaluate musical works or performances	
Connect	mu.r.6.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	✓
	mu.r.6.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	✓

PE & HEALTH (Updated 2/3/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.6.1	Demonstrate competency in a variety of motor skills and movement patterns	✓
Strategy & Applying Skills	peh.sas.6.1	Practice strategic thinking skills in a variety of team-oriented games and activities	✓
	peh.sas.6.2	Work cooperatively to apply strategic offensive and defensive strategies in team activities by analyzing which would work best based on opponent's strategies	✓
Health & Fitness	peh.hf.6.1	Analyze the impact of physical activity choices relative to the development of each health-related component of fitness	✓
	peh.hf.6.2	Establish, measure, and monitor a self-selected physical activity goal for health-related components of fitness	✓

	peh.hf.6.3	Demonstrate appropriate stretching, warm-up, and cool-down activities	
	peh.hf.6.4	Identify the major muscle groups used in a variety of physical activities	✓
	peh.hf.6.5	Identify foods in each basic food group and the importance of selecting appropriate servings and portions	✓
	peh.hf.6.6	Explain the importance of being physically active throughout one's life span	✓
	peh.hf.6.7	Identify positive and negative effects of stress and appropriate strategies to combat and manage/eliminate the negative effects. Implement strategies and reflect on one's progress over time	✓
	peh.hf.6.8	Engage in aerobic physical activity in a variety of individual and team-oriented games and activities	
	peh.hf.6.9	Identify the components of skill-related fitness	✓
Attitude & Behavior	peh.ab.6.1	Exhibit responsible personal and social behavior that respects self and others (attitude and behavior)	✓

WORLD LANGUAGES (Updated 2/3/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓

	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nl.2	cardinal numbers 0-30	<input checked="" type="checkbox"/>
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	<input checked="" type="checkbox"/>
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nl.9	family	<input checked="" type="checkbox"/>
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	

Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	

Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	✓
	wl.va.nm.2	cardinal numbers 0-2,000	✓
	wl.va.nm.3	weather	✓
	wl.va.nm.4	time (hours + minutes)	✓
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	✓
	wl.va.nm.9	singular and plural possessive adjectives	✓
	wl.va.nm.10	family	✓
	wl.va.nm.11	body	✓
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	✓
	wl.va.nm.15	definite and indefinite articles	✓
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	✓
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓

	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓

	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓

	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nh.3	Use all subject pronouns in the target language	<input checked="" type="checkbox"/>
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	<input checked="" type="checkbox"/>
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>

SEVENTH GRADE

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.7.1	<i>Develop practices to build an ongoing relationship with our loving God</i>	
	r.b.7.2	Describe one's relationship with God as a life of faith in Jesus Christ and how that life of faith can be lived out through prayer, study, and service.	
	r.b.7.3	Recognize that faith is our response to God who gives himself to us	
	r.b.7.4	Identify and Explain arguments/"proofs" of God's existence from both the physical world (order and beauty) and the human person's openness to truth, beauty, moral goodness, freedom, voice of conscience (CCC 31-34)	
	r.b.7.5	Explain that we can know of God's existence through reason and through experience (CCC 36-39)	
	r.b.7.6	Recognize Jesus Christ as the greatest of God's gifts to us	
	r.b.7.7	Know that God revealed Himself gradually to us in words and actions, though fully by sending his Son; and that our understanding of God continues to grow	
	r.b.7.8	Articulate the kerygma (The Story of salvation) in both summary and narrative forms	
Sacred Scripture	r.b.7.9	Explain that God has revealed Himself to us gradually through Scripture and discuss the reasons why God chose to reveal Himself in this way	

	r.b.7.10	Narrate and relate the importance of key moments in Salvation History from the Bible and the history of the Church	
Trinity	r.b.7.11	Explain how God revealed himself as Trinity, and how this remains the central mystery of our faith.	
	r.b.7.12	Understand that the Trinity is a mystery that continuously draws us into the divine being	
	r.b.7.13	Explain the role each person of the Trinity has in salvation	
Jesus Christ	r.b.7.14	Identify and discuss the role of Christ in salvation	
	r.b.7.15	Narrate and discuss key passages from the Gospels that reveal Jesus' ministry	
	r.b.7.16	Describe the person and ministry of Jesus Christ; e.g., Baptism of Jesus (Mt 3: 13-17); Jesus Calls the Fishermen (Mk 1: 16-20; Mt 9: 9-13); the teachings of Jesus (Mt 5-7; Mt 25: 31-46; Jn 3: 16; Jn 13-17); The Good Shepherd (Jn 10: 1-10)	
Church History			
Creed	r.b.7.17	Explain the Catholic understanding that the Church possesses the fullness of the means of salvation (CCC 816, 824, 836-838)	
	r.b.7.18	Explain how through her Immaculate Conception, Mary, "from the first instant of her conception, was totally preserved from the stain of sin"	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.7.1	<i>Demonstrate reverent behavior in church</i>	
	r.w.7.2	Understand that liturgy is the work of Christ through his Church	

Sacraments	r.w.7.3	Associate the sacraments of the Church with life experiences; e.g., family meals and Eucharist, forgiveness and Reconciliation, commitment and Matrimony/Holy Orders	
	r.w.7.4	Recognize sacraments as effective signs of grace given by Christ and entrusted to the Church	
	r.w.7.5	<i>Discuss and apply how to use reconciliation in daily encounters</i>	
	r.w.7.6	Explore the many facets of the sacramental life of the Church	
	r.w.7.7	Reflect on the sacramental actions in Scripture: Rebirth (Jn 3: 1-18); Coming of the Spirit (Acts 2: 1-13); Ritual Meal (Mt 26: 26-30; Lk 22: 14-20; 1 Co 11: 23-26; Mk 6: 34-44); Forgiveness (Jn 20: 22-23); Healing (Jas 5: 13-15; Lk 5: 17-25); Ministry (Mt 28: 18-20); Marriage (Gn 2: 21-25; Mk 10: 6-9)	
Eucharist	r.w.7.8	Recognize the importance of participating regularly in Sunday Eucharist	
	r.w.7.9	Describe how the Eucharist helps us grow in relationship with God	
We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace			
Dignity of the Human Person	r.l.7.1	Explain that God desires and initiates a relationship with each person because we are created by God and for God (CCC 27)	
	r.l.7.2	<i>Recognize the Beatitudes and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life and apply them to one's own life (Mt 5: 3-12, 25: 31-46; Jn 13: 1-20)</i>	
The Human Community	r.l.7.3	Communicate the nature of justice and its relationship to peace	
	r.l.7.4	Explain that God calls the Church and all its members to the work of the Kingdom and to care for all that he has created	
	r.l.7.5	Recognize actions that demonstrate how a Christian should respond to social, economic, and political situations	
	r.l.7.6	Articulate and provide positive and negative examples of the principles of Catholic Social Teaching	

	r.l. 7.7	Identify passages from Scripture that model how we are to behave toward others e.g., Mt 19: 13-15; Mt 19: 16-24; Lk 10: 29-37; Lk 10: 38-45; Jn 13: 12-16; Jn 15: 8-10	
	r.l. 7.8	Explain how Mary is the model of Christian holiness	
	r.l. 7.9	Infer how God's power and justice are evident in Mary's response to Elizabeth in the "Magnificat." (Lk 1:46-55)	
Grace	r.l. 7.10	Personalize natural law (a moral law that can be known in principle by every person by reason)	
	r.l.7.11	Identify grace as the power by which we live out the moral life	
	r.l.7.12	Understand that our attitudes toward our neighbor reflect our acceptance or refusal of grace	
Virtue, Sin, and Forming Conscience	r.l. 7.13	Define and explain hope as the theological virtue by which we desire the Kingdom of heaven and eternal life as our happiness	
	r.l. 7.14	Describe how external factors can form the conscience and signal what is right and wrong, as well as how to behave	
	r.l. 7.15	<i>Associate one's growing sense of moral understanding as part of an emerging identity</i>	
	r.l. 7.16	Identify and explain the three sources of the morality of human acts: object, intention, and circumstance.	
	r.l. 7.17	Understand that the reality of sin is impossible to ignore	
	r.l. 7.18	Understand that social sin is cooperating in another's sin either directly or by doing nothing	
	r.l.7.19	Distinguish guilt from harm.	
	r.l.7.20	Explain how we are to form our conscience well: following the Word of God, the Church's teaching, the advice of competent people, and the Holy Spirit's inner prompting	
The Ten Commandments	r.l. 7.21	Connect natural law and its expression in the Ten Commandments	
	r.l. 7.22	Understand that intentional euthanasia goes against the Fifth Commandment	
	r.l. 7.23	Understand that Fifth Commandment teaches us that terrorism and torture are gravely wrong	
	r.l. 7.24	Understand that the Fifth Commandment teaches that although innocent human life can never be deliberately taken, there is a legitimate right of self-defense for the individual and society	

	r.l. 7.25	Understand that the Seventh Commandment forbids the misuse of another's goods and requires us to keep promises and contracts	
	r.l. 7.26	Understand that the Seventh Commandment teaches that we are called to show a preferential love for the poor	
	r.l. 7.27	Understand that the Sixth and Ninth Commandments require purity of heart	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.7.1	Understand that prayer is one pathway to knowing God and to deepening understanding of self, others, creation, and God	
	r.p.7.2	Recognize that prayer reflects human hope for union with God	
	r.p.7.3	Explain how prayer can form a relationship with Jesus through both speaking and listening.	
	r.p.7.4	Understand that prayer can console those in need of mercy and healing and develop a practice of praying for the sick and dying	
	r.p.7.5	Recognize that belonging to a spiritual community includes supporting others through prayer and sharing our spiritual gifts. (1 Cor 12:1 - 13:13)	
	r.p.7.6	<i>Recognize and respond to the needs of others in our world through various modes of prayer.</i>	
	r.p.7.7	<i>Describe and practice meditation and contemplative prayer</i>	
	r.p.7.8	Understand prayer's capacity for praising God and construct prayers of praise	
	r.p.7.9	<i>Review and practice all prayers previously learned/memorized; e.g., Glory Be; the Our Father, Hail Mary, The Angelus, The Memorare, the Anima Christi, Apostles Creed, Act of Contrition, the Rosary, traditional meal prayer(s), etc.</i>	
	r.p.7.10	<i>Utilize Scripture as a source of prayer</i>	
	r.p.7.11	Articulate how the Our Father summarizes the Gospel	
	r.p.7.12	Understand that God, our Father, does not "lead us into temptation" but guides us through them (see James 1:13)	

	r.p.7.13	Distinguish that at The Visitation, Mary responded to Elizabeth's greeting with the words that are known as the Magnificat, the Cantic of Mary (Luke 1:39-55)	
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COMMUNICATION ARTS (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.7.1	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text	☑
	ca.r.7.2	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials	
	ca.r.7.3	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence	☑
	ca.r.7.4	Summarize the text distinct from personal opinions	☑
	ca.r.7.5	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	☑
	ca.r.7.6	Analyze how specific word choices contribute to meaning and tone	
	ca.r.7.7	Analyze how the setting, characters, and plot of a text affect each other and contribute meaning	☑
	ca.r.7.8	Explain how characters and settings reflect historical and/or cultural contexts	
	ca.r.7.9	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently	☑
	ca.r.7.10	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence	☑
	ca.r.7.11	Analyze how a text's organization or overall structure contributes to meaning	
	ca.r.7.12	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others	☑
	ca.r.7.13	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims	☑

	ca.r.7.14	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning	
	ca.r.7.15	Read and comprehend informational text independently and proficiently	
	ca.r.7.16	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts	<input checked="" type="checkbox"/>
	ca.r.7.17	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience (i.e. moral, philosophical, ethical, aesthetic)	
	ca.r.7.18	Participate as knowledgeable, reflective, and creative members of a variety of literary communities	
	ca.r.7.19	Establish a personal connection within various forms of literature in regards to personal faith, family, and community	<input checked="" type="checkbox"/>
Writing	ca.w.7.1	Conduct research to answer questions by: a. gathering relevant information from multiple print and digital sources b. using search terms effectively c. assessing the credibility and accuracy of sources d. quoting and paraphrasing while avoiding plagiarism e. using a standard format for citation (MLA, APA)	c,e
	ca.w.7.2	Follow a writing process to produce clear and coherent writing by: a. developing, organizing, and using the style appropriate to task, purpose, and audience b. developing and using voice appropriate to the task, purpose, and audience c. developing writing with narrative, expository, and argumentative techniques	a,b
	ca.w.7.3	Develop narratives, including poems, about real or imagined experiences a. establish and maintain consistent point of view b. clearly identify characters c. create well-structured event sequences and relevant descriptive details	

	ca.w.7.4	Use expository writing to inform and explain a topic being examined by a. providing relevant facts, examples, and details b. establishing relationships between ideas and supporting evidence	
	ca.w.7.5	Develop an argument by introducing and supporting a claim by a. using clear reasons and relevant evidence b. acknowledging counterclaims c. establishing relationships between claims and supporting evidence	
	ca.w.7.6	Review, revise, and edit writing with consideration for task, purpose, and audience a. organize content and introduce the topic b. maintain a clear focus throughout the text c. provide a conclusion that follows from the text d. add or delete content to clarify meaning	✓
	ca.w.7.7	Use appropriate and precise language for the style, task, and audience	✓
	ca.w.7.8	Convey the relationship of ideas through varied sentence structure	
	ca.w.7.9	Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts	
	ca.w.7.10	Use technology, including the Internet, to publish writing a. link to and cite sources b. interact and collaborate with others	
Language	ca.l.7.1	Demonstrate command of the conventions of English grammar and usage a. use correct capitalization, punctuation, and spelling b. use correct comma placement c. demonstrate correct usage of simple, compound, complex, and compound-complex sentences to signal different relationships among ideas	✓
	ca.l.7.2	Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	✓
	ca.l.7.3	Ensure that pronouns are in the proper case (nominative, possessive, objective)	
	ca.l.7.4	Use Intensive pronouns	
	ca.l.7.5	Recognize and correct inappropriate shifts in pronoun number and person	
	ca.l.7.6	Use pronouns in agreement with their noun antecedents	
	ca.l.7.7	Use punctuation to set off nonrestrictive/parenthetical elements	

	ca.l.7.8	Use verbs in agreement with subjects in complex sentences	
	ca.l.7.9	Explain and use descriptive and limiting adjectives	
	ca.l.7.10	Explain and use adverbs	
	ca.l.7.11	Explain and use periods, commas, semicolons, colons, quotation marks, apostrophes, hyphens, dashes, question marks, exclamation points, underlining, and capitalization	✓
Speaking & Listening	ca.sl.7.1	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	✓
	ca.sl.7.2	Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration, and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed	✓
	ca.sl.7.3	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views	✓
	ca.sl.7.4	Speak clearly, audibly, and to the point using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume at an understandable pace	✓
	ca.sl.7.5	Face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint	✓
	ca.sl.7.6	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points	✓
	ca.sl.7.7	Use spoken, written, and visual language to accomplish one's own purpose (i.e. for learning, enjoyment, persuasion, and the exchange of information)	✓
	ca.sl.7.8	Adjust one's use of spoken, written, and visual language (i.e. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes	✓

MATH (Updated 5/16/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
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Ratios & Proportional Relationships		<i>Analyze proportional relationships and use them to solve problems</i>	
	m.rpr.7.1	Compute unit rates, including those that involve complex fractions, with like or different units	
	m.rpr.7.2	Recognize and represent proportional relationships between quantities a. Determine when two quantities are in a proportional relationship b. Identify and/or compute the constant proportionality (unit rate) c. Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation d. Recognize that the graph of any proportional relationship will pass through the origin	a,c
	m.rpr.7.3	Solve problems involving ratios, rates, percentages, and proportional relationships	<input checked="" type="checkbox"/>
Number Sense & Operations		<i>Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers</i>	
	m.nso.7.1	Apply and extend previous understandings of numbers to add and subtract rational numbers a. Add and subtract rational numbers b. Represent addition and subtraction on a horizontal or vertical number line c. Describe situations and show that a number and its opposite have a sum of 0 (additive inverses) d. Understand subtraction of rational numbers as adding the additive inverse e. Determine the distance between two rational numbers on the number line is the absolute value of their difference f. Interpret sums and differences of rational numbers	c,f

	m.nso.7.2	Apply and extend previous understandings of numbers to multiply and divide rational numbers a. Multiply and divide rational numbers b. Determine that a number and its reciprocal have a product of 1 (multiplicative inverse) c. Understand that every quotient of integers (with non-zero divisor) is a rational number d. Convert a rational number to a decimal e. Understand that all rational numbers can be written as fractions or decimal numbers that terminate or repeat f. Interpret products and quotients of rational numbers by describing real-world contexts	b,f
	m.nso.7.3	Solve problems involving the four arithmetic operations with rational numbers.	<input checked="" type="checkbox"/>
Expressions, Equations, & Inequalities		<i>Use of properties of operations to generate equivalent expressions</i>	
	m.eei.7.1	Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients	<input checked="" type="checkbox"/>
	m.eei.7.2	Understand how to use equivalent expressions to clarify quantities in a problem	<input checked="" type="checkbox"/>
		<i>Solve problems using numerical and algebraic expressions and equations</i>	
	m.eei.7.3	Solve multi-step problems posed with rational numbers a. Convert between equivalent forms of the same number b. Assess the reasonableness of answers using mental computation and estimation strategies	b

	m.eei.7.4	Write and/or solve linear equations and inequalities in one variable. a. Write and/or solve equations of the form $x+p = q$ and $px = q$ in which p and q are rational numbers. b. Write and/or solve two-step equations of the form $px + q = r$ and $p(x + q) = r$, where p , q and r are rational numbers, and interpret the meaning of the solution in the context of the problem. c. Write, solve and/or graph inequalities of the form $px + q > r$ or $px + q < r$, where p , q and r are rational numbers.	b,c
Geometry & Measurement		<i>Draw and describe geometrical figures and describe the relationships between them</i>	
	m.gm.7.1	Solve problems involving scale drawings of real objects and geometric figures, including computing actual lengths and areas from a scale drawing reproducing the drawing at a different scale	<input checked="" type="checkbox"/>
	m.gm.7.2	Use a variety of tools to construct geometric shapes a. Determine if provided constraints will create a unique triangle through construction b. Construct special quadrilaterals given specific parameters	
	m.gm.7.3	Describe two-dimensional cross sections of pyramids, prisms, cones and cylinders.	
	m.gm.7.4	Understand concepts of circles a. Analyze the relationships among the circumference, the radius, the diameter, the area, and Pi in a circle b. Know and apply the formulas for circumference and area of circles to solve problems	<input checked="" type="checkbox"/>
		<i>Apply and extend previous understanding of angle measure, area, and volume</i>	
	m.gm.7.5	Use angle properties to write and solve equations for an unknown angle	

	m.gm.7.6	Understand the relationship between area, surface area and volume. a. Find the area of triangles, quadrilaterals and other polygons composed of triangles and rectangles. b. Find the volume and surface area of prisms, pyramids and cylinders.	<input checked="" type="checkbox"/>
Data Analysis, Statistics, & Probability		<i>Use random sampling to draw inferences about a population</i>	
	m.dasp.7.1	Understand that statistics can be used to gain information about a population by examining a sample of the population a. Understand that a sample is a subset of a population b. Understand that generalizations from a sample are valid only if the sample is representative of the population c. Understand that random sampling is used to produce representative samples and support valid inferences	b
	m.dasp.7.2	Use data from multiple samples to draw inferences about a population and investigate variability in estimates of the characteristic of interest	
		<i>Draw informal comparative inferences about two populations</i>	
	m.dasp.7.3	Analyze different data distributions using statistical measures	<input checked="" type="checkbox"/>
	m.dasp.7.4	Compare the numerical measures of center, measures of frequency, and measures of variability from two random samples to draw inferences about the population	
		<i>Develop, use, and evaluate probability models</i>	
	m.dasp.7.5	Investigate the probability of chance events a. Determine probabilities of simple events b. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring	<input checked="" type="checkbox"/>
	m.dasp.7.6	Investigate the relationship between theoretical and experimental probabilities for simple events a. Predict outcomes using theoretical probability b. Perform experiments that model theoretical probability c. Compare theoretical and experimental probabilities	

	m.dasp.7.7	<p>Explain possible discrepancies between a developed probability model and observed frequencies</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process</p>	
	m.dasp.7.8	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations</p> <p>a. Represent the sample space of a compound event</p> <p>b. Design and use a simulation to generate frequencies for compound events</p>	

Life Science (Updated 7/15/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Life Science- From Molecules to Organisms: Structures and Processes	MS-LS1-1	<p>Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.] (*Should be taught through the lens of Catholicism. As Catholic, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.)</p>	
	MS-LS1-2	<p>Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]</p>	

	MS-LS1-3	<p>Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.](<i>*Should be taught through the lens of Catholicism. As Catholic, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.</i>)</p>	
	MS-LS1-4	<p>Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]</p>	
	MS-LS1-5	<p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]</p>	

	MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]	
	MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]	
	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]	
Life Science- Ecosystems: Interactions, Energy, and Dynamics	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]	
	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]	

	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]	
	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]	
	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]	
Life Science- Heredity: Inheritance and Variation of Traits	MS-LS3-1	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. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.](<i>*Should be taught through the lens of Catholicism. As Catholics, we believe that God is the creator of all things, including our bodies, and that all change - including natural changes to our genetic material - is a part of His divine plan.</i>)	
	MS-LS3-2	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. [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]	

<p>Life Science- Biological Evolution: Unity and Diversity</p>	<p>MS-LS4-1</p>	<p>Analyze and interpret 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 under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.)(*Should be taught through the lens of Catholicism. As Catholics, we believe that God is the creator of all things, yet there is no conflict between this belief and the scientific understanding of the Earth's age.)</p>	
	<p>MS-LS4-2</p>	<p>Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.]</p>	
	<p>MS-LS4-3</p>	<p>Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.] [Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.]</p>	
	<p>MS-LS4-4</p>	<p>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. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.)(*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.)</p>	

	MS-LS4-5	Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.](<i>*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.</i>)	
	MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. [Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.] [Assessment Boundary: Assessment does not include Hardy Weinberg calculations.](<i>*Should be taught through the lens of Catholicism. As Catholics we believe that God is the creator of all things, and as such, He has a guiding hand in the evolution of species, and the mechanism through which He does this is natural selection.</i>)	
Engineering Design 6-8	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	
	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	
	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	
	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	
SOCIAL STUDIES (Updated 6/19/25)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD

		WORLD HISTORY- The Missouri Learning Standards call for World History to be taught through 1450 in middle school. These standards appear as World History Part 1 in each domain. The standards that support the content in the period 1450 to Modern Day appear as World History Part 2. See Social Studies Standards Guidance for how to use the standards to support teaching in Middle School Social Studies Classes	
Civics (Governmental Systems & Principles)		World History Part 1: History to 1450	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.c.7.1	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c. 1450.	<input checked="" type="checkbox"/>
		<i>Early Civilizations: Geography's Impact on History</i>	
	ss.wh.c.7.2	Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties.	
	ss.wh.c.7.3	Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.	
	ss.wh.c.7.4	Explain how the codification of law impacted early civilizations.	
		<i>Classical Civilizations: Foundations of Representative Government</i>	
	ss.wh.c.7.5	Explain the origins, functions, and structure of governmental systems within classical civilizations.	
	ss.wh.c.7.6	Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights, and civic duty.	
	ss.wh.c.7.7	Explain how the rule of law developed from a written code of laws, as well as concepts of separation of powers and checks and balances.	
		<i>Regional Interconnectedness and Conflict</i>	
	ss.wh.c.7.8	Explain the origins, functions, and structure of governmental systems within civilizations.	
	ss.wh.c.7.9	Explain how concepts such as the rule of law, limited government, and due process are developed through the Magna Carta and other influential documents.	

	ss.wh.c.7.10	Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.	
		World History Part 2: 1450 to Modern Day	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.c.7.11	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450.	✓
	ss.wh.c.7.12	Predict the consequences that can occur when individuals fail to carry out their personal responsibilities.	✓
	ss.wh.c.7.13	Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.	✓
		<i>Accelerated Exchange</i>	
	ss.wh.c.7.14	Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.	
	ss.wh.c.7.15	Explain the influence of the classical revival on governmental systems, including their source of power, how leaders are selected, and how decisions are made.	
		<i>Age of Discovery and Change</i>	
	ss.wh.c.7.16	Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.	
	ss.wh.c.7.17	Analyze the style and function of a leader to determine his/her impact on a governmental system.	
		<i>Age of Revolutions</i>	
	ss.wh.c.7.18	Analyze the key ideas of the Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.	
	ss.wh.c.7.19	Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.	
	ss.wh.c.7.20	Compare and contrast government systems resulting from political revolutions.	
		<i>The Modern Era</i>	
	ss.wh.c.7.21	Compare and Contrast evolving governmental systems, including monarchy, theocracy, totalitarianism, and representative government to determine their impact on society.	

	ss.wh.c.7.22	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	
Economics		World History Part 1: History to 1450	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.e.7.1	Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c.1450.	☑
		<i>Early Civilizations: Geography's Impact on History</i>	
	ss.wh.e.7.2	Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.	
	ss.wh.e.7.3	Explain how standardization affects the early stability of a society.	
		<i>Classical Civilizations: Foundations of Representative Government</i>	
	ss.wh.e.7.4	Describe trade patterns and how they influence the movement of resources, goods, and services.	
	ss.wh.e.7.5	Explain how standardization impacts the stability of a civilization.	
	ss.wh.e.7.6	Explain how political and economic stability affects the well-being of individuals and society.	
		<i>Middle Ages- Regional Interconnectedness and Conflict</i>	
	ss.wh.e.7.7	Explain how inter-regional trade intensified the exchange of goods, ideas, and people.	
		World History Part 2: 1450 to Modern Day	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.e.7.8	Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c.1450.	☑
		<i>Accelerated Exchange</i>	
	ss.wh.e.7.8	Analyze the flow of good and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas, and China.	
		<i>Age of Discovery and Exchange</i>	
	ss.wh.e.7.9	Compare the extent, interaction, and impact of European, American, and Asian trade networks.	

	ss.wh.e.7.10	Compare the origins, development, and effects of coercive labor systems in Asia, Africa, Europe, and the Americas.	
	ss.wh.e.7.11	Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.	
		<i>Age of Revolutions</i>	
	ss.wh.e.7.12	Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions.	
	ss.wh.e.7.13	Examine the connection among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia, and the Americas.	
		<i>The Modern Era</i>	
	ss.wh.e.7.14	Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.	
	ss.wh.e.7.15	Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.	
Geography		World History Part 1: History to 1450	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.g.7.1	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450	☑
	ss.wh.g.7.2	Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450	☑
	ss.wh.g.7.3	Locate major cities of the world and key world nations; the world's continents and oceans; and major topographical features of the world	☑
		<i>Early Civilizations: Geography's Impact on History</i>	
	ss.wh.g.7.4	Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations	
	ss.wh.g.7.5	Analyze the cultural characteristics of civilizations to explain how they are similar and different	

	ss.wh.g.7.6	Explain how various characteristics of civilizations are connected to identities and cultures	
		<i>Classical Civilizations: Founding of Representative Government</i>	
	ss.wh.g.7.7	Explain the significance of physical geography to the development of classical civilizations.	
	ss.wh.g.7.8	Identify the effect of natural forces upon human activities.	
		<i>Middle Ages- Regional Interconnectedness and Conflict</i>	
	ss.wh.g.7.9	Explain how the spread of cultural patterns and economic decisions share and are shaped by environments.	
	ss.wh.g.7.10	Explain how physical geographic characteristics influence human identities and cultures.	
		World History Part 2: 1450 to Modern Day	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.g.7.11	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010.	☑
	ss.wh.g.7.12	Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.	☑
	ss.wh.g.7.13	Locate major cities of the world and key world nations; the world's continents and oceans; and major topographical features of the world.	☑
		<i>Accelerated Change</i>	
	ss.wh.g.7.14	Analyze physical geography to explain how regions are connected or isolated from each other.	
	ss.wh.g.7.15	Compare and contrast geographic regions by examining their cultural characteristics.	
		<i>Age of Discovery and Exchange</i>	
	ss.wh.g.7.16	Analyze physical geography to explain the availability and movement of resources.	
	ss.wh.g.7.17	Describe major changes in patterns of migration and human settlement in Africa, Asia, and the Americas resulting from European expansion.	
		<i>Age of Revolution</i>	
	ss.wh.g.7.18	Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.	
	ss.wh.g.7.19	Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.	

	ss.wh.g.7.20	Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.	
		<i>The Modern Era</i>	
	ss.wh.g.7.21	Explain how technology has reduced barriers and expanded people's capacity to make use of, or modify, the physical environment.	
	ss.wh.g.7.22	Evaluate the relationship between technological and scientific advancements and increasing global interaction.	
	ss.wh.g.7.23	Analyze major demographic patterns to determine their effect on the human and physical systems.	
History: (Continuity & Change)		World History Part 1: History to 1450	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.h.7.1	Create and use tools to analyze a chronological sequence of related events in world history.	✓
	ss.wh.h.7.2	Explain connections between historical context and people's perspectives at the time in world history.	✓
	ss.wh.h.7.3	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.	✓
	ss.wh.h.7.4	Using an inquiry lens, develop compelling questions about world history prior to c.1450 to determine helpful resources and consider multiple points of view represented in the resources.	✓
	ss.wh.h.7.5	Analyze the causes and consequences of a specific problem in world history prior to c.1450 as well as the challenges and opportunities faced by those trying to address the problem.	✓
		<i>Early Civilizations: Geography's Impact on History</i>	
	ss.wh.h.7.6	Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas.	
	ss.wh.h.7.7	Analyze the role early civilizations had in shaping concepts of government, law, and social order.	
		<i>Classical Civilizations: Foundations of Representative Government</i>	
	ss.wh.h.7.8	Analyze the rise and fall of classical civilizations to determine their significance to future societies.	

	ss.wh.h.7.9	Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.	
		<i>Middle Ages - Regional Interconnectedness and Conflict</i>	
	ss.wh.h.7.10	Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	
	ss.wh.h.7.11	Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia, and Africa.	
	ss.wh.h.7.12	Analyze how the Crusades and Black Death affected existing societies in Europe, Asia, and Africa.	
	ss.wh.h.7.13	Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.	
		World History Part 2: 1450 to Modern Day	
		<i>Tools of Social Science Inquiry</i>	
	ss.wh.h.7.14	Create and use tools to analyze a chronological sequence of related events in world history.	✓
	ss.wh.h.7.15	Explain connections between historical context and people's perspectives at the time in world history.	✓
	ss.wh.h.7.16	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of world history post c.1450 to a contemporary issue.	✓
	ss.wh.h.7.17	Using an inquiry lens, develop compelling questions about world history post c.1450 to determine helpful resources and consider multiple points of view represented in the resources.	✓
	ss.wh.h.7.18	Analyze the causes and consequences of a specific problem in world history post c.1450 as well as the challenges and opportunities faced by those trying to address the problem.	✓
		<i>Accelerated Change</i>	
	ss.wh.h.7.19	Explain the causes and effects of the expansion of societies in Western Africa, the Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.	
	ss.wh.h.7.20	Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas, and the Middle East in ancient and medieval times.	

	ss.wh.h.7.21	Explain how the Crusades, Black Death, and the resulting exchanges that followed impacted Europe and led to the Renaissance and Scientific Revolution.	
		<i>The Age of Discovery and Exchange</i>	
	ss.wh.h.7.22	Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political, and economic impact.	
	ss.wh.h.7.23	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas	
	ss.wh.h.7.24	Explain the challenges and benefits of large land empires, including those found in Russia, China, and the Middle East.	
		<i>Age of Revolution</i>	
	ss.wh.h.7.25	Evaluate the forms of republics over time to determine their implications for pre-revolutionary ideas and expectations during the Age of Revolution.	
	ss.wh.h.7.26	Compare and contrast causes and significant outcomes of political revolutions during this era.	
	ss.wh.h.7.27	Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.	
	ss.wh.h.7.28	Analyze responses and reactions to revolutions in order to predict future conflicts.	
	ss.wh.h.7.29	Evaluate the impact on nationalism on existing and emerging nations post c.1450.	
		<i>Modern Era</i>	
	ss.wh.h.7.30	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	
	ss.wh.h.7.31	Trace the origins and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.	
	ss.wh.h.7.32	Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.	
People, Groups, & Cultures		World History Part 1: History to 1450	
		<i>Tools of Social Science Inquiry</i>	

	ss.wh.pgc.7.1	Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.	<input checked="" type="checkbox"/>
	ss.wh.pgc.7.2	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	<input checked="" type="checkbox"/>
		<i>Early Civilizations: Geography's Impact on History</i>	
	ss.wh.pgc.7.3	Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.	
	ss.wh.pgc.7.4	Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.	
	ss.wh.pgc.7.5	Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.	
	ss.wh.pgc.7.6	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.	
		<i>Classical Civilizations: Foundations of Representative Government</i>	
	ss.wh.pgc.7.7	Explain the significance of art, mythology, literature, and philosophy to the culture and social order of classical civilizations.	
	ss.wh.pgc.7.8	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.	
	ss.wh.pgc.7.9	Analyze the extent and impact of cultural diffusion that results from empire building	
	ss.wh.pgc.7.10	*From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity (Should be taught through the lens of Catholicism)	
		<i>Middle Ages - Regional Interconnectedness and Conflict</i>	
	ss.wh.pgc.7.11	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and Mesoamerican civilizations.	
	ss.wh.pgc.7.12	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.	
	ss.wh.pgc.7.13	Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.	
	ss.wh.pgc.7.14	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures prior to c. 1450.	
		World History Part 2: 1450 to Modern Day	

		<i>Tools of Social Science Inquiry</i>	
	ss.wh.pgc.7.15	Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.	<input checked="" type="checkbox"/>
	ss.wh.pgc.7.16	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	<input checked="" type="checkbox"/>
		<i>Accelerated Change</i>	
	ss.wh.pgc.7.17	Explain how scientific and technological advancements impacted the interconnectedness within and among regions.	
	ss.wh.pgc.7.18	Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.	
	ss.wh.pgc.7.19	Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism, and Buddhism in order to explain their transformations and roles in conflict and cooperation.	
		<i>The Age of Discovery and Exchange</i>	
	ss.wh.pgc.7.20	Analyze the exchange of people, goods, and ideas to determine their impact on global interdependence and conflict.	
	ss.wh.pgc.7.21	Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.	
	ss.wh.pgc.7.22	Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.	
	ss.wh.pgc.7.23	Trace the development and impact of religious reform on exploration, interactions, and conflicts among various groups and nations.	
		<i>Age of Revolution</i>	
	ss.wh.pgc.7.24	Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.	
	ss.wh.pgc.7.25	Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.	
	ss.wh.pgc.7.26	Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.	
	ss.wh.pgc.7.27	Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.	
		<i>The Modern Era</i>	

	ss.wh.pgc.7.28	Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.	
	ss.wh.pgc.7.29	Analyze the process of globalization to determine its effects on global conflict and cooperation.	
	ss.wh.pgc.7.30	Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.	
	ss.wh.pgc.7.31	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures post c. 1450.	
	ss.wh.pgc.7.32	Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c.1450.	

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	
Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	
	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	

	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	
	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	
Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	

	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	
	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	
	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.7.1	Apply methods to overcome creative blocks	<input checked="" type="checkbox"/>
	a.cr.7.2	Develop criteria to guide making a work of art or design to meet an identified goal	<input checked="" type="checkbox"/>
	a.cr.7.3	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design	<input checked="" type="checkbox"/>
	a.cr.7.4	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats	<input checked="" type="checkbox"/>
	a.cr.7.5	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas	
	a.cr.7.6	Reflect on and explain important information about personal artwork in an artist statement or another format	<input checked="" type="checkbox"/>
Present	a.p.7.1	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced	<input checked="" type="checkbox"/>
	a.p.7.2	Based on criteria, analyze and evaluate methods for preparing and presenting art	
	a.p.7.3	Compare and contrast viewing and experiencing collections and exhibitions in different venues	<input checked="" type="checkbox"/>
Respond	a.r.7.1	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued	
	a.r.7.2	Analyze multiple ways that images influence specific audiences	<input checked="" type="checkbox"/>
	a.r.7.3	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed	
	a.r.7.4	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria	<input checked="" type="checkbox"/>
Connect	a.co.7.1	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community	

	a.co.7.2	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses	☑
MUSIC			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.7.1	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent	☑
	mu.cr.7.2	Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent	
	mu.cr.7.3	Use standard notation and/or audio visual recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences	
	mu.cr.7.4	Evaluate one's own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources	☑
	mu.cr.7.5	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers)	
	mu.cr.7.6	Present the final version of one's documented personal composition, song, or arrangement using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent	
Perform	mu.p.7.1	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each	
	mu.p.7.2	When analyzing selected music in treble and bass clef, read, identify, and perform standard symbols for rhythm, pitch, articulation, dynamics, tempo, form, and harmonic progression	☑
	mu.p.7.3	Identify how cultural and historical context inform performances and result in different music interpretations	☑
	mu.p.7.4	Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent	

	mu.p.7.5	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform	☑
	mu.p.7.6	Perform music with technical accuracy and stylistic expression to convey the creator's intent	☑
	mu.p.7.7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context	☑
Respond	mu.r.7.1	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose	
	mu.r.7.2	Demonstrate and explain how responses to music are informed by the structure, the use of elements of music, and context (such and social and cultural)	☑
	mu.r.7.3	Identify and compare the context of music from a variety of genres, cultures, and historical periods	
	mu.r.7.4	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent	☑
	mu.r.7.5	Select from teacher-provided criteria to evaluate musical works or performances	
Connect	mu.co.7.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	☑
	mu.co.7.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	☑

PE & HEALTH (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.7.1	Demonstrate competency in a variety of motor skills and movement patterns	☑
Strategy & Applying Skills	peh.sas.7.1	Analyze and Communicate strategic thinking in a variety of team-oriented games and activities	☑
	peh.sas.7.2	Work cooperatively to apply strategies in team activities	☑

Health & Fitness	peh.hf.7.1	Engage in aerobic physical activity in a variety of individual and team-oriented games and activities	✓
	peh.hf.7.2	Identify the components of health-related fitness and strategies/skills to improve in all areas/components. Implement strategies and reflect on one's progress over time	
	peh.hf.7.3	Establish, measure, and monitor a self-selected physical activity goal for health and skill related components of fitness (i.e. FITT formula, activity log)	✓
	peh.hf.7.4	Identify the major muscle groups used in a variety of physical activities and describe how muscles work in pairs to create movement	✓
	peh.hf.7.5	Identify healthy and unhealthy foods in each basic food group, compare and contrast their nutritional values, and cite evidence when explaining the importance of selecting appropriate servings and portions	✓
	peh.hf.7.6	Explain the importance of being physically active throughout one's life span and how an active lifestyle can reduce the risk of chronic disease	✓
	peh.hf.7.7	Identify positive and negative effects of stress and appropriate strategies to combat and manage/eliminate the negative effects. Implement strategies and reflect on one's progress over time	✓
	peh.hf.7.8	Create an appropriate routine of stretching, warm-up, and cool-down activities	✓
Attitude & Behavior	peh.ab.7.1	Exhibit responsible personal and social behavior that respects self and others	✓

WORLD LANGUAGES (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓

	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	

	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	☑
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	☑
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	☑
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	☑
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	☑
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	☑

	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nm.2	cardinal numbers 0-2,000	<input checked="" type="checkbox"/>
	wl.va.nm.3	weather	<input checked="" type="checkbox"/>
	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	<input checked="" type="checkbox"/>
	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	

	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	✓
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	

Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓

Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	✓
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	✓
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	✓
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	✓

RELIGION (Updated 2/6/23)

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	
We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed.			
Revelation	r.b.8.1	<i>Develop practices to build an ongoing relationship with our loving God</i>	
	r.b.8.2	Recognize ways in which God relates to us theologically, morally, and through our spiritual sensibilities	
	r.b.8.3	Explain how we can know of God's existence through faith (CCC 153-159)	
	r.b.8.4	Describe ways in which God relates to us through Tradition: prayer, angels, sacraments, Scripture, and Church teaching, and develop a way of explaining and incorporating these into an understanding of God in the world	
	r.b.8.5	Identify one’s self as being a unique creation, made in God’s image	
	r.b.8.6	Articulate the kerygma (The Story of salvation) in both summary and narrative forms	
Sacred Scripture	r.b.8.7	Articulate how the Bible was inspired by God and illustrate the many different literary styles found within the Bible	
	r.b.8.8	Narrate and relate key passages from the Gospels that reveal Jesus's ministry: The Baptism of Jesus (Lk 3: 10-22); The Temptation (Mt 4: 1-11); Jesus Announces His Mission (Lk 4: 14-23); The Rich Man and Lazarus (Lk 16: 19-31); The Money Changers in the Temple (Mk 11: 15-18; Mk 13: 23); The Last Judgment (Mt 25: 31-46); Jesus, The Second Adam (1 Co 15: 36-49)	
Trinity	r.b. 8.9	Explain how in the mystery of the Trinity, the Father is God, the Son is God, and the Holy Spirit is God; yet the three persons are distinct	

	r.b.8.10	Explain how each person of the Trinity is our Helper/Guide	
Jesus Christ	r.b.8.11	Describe the Paschal Mystery and redemption from sin	
	r.b.8.12	Recognize how Jesus Christ is Alive and with us today	
Church History	r.b.8.13	Recognize major periods of history in the Bible and in the history of the Catholic Church	
	r.b.8.14	Identify and explain key teachings of Mary from Sacred Tradition: the perpetual virginity of Mary, the Immaculate Conception, the Assumption of Mary	
	r.b.8.15	Explain why Mary is the named the Mother of the Church	
	r.b.8.16	Describe the basic Church hierarchy and identify current individuals who hold these offices	
	r.b.8.17	Describe the origins and current state of other Christian traditions and the role of ecumenism and inter-religious dialogue in Christian life	
	r.b.8.18	Describe the contribution of Mary, saints, and holy people to faith tradition	
Creed	r.b.8.19	Connect creedal beliefs of the Catholic Church to lived experience	
	r.b.8.20	Describe and relate modern examples of the marks of the Church	
	r.b.8.21	Understand that there can be no conflict between religious truth, scientific truth, and historical truth and why this is the case (CCC 159)	
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/Liturgical Year	r.w.8.1	<i>Demonstrate reverent behavior in church and explain why various postures or gestures are used at various times in the Mass, before the Tabernacle, and before the Altar</i>	

	r.w.8.2	Experience the ritual nature of life and associate it with the rituals of Church; e.g., family meals and the Eucharist, seasons of nature, and seasons of the Church Year	
Sacraments	r.w.8.3	<i>Understand and conduct a personal examination of conscience using the Examen of Consciousness (The Daily Examen) as an example</i>	
	r.w.8.4	<i>Demonstrate what reconciliation looks like in the community</i>	
	r.w.8.5	Identify and explain the symbols of each sacrament and relate them to daily life	
	r.w.8.6	Recognize how, through our baptism, all Christians are called to participate in the priestly, prophetic, and kingly ministries of Christ; and describe how we can participate in each of these ministries (e.g. prayer, witness, and service)	
	r.w.8.7	<i>Recognize Jesus through participation in the sacramental life of the Church and the witness we are called to give</i>	
	r.w.8.8	Explain how God loves us deeply, even in the midst of suffering (CCC 599-623, 1500-1505)	
	r.w.8.9	Explain how making sacrifices and undergoing suffering patiently can be a way for Christians to witness their faith (CCC 1505, 1521, 1808, 1831)	
	r.w.8.10	Identify, reflect, and describe the personal and communal importance of sacramental actions in Scripture: Commissioning (Mt 28: 16-20; Jer 1: 4-8; Jn 14: 23-28; Acts 2: 1-13); Ritual Meals (2 Chr 35: 1-19; Mt 26: 26-29; Lk 24: 13-32; Jn 6: 28-35); Forgiveness (Mt 18: 21-35; Jn 20: 19-23); Healing (Mk 1: 29-34; Lk 5: 17-26; Jas 5: 13-15); Marriage (Gn 2: 22-24; Mt 19: 1-6; Jn 2: 1-11); Ministry (Lev 8: 1-13; Mt 28: 18-20; Mark 6: 7-13)	
Eucharist	r.w.8.11	Recognize the importance of participating regularly in Sunday Eucharist	
	r.w.8.12	Describe how the Eucharist helps us grow in relationship with God	

<p>We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace</p>			
Dignity of the Human Person	r.l.8.1	Understand one's growing sense of moral understanding is a part of one's emerging identity	
	r.l.8.2	Understand the concept of "vocation" as a personal call from God to each person	
The Human Community	r.l.8.3	Explain how our faith in the Trinity calls us to loving relationships with God and one another	
	r.l.8.4	Explain how every vocation, when it conforms to the will of God, can be used for the good of the Church and its mission	
	r.l.8.5	Recognize and explain how, through our talents and interests, our vocations might unfold to show us God's call and how to serve the Church.	
	r.l.8.6	<i>Integrate the skills of justice and peacemaking into their own actions</i>	
	r.l.8.7	Identify positive and negative examples of the principles of Catholic Social Teaching	
Grace	r.l.8.8	Understand that Christ calls each of us to discipleship and through grace gives us the ability to respond continuously to his call	
	r.l.8.9	Recognize that the Holy Spirit helps us to discern which trials will help us grow and which are temptations and causes of sin	
Virtue, Sin, and Forming Conscience	r.l.8.10	Understand that original sin is a deprivation of original holiness and justice	
	r.l.8.11	Understand that without a sense of sin and an awareness of God's love, it is impossible to find conversion and forgiveness.	
	r.l.8.12	Understand that the power to forgive sins is a great gift of Christ to the Church	
	r.l.8.13	Understand that venial sins are forgiven in the Eucharist	
	r.l.8.14	<i>Associate and practice forgiveness and Reconciliation as key parts of the Christian moral life</i>	

	r.l.8.15	<i>Identify aspects of the person of Jesus in the Gospels that most directly relate to the person he/she is becoming and the witness he/she is called to give</i>	
	r.l.8.16	Understand that the Holy Spirit guides us to set our hearts on the Kingdom of God rather than on material riches	
	r.l.8.17	Understand that our conscience leads us to know and long for God	
	r.l.8.18	Understand that our conscience is a judgment of reason that helps us to recognize the moral quality of each action	
	r.l.8.19	Describe experiences of how external factors can form the conscience and signal what is right and wrong, as well as how to behave	
The Ten Commandments	r.l.8.20	Understand that idolatry means to worship a false God and to put anything in the place of God	
	r.l.8.21	Understand and explain the difference between faith and religion (CCC 2084, 2135)	
	r.l.8.22	Understand that the Sixth Commandment teaches the dignity of sexuality and that pornography, contraception, pre-marital sex, homosexual acts (not tendencies), prostitution, and rape degrade sexuality;	
	r.l.8.23	Identify a variety of ways in which our words (even if true) can give false witness, which causes harm and leads to false understandings	
We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.8.1	Connect Scripture messages to everyday life; e.g., Life of the Christian (Acts 2: 42-47; 4: 32-35); Light under the Bushel Basket (Mt 5: 14-16); Justice of God (Lk 6: 36-38); Kingdom Parable and Actions (Lk 10: 29-37, 19: 1-10; Mark 2: 13-17); The Great Commission (Mt 28: 16-20)	
	r.p.8.2	Understand that discernment of our vocation involves prayer, reflective listening, dialogue with others, and special attention to the guidance of the Holy Spirit in our lives.	
	r.p.8.3	<i>Recognize and experience belonging to a community that prays with and for each other</i>	
	r.p.8.4	Recognize that praying in our weakness connects us to God's strength	

	r.p.8.5	<i>Develop prayers blessing God for all He has bestowed</i>	
	r.p.8.6	Demonstrate an understanding of the Nicene Creed	
	r.p.8.7	<i>Utilize the scripture of the day as a form of daily prayer</i>	
	r.p.8.8	<i>Reflect upon and express a relationship with God experienced through prayerful retreats and the Daily Examen</i>	
	r.p.8.9	<i>Explore and seek to practice the Lord's admonition to forgive as we have been forgiven</i>	
	r.p.8.10	<i>Understand and recite the "Come Holy Spirit" prayer</i>	

COMMUNICATION ARTS (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.8.1	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	☑
	ca.r.8.2	Using appropriate text, determine the theme(s) of a text and analyze their development over the course of a text	☑
	ca.r.8.3	Analyze how specific word choices and sentence structures contribute to meaning and tone	
	ca.r.8.4	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning	☑
	ca.r.8.5	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	
	ca.r.8.6	Explain how themes reflect historical and/or cultural contexts	☑
	ca.r.8.7	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently	☑
	ca.r.8.8	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning in literary and informational texts	☑
	ca.r.8.9	Read and comprehend informational text independently and proficiently	
	ca.r.8.10	Explain the central/main idea(s) of an informational text and analyze its development over the course of a text	

	ca.r.8.11	Analyze how an author's choice concerning a text's form or overall structure contributes to its meaning	
	ca.r.8.12	Identify and explain the author's use of symbols in literature and their effect on the overall meaning of a story or character development	<input checked="" type="checkbox"/>
	ca.r.8.13	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience (i.e. moral, philosophical, ethical, aesthetic)	
	ca.r.8.14	Participate as knowledgeable, reflective, and creative members of a variety of literary communities	
	ca.r.8.15	Establish a personal connection within various forms of literature in regards to personal faith, family, and community	
	ca.r.8.16	Analyze and interpret characters' motivations and roles in connection to real-world situations and people or groups	<input checked="" type="checkbox"/>
	ca.r.8.17	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony	
	ca.r.8.18	Understand how literature serves as a vehicle through which different perspectives of the human experience can add valuable insight and knowledge	<input checked="" type="checkbox"/>
Writing	ca.w.8.1	Conduct research to answer a question (including self-generated questions) a. gather relevant, credible sources, print and digital b. integrate information using a standard citation system c. gather relevant information from multiple print/digital sources, using search terms effectively d. assess the credibility and accuracy of each source e. quote/paraphrase the data and conclusions of others, avoiding plagiarism and following standard format for citation	<input checked="" type="checkbox"/>
	ca.w.8.2	Use the writing process to produce clear/coherent writing in which: a. development/organization/style/voice are appropriate to task/purpose/audience b. topics are introduced and a clear focus throughout the text is evident	<input checked="" type="checkbox"/>

	ca.w.8.3	Develop narratives, including poems, about real/imagined experiences that establish/maintain a consistent point of view and include: a. clearly identified characters b. well-structured event sequences c. narrative techniques d. relevant descriptive details	✓
	ca.w.8.4	Develop informative/explanatory writing to: a. examine a topic with relevant facts, examples, and details b. establish relationships between ideas/supporting evidence	✓
	ca.w.8.5	Develop argumentative writing by: a. introducing and supporting a claim with clear reasons and relevant evidence b. acknowledging counterclaims c. establishing relationships among claims, counterclaims, and supporting evidence	a,b
	ca.w.8.6	Review, revise, and edit writing with consideration for the task, purpose, and audience a. introduce the topic/maintain focus throughout the text b. choose precise language and make symmetrical choices appropriate for style, task, and audience	✓
	ca.w.8.7	Introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text; add or delete content and change organization to achieve one's purpose	
	ca.w.8.8	Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts	
	ca.w.8.9	Use technology, including the Internet, to produce/publish writing, present the relationships between information and ideas efficiently, and interact/collaborate with others	✓
Language	ca.l.8.1	Demonstrate a command of the conventions of standard English grammar and usage: a. explain the verbs in general and their function in particular sentences b. form and use verbs in the active/passive tense 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 e. use punctuation to indicate a pause/break f. use an ellipse to indicate an omission	a,b,c

Speaking & Listening	ca.sl.8.1	Respond to others' questions and comments with relevant evidence, observations, and ideas	<input checked="" type="checkbox"/>
	ca.sl.8.2	Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented	
	ca.sl.8.3	Speak audibly and to the point using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace	<input checked="" type="checkbox"/>
	ca.sl.8.4	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners	<input checked="" type="checkbox"/>
	ca.sl.8.5	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest	<input checked="" type="checkbox"/>
	ca.sl.8.6	Effectively participate in Socratic seminars including reading, note-taking, and question planning	<input checked="" type="checkbox"/>

MATH (PRE-ALGEBRA) (Updated 5/16/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense & Operations		<i>Explore the Real Number System</i>	
	m.nso.8pa.1	Explore the real number system. a. Know the differences between rational and irrational numbers. Understand that all rational numbers have a decimal expansion that terminates or repeats. c. Convert decimals which repeat into fractions and fractions into repeating decimals. D. Generate equivalent representations of rational numbers.	
	m.nso.8pa.2	Estimate the value and compare the size of irrational numbers and approximate their locations on a number line	
Expressions, Equations, & Inequalities		<i>Work with radicals and integer exponents</i>	
	m.eei.8pa.1	Know and apply the properties of integer exponents to generate equivalent expressions	<input checked="" type="checkbox"/>

	m.eei.8pa.2	Investigate concepts of square and cube roots a. Solve equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number b. Evaluate square roots of perfect squares less than or equal to 625 and cube roots of perfect cubes less than or equal to 1000 c. Recognize that square roots of non-perfect squares are irrational	
	m.eei.8pa.3	Express very large and very small quantities in scientific notation and approximate how many times the larger one is than the other	
	m.eei.8pa.4	Use scientific notation to solve problems a. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used b. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities	
		<i>Understand the connections between proportional relationships, lines, and linear equations</i>	
	m.eei.8pa.5	Graph proportional relationships a. Interpret the unit rate as the slope of the graph b. Compare two different proportional relationships	
	m.eei.8pa.6	Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships a. Explain why the slope (m) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane b. 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	☑
		<i>Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations</i>	
	m.eei.8pa.7	Solve linear equations and inequalities in one variable a. Create and identify linear equations with one solution, infinitely many solutions, or no solutions b. Solve linear equations and inequalities with rational number coefficients, including equations and inequalities whose solutions require expanding expressions using the distributive property and combining like terms	☑

	m.eei.8pa.8	Analyze and solve systems of linear equations a. Graph systems of linear equations and recognize the intersection as the solution to the system b. Explain why solution(s) to a system of two linear equations in two variables correspond to point(s) of intersection of the graphs c. Explain why systems of linear equations can have one solution, no solution, or infinitely many solutions d. Solve systems of two linear equations	✓
Geometry & Measurement		<i>Understand congruence and similarity using physical models, transparencies, or geometry software</i>	
	m.gm.8pa.1	Verify experimentally the congruence properties of rigid transformations a. Verify that angle measure, betweenness, collinearity, and distance are preserved under rigid transformations b. Investigate if orientation is preserved under rigid transformations	
	m.gm.8pa.2	Understand that two-dimensional figures are congruent if a series of rigid transformations can be performed to map the pre-image to the image a. Describe a possible sequence of rigid transformations between two congruent figures.	
	m.gm.8pa.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates	✓
	m.gm.8pa.4	Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations, and dilations) can be performed to map the pre-image to the image a. Describe a possible sequence of transformations between two similar figures	
	m.gm.8pa.5	Explore angle relationships and establish informal arguments a. Derive the sum of the interior angles of a triangle b. Explore the relationship between the interior and exterior angles of a triangle c. Construct and explore the angles created when parallel lines are cut by a transversal d. Use the properties of similar figures to solve problems	
		<i>Understand and apply the Pythagorean Theorem</i>	
	m.gm.8pa.6	Use models to demonstrate a proof of the Pythagorean Theorem and its converse	✓

	m.gm.8pa.7	Use the Pythagorean Theorem to determine unknown side lengths in right triangles in problems in two- and three-dimensional contexts	
	m.gm.8pa.8	Use the Pythagorean Theorem to find the distance between points in a Cartesian coordinate system	
		<i>Solve problems involving volume of pyramids, cones, and spheres</i>	
	m.gm.8pa.9	Solve problems involving surface area and volume a. Understand the concept of surface area and find surface area of pyramids b. Understand the concepts of volume and find the volume of pyramids, cones, and spheres	✓
Data Analysis, Statistics, & Probability		<i>Investigate patterns of association in bivariate data</i>	
	m.dasp.8pa.1	Construct and interpret scatter plots of bivariate measurement data to investigate patterns of association between two quantities	
	m.dasp.8pa.2	Generate and use a trend line for bivariate data, and informally assess the fit of the line	
	m.dasp.8pa.3	Interpret the parameters of a linear model of bivariate measurement data to solve problems	✓
	m.dasp.8pa.4	Understand the patterns of association in bivariate categorical data displayed in a two-way table a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables	a
Functions		<i>Define, evaluate, and compare functions</i>	
	m.f.8pa.1	Explore the concept of functions. (The use of function notation is not required.) a. Understand that a function assigns to each input exactly one output b. Determine if a relation is a function c. Graph a function	b
	m.f.8pa.2	Compare characteristics of two functions each represented in a different way	✓

	m.f.8pa.3	Investigate the differences between linear and nonlinear functions a. Interpret the equation $y = mx + b$ as defining a linear function, whose parameters are the slope (m) and the y-intercept (b) b. Recognize that the graph of a linear function has a constant rate of change c. Give examples of nonlinear functions	
		<i>Use functions to model relationships between quantities</i>	
	m.f.8pa.4	Use functions to model linear relationships between quantities a. Explain the parameters of a linear function based on the context of a problem b. Determine the parameters of a linear function c. Determine the x-intercept of a linear function	a
	m.f.8pa.5	Describe the functional relationship between two quantities from a graph or a verbal description	<input checked="" type="checkbox"/>
MATH (ALGEBRA) (Updated 5/15/25)			
Number & Quantity		<i>Extend and use properties of rational exponents</i>	
	m.nq.8a.1	Explain how the meaning of rational exponents extends from the properties of integer exponents	
	m.nq.8a.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents. Limit to rational exponents with a numerator of 1	
		<i>Use units to solve problems</i>	
	m.nq.8a.3	Use units of measure as a way to understand and solve problems involving quantities. a) Identity, label, and use appropriate units of measure within a problem. b) Convert units and rates. c) Use units within problems. d) Choose and interpret the scale and the origin in graphs and data displays	
	m.nq.8a.4	Define and use appropriate quantities for representing a given context or problem	
	m.nq.8a.5	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities	
Seeing Structure in Expressions	m.sse.8a.1	<i>Interpret and use structure</i>	

	m.sse.8a.2	Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions	✓
	m.sse.8a.3	Analyze the structure of polynomials to create equivalent expressions or equations	✓
	m.sse.8a.4	Choose and produce equivalent forms of a quadratic expression or equations to reveal and explain properties. a) Find the zeros of a quadratic function by rewriting it in factored form. b) Find the maximum or minimum value of a quadratic function by completing the square	
Creating Equations		<i>Create equations that describe linear, quadratic, and exponential relationships</i>	
	m.ce.8a.1	Create equations and inequalities in one variable and use them to model and/or solve problems	✓
	m.ce.8a.2	Create and graph linear, quadratic, and exponential equations in two variables	
	m.ce.8a.3	Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context	
	m.ce.8a.4	Solve literal equations and formulas for a specified variable that highlights a quantity of interest	
Reasoning with Equations & Inequalities		<i>Understand solving equations as a process, and solve equations and inequalities in one variable</i>	
	m.rei.8a.1	Explain how each step taken when solving an equation or inequality in one variable creates an equivalent equation or inequality that has the same solution(s) as the original	
	m.rei.8a.2	Solve problems involving quadratic equations. a) Use the method of completing the square to create an equivalent quadratic equation. b) Derive the quadratic formula. c) Analyze different methods of solving quadratic equations	C
		<i>Solve systems of equations</i>	
	m.rei.8a.3	Solve a system of linear equations algebraically and/or graphically	
	m.rei.8a.4	Solve a system consisting of a linear equation and a quadratic equation algebraically and/or graphically	

	m.rei.8a.5	Justify that the technique of linear combination produces an equivalent system of equations	
		<i>Represent and solve linear and exponential equations and inequalities graphically</i>	
	m.rei.8a.6	Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane	✓
	m.rei.8a.7	Graph the solution to a linear inequality in two variables	
	m.rei.8a.8	Solve problems involving a system of linear inequalities	✓
Arithmetic with Polynomials & Rational Expressions		<i>Perform operations on polynomials</i>	
	m.apr.8a.1	Add, subtract, and multiply polynomials and understand that polynomials follow the same general rules of arithmetic and are closed under these operations	
	m.apr.8a.2	Divide polynomials by monomials	
Interpreting Functions		<i>Understand the concept of a function and use function notation</i>	
	m.if.8a.1	Understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range. a) Represent a function using function notation. b) Understand that the graph of a function labeled f is the set of all ordered pairs (x, y) that satisfy the equation $y=f(x)$	
	m.if.8a.2	Use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context	
		<i>Interpret linear, quadratic, and exponential functions in terms of the context</i>	

	m.if.8a.3	Using tables, graphs, and verbal descriptions, interpret key characteristics of a function that models the relationship between two quantities	<input checked="" type="checkbox"/>
	m.if.8a.4	Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes	
	m.if.8a.5	Determine the average rate of change of a function over a specified interval and interpret the meaning	
	m.if.8a.6	Interpret the parameters of a linear or exponential function in terms of the context	
		<i>Analyze linear, quadratic, and exponential functions using different representations</i>	
	m.if.8a.7	Graph functions expressed symbolically and identify and interpret key features of the graph	<input checked="" type="checkbox"/>
	m.if.8a.8	Translate between different but equivalent forms of a function to reveal and explain properties of the function and interpret these in terms of a context	
	m.if.8a.9	Compare the properties of two functions given different representations	
Building Functions		<i>Build new functions from existing functions (linear, quadratic, and exponential)</i>	
	m.bf.8a.1	Analyze the effect of translations and scale changes on functions	<input checked="" type="checkbox"/>
Linear, Quadratic, & Exponential Models		<i>Construct and compare linear, quadratic, and exponential models and solve problems</i>	
	m.lqem.8a.1	Distinguish between situations that can be modeled with linear or exponential functions. a) Determine that linear functions change by equal differences over equal intervals. b) Recognize exponential situations in which a quantity grows or decays by a constant percent rate per unit interval	
	m.lqem.8a.2	Describe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically	
	m.lqem.8a.3	Construct linear, quadratic, and exponential equations given graphs, verbal descriptions, or tables	<input checked="" type="checkbox"/>
		<i>Use arithmetic and geometric sequences</i>	

	m.lqem.8a.4	Write arithmetic and geometric sequences in recursive and explicit forms, and use them to model situations and translate between the two forms	<input checked="" type="checkbox"/>
	m.lqem.8a.5	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the set of integers	
	m.lqem.8a.6	Find the terms of sequences given an explicit or recursive formula	
Data & Statistics		<i>Summarize, represent, and interpret data</i>	
	m.ds.8a.1	Analyze and interpret graphical displays of data	<input checked="" type="checkbox"/>
	m.ds.8a.2	Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets	
	m.ds.8a.3	Interpret differences in shape, center, and spreads in the context of the data sets, accounting for possible effects of outliers	
	m.ds.8a.4	Summarize data in two-way frequency tables. a) Interpret relative frequencies in the context of the data b) Recognize possible associations and trends in the data	
	m.ds.8a.5	Construct a scatter plot of bivariate quantitative data describing how the variables are related; determine and use a function that models the relationship. a) Construct a linear function to model bivariate data represented on a scatter plot that minimizes residuals b) Construct an exponential function to model bivariate data represented on a scatter plot that minimizes residuals	
	m.ds.8a.6	Interpret the slope (rate of change) and the y-intercept (constant term) of a linear model in the context of the data	
	m.ds.8a.7	Determine and interpret the correlation coefficient for a linear association	
	m.ds.8a.8	Distinguish between correlation and causation	

Physical Science (Updated 7/15/25)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
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Physical Science- Matter and Its Interactions	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]	
	MS-PS1-2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]	
	MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.](*Should be taught through the lens of Catholicism. As Catholics, we believe that God wishes us to be good stewards of the Earth.)	

	MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]	
	MS-PS1-5	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. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]	
	MS-PS1-6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]	
Physical Science- Motion and Stability: Forces and Interactions	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]	

	MS-PS2-2	<p>Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]</p>	
	MS-PS2-3	<p>Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.] [Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]</p>	
	MS-PS2-4	<p>Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.] [Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.]</p>	
	MS-PS2-5	<p>Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] [Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.]</p>	

Physical Science- Energy	MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]	
	MS-PS3-2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]	
	MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]	
	MS-PS3-4	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]	

	MS-PS3-5	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. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]	
Physical Science- Waves and Their Applications in Technologies for Information Transfer	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]	
	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]	
	MS-PS4-3	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]	
Engineering Design 6-8	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	
	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	

	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	
	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	
SOCIAL STUDIES (Updated 6/19/25)			
DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		AMERICAN HISTORY- The Missouri Learning Standards call for American History to be taught through 1870 in middle school. These standards appear as American History Part 1 in each domain. The standards that support the content in the period 1870 to Modern Day appear as American History Part 2. See Social Studies Standards Guidance for how to use the standards to support teaching in Middle School Social Studies classes.	
Civics (Governmental Systems & Principles)		American History Part 1: Beginning Settlements through Civil War.	
		<i>Tools of Social Science Inquiry</i>	
	ss.c.8.1	Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870.	<input checked="" type="checkbox"/>
		<i>Settlements</i>	
	ss.c.8.2	Compare the governmental systems of European powers to determine their effect on colonization in the Americas.	
	ss.c.8.3	Explain how the founding of English colonies influenced their governments and expectations for self-rule.	
	ss.c.8.4	Analyze local and colonial governments to trace the factors influencing their structure and function.	
		<i>Founding</i>	
	ss.c.8.5	Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.	
	ss.c.8.6	Apply the concept of representation to the conflict between the colonies and Great Britain.	

	ss.c.8.7	Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.	
	ss.c.8.8	Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.	
	ss.c.8.9	Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.	
	ss.c.8.10	Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.	
	ss.c.8.11	Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.	
		<i>Expansion</i>	
	ss.c.8.12	Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.	
	ss.c.8.13	Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.	
	ss.c.8.14	Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.	
		<i>Crisis and Conflict</i>	
	ss.c.8.15	Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during, and immediately after the Civil War.	
	ss.c.8.16	Analyze federalism and popular sovereignty to explain people's expectations of the role of government and their place in governance.	
	ss.c.8.17	Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.	
	ss.c.8.18	Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.	
		American History Part 2: Reconstruction through Modern History	

		<i>Tools of Social Science Inquiry</i>	
	ss.c.8.19	Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history c. 1870-2010.	<input checked="" type="checkbox"/>
	ss.c.8.20	Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.	<input checked="" type="checkbox"/>
	ss.c.8.21	Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.	<input checked="" type="checkbox"/>
		<i>Re-Emerging America</i>	
	ss.c.8.22	Analyze the period of Reconstruction to determine its effect on separation of powers, checks and balances, and the power of the central government.	
	ss.c.8.23	Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.	
	ss.c.8.24	Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.	
		<i>Emerging Globally</i>	
	ss.c.8.25	Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and its people.	
	ss.c.8.26	Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.	
	ss.c.8.27	Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.	
		<i>The Great Depression and World War II</i>	
	ss.c.8.28	Analyze the relationships among the branches of government to explain conflicts and the changing power of each.	
	ss.c.8.29	Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.	
	ss.c.8.30	Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances, judicial review, and limited government.	
		<i>The American Stage</i>	

	ss.c.8.31	Analyze treaty agreements and international organizations to determine their impact on world challenges along with national and international order.	
	ss.c.8.32	Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks, and balances, rule of law, judicial review, and limited government.	
	ss.c.8.33	Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.	
	ss.c.8.34	Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.	
		<i>Contemporary America</i>	
	ss.c.8.35	Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.	
	ss.c.8.36	Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.	
	ss.c.8.37	Evaluate the changing roles and influence of political parties and interest groups on governmental decision making.	
Economics		American History Part 1: Beginning Settlements through Civil War.	
		<i>Tools of Social Science Inquiry</i>	
	ss.e.8.1	Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1870.	✓
		<i>Settlements</i>	
	ss.e.8.2	Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.	
	ss.e.8.3	Analyze the mercantile system to explain colonial responses to economic control by European nations, including Great Britain.	
		<i>Founding</i>	
	ss.e.8.4	Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them.	

	ss.e.8.5	Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.	
	ss.e.8.6	Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	
		<i>Expansion</i>	
	ss.e.8.7	Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.	
	ss.e.8.8	Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	
	ss.e.8.9	Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	
		<i>Crisis and Conflict</i>	
	ss.e.8.10	Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	
	ss.e.8.11	Compare the economic strengths and weaknesses of the North and South before, during, and immediately after the Civil War.	
		American History Part 2: Reconstruction through Modern History	
		<i>Tools of Social Science Inquiry</i>	
	ss.e.8.12	Using an American history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.	☑
		<i>Re-Emerging America</i>	
	ss.e.8.13	Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.	
	ss.e.8.14	Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions.	

	ss.e.8.15	Apply the concepts of natural resources, capital, labor, investment, profit, and laissez-faire policies to explain the growth of American industry.	
	ss.e.8.16	Analyze the developing interconnectedness among people, big business, labor unions, and governments to determine their effect on individuals, society, and public policy.	
		<i>Emerging Globally</i>	
	ss.e.8.17	Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.	
	ss.e.8.18	Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism.	
	ss.e.8.19	Trace the changing relationship between government and business through economic regulation and deregulation.	
		<i>The Great Depression and World War II</i>	
	ss.e.8.20	Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.	
	ss.e.8.21	Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increased productivity.	
		<i>The American Stage</i>	
	ss.e.8.22	Trace the developing complexities of the American economy in the second half of the twentieth century.	
	ss.e.8.23	Compare the role of governments in various economic systems to explain competing world views.	
	ss.e.8.24	Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.	
		<i>Contemporary America</i>	
	ss.e.8.25	Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.	
Geography		American History Part 1: Beginning Settlements through Civil War.	
		<i>Tools of Social Science Inquiry</i>	

	ss.g.8.1	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to 1870.	<input checked="" type="checkbox"/>
	ss.g.8.2	Explain how the physical and human characteristics of regions in the Americas are connected to changing identity and culture.	<input checked="" type="checkbox"/>
	ss.g.8.3	Locate the major cities of Missouri, of the United States, and of the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States.	<input checked="" type="checkbox"/>
		<i>Settlements</i>	
	ss.g.8.4	Analyze diverse Native American cultures in North, Central, and South America to explain the ways they adapted to their various environments.	
	ss.g.8.5	Analyze the geography of colonial regions to explain their cultural, social, and economic differences.	
	ss.g.8.6	Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life	
		<i>Founding</i>	
	ss.g.8.7	Draw conclusions about regional conflict and cooperation as a consequence of physical geography.	
	ss.g.8.8	Evaluate the relationships among population, representation, and their effect on power in the new government.	
	ss.g.8.9	Compare major patterns of population distribution, demographics, and migrations in the United States during this era c. 1763-1812.	
		<i>Expansion</i>	
	ss.g.8.10	*Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans (*Should be taught through the lens of Catholicism).	
	ss.g.8.11	*Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people, and ideas (*Should be taught through the lens of Catholicism).	

	ss.g.8.12	Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c.1812-1848	
		<i>Conflict & Crisis</i>	
	ss.g.8.13	Analyze the United States' geography of North, South, and West in order to explain regional, cultural, social, and economic differences.	
	ss.g.8.14	Evaluate the significance of geography on the conduct of the war and strategy of the North and South.	
	ss.g.8.15	Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life	
		American History Part 2: Reconstruction through Modern History	
		<i>Tools of Social Science Inquiry</i>	
	ss.g.8.16	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history c.1870-2010.	☑
	ss.g.8.17	Analyze how the physical and human characteristics of regions in the United States post c. 1870 are connected to changing identity and culture.	☑
	ss.g.8.18	Locate the major cities of Missouri, of the United States, and of the world; states of the United States and key world nations; the world's continents and oceans; and major topographical features of the United States	☑
		<i>Re-Emerging America</i>	
	ss.g.8.19	Evaluate the causes, patterns, and outcomes of internal migrations and urbanizations.	
	ss.g.8.20	Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.	
		<i>Emerging Globally</i>	
	ss.g.8.21	Describe how the expansion of transportation and technological developments influenced acquisition of new territories.	
		<i>The Great Depression and World War II</i>	
	ss.g.8.22	Describe the consequences, both intended and unintended, of environmental decisions through the lens of Catholic Social Teaching	
	ss.g.8.23	Analyze the impact of geography in the European and Pacific theaters	

		<i>The American Stage</i>	
	ss.g.8.24	Evaluate the causes and consequences of demographic shifts and internal migrations.	
	ss.g.8.25	Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events.	
		<i>Contemporary America</i>	
	ss.g.8.26	Analyze physical geography to understand the availability and movement of resources in this era.	
	ss.g.8.27	Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.	
History: Continuity & Change		American History Part 1: Beginning Settlements through Civil War.	
		<i>Tools of Social Science Inquiry</i>	
	ss.h.8.1	Create and use tools to analyze a chronological sequence of related events in American history.	✓
	ss.h.8.2	Explain connections between historical context and peoples' perspectives at the time in American history.	✓
	ss.h.8.3	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	✓
	ss.h.8.4	Using an inquiry lens, develop compelling questions about American history prior to c. 1870, to determine helpful resources and consider multiple viewpoints represented in the resources.	✓
	ss.h.8.5	Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	✓
		<i>Settlements</i>	
	ss.h.8.6	Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.	
	ss.h.8.7	Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.	

	ss.h.8.8	Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints.	
	ss.h.8.9	Describe the causes and consequences of the Seven Years War as a turning point in American history.	
	ss.h.8.10	Analyze the concept of Manifest Destiny as a catalyst for change in American history.	
		<i>Founding</i>	
	ss.h.8.11	Trace the events leading to escalating conflict between Great Britain and the colonies from multiple viewpoints.	
	ss.h.8.12	Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.	
	ss.h.8.13	Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.	
	ss.h.8.14	Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.	
	ss.h.8.15	Evaluate the responses of early American leaders to the social, political, economic, and religious challenges facing the new nation.	
	ss.h.8.16	Infer how events of this period led to the development of philosophies, interest groups, and political parties.	
		<i>Expansion</i>	
	ss.h.8.17	Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts.	
	ss.h.8.18	Evaluate the responses of North and South American leaders to the social, political, economic, and religious challenges of the period.	
	ss.h.8.19	Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations (*Should be taught through the lens of Catholicism).	
		<i>Conflict & Crisis</i>	
	ss.h.8.20	Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.	
	ss.h.8.21	Trace the events as well as political, cultural, economic, and social conditions leading to conflict between Northern and Southern states.	

	ss.h.8.22	Describe critical developments and turning points in the Civil War, including major battles.	
		American History Part 2: Reconstruction through Modern History	
		<i>Tools of Social Science Inquiry</i>	
	ss.h.8.23	Create and use tools to analyze a chronological sequence of related events in American history.	✓
	ss.h.8.24	Explain connections between historical context and peoples' perspectives at the time in American history.	✓
	ss.h.8.25	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of American history post c. 1870 to a contemporary issue.	✓
	ss.h.8.26	Using an inquiry lens, develop compelling questions about American history prior to c. 1870, to determine helpful resources and consider multiple viewpoints represented in the resources.	✓
	ss.h.8.26	Analyze the causes and consequences of a specific problem in American history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	✓
		<i>Re-Emerging America</i>	
	ss.h.8.27	Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.	
	ss.h.8.28	Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.	
	ss.h.8.29	Trace the contributions of individuals and institutions on social, political, artistic, and economic development.	
		<i>Emerging Globally</i>	
	ss.h.8.30	Describe the causes and consequences of the United States' imperialism at home and abroad.	
	ss.h.8.31	Evaluate the motivations for the United States' entry into WWI.	
	ss.h.8.32	Evaluate the impact of U.S. participation in WWI and the resulting peace efforts.	
	ss.h.8.33	Evaluate the responses of United States' leaders to the challenges of the period.	
		<i>The Great Depression and World War II</i>	

	ss.h.8.34	Trace the significant events and developments of the Great Depression and WWII.	
	ss.h.8.35	Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.	
	ss.h.8.36	Describe critical developments and turning points in WWII including major battles.	
	ss.h.8.37	Evaluate the motivations for the United States' abandonment of isolationism and entry into WWII.	
	ss.h.8.38	Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad.	
		<i>The American Stage</i>	
	ss.h.8.39	Describe the causes and major conflicts, consequences, and enduring legacy of the Cold War.	
	ss.h.8.40	Evaluate the responses of United States' leaders to the challenges of global tensions.	
	ss.h.8.41	Trace changes in military strategies and technologies as a response to the challenges of the Cold War.	
	ss.h.8.42	Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.	
		<i>Contemporary America</i>	
	ss.h.8.43	Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world.	
	ss.h.8.44	Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.	
	ss.h.8.45	Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.	
People, Groups, & Cultures		American History Part 1: Beginning Settlements through Civil War.	
		<i>Tools of Social Science Inquiry</i>	
	ss.pgc.8.1	Using an American history lens, describe how people's' perspectives shaped the sources/artifacts they created	<input checked="" type="checkbox"/>

	ss.pgc.8.2	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	<input checked="" type="checkbox"/>
		<i>Settlements</i>	
	ss.pgc.8.3	*Analyze the religious, cultural, political, and intellectual developments of Spanish, Portuguese, British, and French regions to explain the development of diverse cultures throughout the Americas (*Should be taught through the lens of Catholicism).	
	ss.pgc.8.4	*Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity (*Should be taught through the lens of Catholicism).	
	ss.pgc.8.5	*Compare and contrast the interaction of European settlers with Native Americans in both North and South America (*Should be taught through the lens of Catholicism).	
		<i>Founding</i>	
	ss.pgc.8.6	Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War	
	ss.pgc.8.7	Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity	
	ss.pgc.8.8	Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies	
	ss.pgc.8.9	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals	
	ss.pgc.8.10	Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity	
		<i>Expansion</i>	
	ss.pgc.8.11	Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.	
	ss.pgc.8.12	Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences (*Should be taught through the lens of Catholicism).	

	ss.pgc.8.13	Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation (*Should be taught through the lens of Catholicism).	
	ss.pgc.8.14	Describe the culture and accomplishments of Native American cultures to compare the various ways they responded to American expansion.	
	ss.pgc.8.15	Analyze patterns of immigration to determine their impacts on the cultural, social, political, and economic development.	
		<i>Conflict & Crisis</i>	
	ss.pgc.8.16	Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups, and movements.	
	ss.pgc.8.17	Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.	
	ss.pgc.8.18	Analyze the evolution of the women's movement to trace its continued development and evaluate its impact.	
	ss.pgc.8.19	Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.	
	ss.pgc.8.20	Trace the development of African-American culture in non-slave states and in the context of slavery.	
		American History Part 2: Reconstruction through Modern History	
		<i>Tools of Social Science Inquiry</i>	
	ss.pgc.8.21	Using an American history lens, describe how people's' perspectives shaped the sources/artifacts they created.	☑
	ss.pgc.8.22	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	☑
		<i>Re-Emerging America</i>	
	ss.pgc.8.23	Analyze patterns of immigration to determine their impacts on the cultural, social, political, and economic development.	
	ss.pgc.8.24	Evaluate the short and long-term impact of western expansion on native populations.	

	ss.pgc.8.25	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals	
	ss.pgc.8.26	Explain the varying impact of industrialization on culture, work, education, and other social institutions.	
	ss.pgc.8.27	Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.	
		<i>Emerging Globally</i>	
	ss.pgc.8.28	Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.	
	ss.pgc.8.29	Analyze the changing relationship between individuals and their place in society including women, minorities, and children.	
	ss.pgc.8.30	Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.	
	ss.pgc.8.31	Assess the impact of WWI related events on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.	
		<i>The Great Depression and World War II</i>	
	ss.pgc.8.32	Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.	
	ss.pgc.8.33	Assess the impact of war-related events on women's roles, family structures, religious identity, education, commerce, entertainment, agriculture, and other elements of the home front.	
	ss.pgc.8.34	Evaluate the effects of the Great Depression and WWII on women, families, and minorities.	
	ss.pgc.8.35	Analyze the impact of the Great Depression and World War II on the arts and culture.	
		<i>The American Stage</i>	
	ss.pgc.8.36	Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.	

	ss.pgc.8.37	Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII.	
	ss.pgc.8.38	Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.	
	ss.pgc.8.39	Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.	
	ss.pgc.8.40	Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1870.	
		<i>Contemporary America</i>	
	ss.pgc.8.41	Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups, and society.	
	ss.pgc.8.42	Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.	

TECHNOLOGY (Updated 1/11/24)

Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Empowered Learner	1.1	<i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>	
	1.1a	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
	1.1b	Students build networks and customize their learning environments in ways that support the learning process.	
	1.1c	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	1.1d	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.	

Digital Citizen	1.2	<i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model digital citizenship in ways that are safe, legal and ethical.</i>	
	1.2a	Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	
	1.2b	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.	
	1.2c	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	1.2d	Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.	
Knowledge Constructor	1.3	<i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>	
	1.3a	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
	1.3b	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
	1.3c	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	1.3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.	
Innovative Designer	1.4	<i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i>	
	1.4a	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
	1.4b	Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	1.4c	Students develop, test and refine prototypes as part of a cyclical design process.	

	1.4d	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems	
Computational Thinker	1.5	<i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i>	
	1.5a	Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
	1.5b	Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.	
	1.5c	Students break problems into component parts, extract key information and develop descriptive models to understand complex systems or facilitate problem-solving.	
	1.5d	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
Creative Communicator	1.6	<i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i>	
	1.6a	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	
	1.6b	Students create original works or responsibly repurpose or remix digital resources into new creations.	
	1.6c	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	1.6d	Students publish or present content that customizes the message and medium for their intended audiences.	
Global Collaborator	1.7	<i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i>	
	1.7a	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	

	1.7b	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.	
	1.7c	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	1.7d	Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.	

ART (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.8.1	Document early stages of the creative process visually and/or verbally in traditional or new media	
	a.cr.8.2	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design	
	a.cr.8.3	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing	☑
	a.cr.8.4	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design	☑
	a.cr.8.5	Select, organize, and design images and words to make visually clear and compelling presentations	☑
	a.cr.8.6	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress	☑
Present	a.p.8.1	Develop and apply criteria for evaluating a collection of artwork for presentation	
	a.p.8.2	Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer	
	a.p.8.3	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences	☑
Respond	a.r.8.1	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others	☑
	a.r.8.2	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions	☑

	a.r.8.3	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information all contribute to understanding messages, ideas, and/or mood conveyed	
	a.r.8.4	Create a convincing and logical argument to support an evaluation of art	☑
Connect	a.co.8.1	Make art collaboratively to reflect on and reinforce positive aspects of group identity	☑
	a.co.8.2	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity	☑

MUSIC (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.8.1	Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent	☑
	mu.cr.8.2	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and that convey expressive intent	☑
	mu.cr.8.3	Use standard notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences	
	mu.cr.8.4	Evaluate one's own work by selecting and applying criteria including appropriate application of compositional techniques, style, form and use of sound sources	
	mu.cr.8.5	Describe the rationale for refining work by explaining the choices, based on evaluation criteria	
	mu.cr.8.6	Present the final version of one's documented personal composition, song or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension, and release and balance to convey expressive intent	☑
Perform	mu.p.8.1	Explain how understanding the structure and the elements of music are used in music selected for performance	☑

	mu.p.8.2	When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation	<input checked="" type="checkbox"/>
	mu.p.8.3	Identify how cultural and historical context inform performances and result in different musical effects	
	mu.p.8.4	Perform contrasting pieces of music demonstrating, as well as explaining, how the music's intent is conveyed by interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing)	
	mu.p.8.5	Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) and determine when the music is ready to perform	
	mu.p.8.6	Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent	<input checked="" type="checkbox"/>
	mu.p.8.7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style	<input checked="" type="checkbox"/>
Respond	mu.r.8.1	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose	<input checked="" type="checkbox"/>
	mu.r.8.2	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such and social and cultural)	
	mu.r.8.3	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods	<input checked="" type="checkbox"/>
	mu.r.8.4	Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent	
	mu.r.8.5	Apply appropriate personally developed criteria to evaluate musical works or performances	
Connect	mu.co.8.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	<input checked="" type="checkbox"/>
	mu.co.8.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	<input checked="" type="checkbox"/>
PE & HEALTH			

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.8.1	Analyze selected skills and identify strategies to improve skill technique	☑
	peh.mms.8.2	Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual, and team sports	☑
Strategy & Applying Skills	peh.sas.8.1	Analyze play of one's opponent and apply effective defensive and offensive techniques	☑
	peh.sas.8.2	Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)	
	peh.sas.8.3	Analyze differences and similarities in dances from various cultures	
Health & Fitness	peh.hf.8.1	Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE – Rest, Ice, Compression, Elevation)	☑
	peh.hf.8.2	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness	☑
	peh.hf.8.3	Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out)	☑
	peh.hf.8.4	Compare/contrast characteristics of healthy versus unhealthy personal/social relationships and analyze their effects on one's health	☑
	peh.hf.8.5	Identify and demonstrate a variety of specific activities designed to reduce and manage stress (e.g., aerobics, Pilates, deep breathing, muscle relaxation)	☑
	peh.hf.8.6	Identify exercise principles of overload, progression, and specificity and how they relate to exercise	
	peh.hf.8.7	Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent	☑
Attitude & Behavior	peh.ab.8.1	Demonstrate the ability to solve problems by analyzing causes and potential solutions in a physical activity setting (e.g., checklist of conflict resolution skills)	☑
	peh.ab.8.2	Exhibit responsible personal and social behavior that respects self and others	☑

WORLD LANGUAGES (Updated 2/6/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓

	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓

	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	<input checked="" type="checkbox"/>
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nm.2	cardinal numbers 0-2,000	<input checked="" type="checkbox"/>
	wl.va.nm.3	weather	<input checked="" type="checkbox"/>
	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	<input checked="" type="checkbox"/>
	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	

	wl.va.nm.14	interrogative words	✓
	wl.va.nm.15	definite and indefinite articles	✓
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	✓
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	✓
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	✓

	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	✓
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	✓
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	✓
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	✓
	wl.va.nh.3	ordinal numbers first-tenth	✓
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	✓
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	✓
	wl.va.nh.7	singular and plural possessive adjectives and agreement	✓
	wl.va.nh.8	family	✓
	wl.va.nh.9	body	✓
	wl.va.nh.10	descriptive adjectives	✓

	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	✓
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	✓
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	✓
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	✓

	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>
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