

## 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

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>			
<b>Revelation</b>	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	
<b>Sacred Scripture</b>	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	

<b>Trinity</b>	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	
<b>Jesus Christ</b>	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	
<b>Church History</b>	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	
<b>Creed</b>	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.	

<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><b>Liturgy/ Liturgical Year</b></p>	<p>r.w.4.1</p>	<p><i>Demonstrate reverent behavior in church</i></p>	
	<p>r.w.4.2</p>	<p>Differentiate the seasons of the Liturgical Year and the symbolic colors of each season</p>	
	<p>r.w.4.3</p>	<p>Identify the significance of practices involved in the liturgical seasons and feasts</p>	
	<p>r.w.4.4</p>	<p>Name the Holy Days of Obligation</p>	
<p><b>Sacraments</b></p>	<p>r.w.4.5</p>	<p>Understand that the sacraments are signs of grace and encounters with Jesus Christ</p>	
	<p>r.w.4.6</p>	<p><i>Celebrate Reconciliation as a sacrament of conversion, God's forgiveness, mercy, and love</i></p>	
	<p>r.w.4.7</p>	<p>Recognize the process and value in examining one's conscience</p>	
	<p>r.w.4.8</p>	<p>Understand prayers of contrition express sorrow for sins.</p>	
<p><b>Eucharist</b></p>	<p>r.w.4.9</p>	<p>Recognize the celebration of the Eucharist as a sacrament of the Church's unity</p>	
	<p>r.w.4.10</p>	<p>Understand the importance of regular participation in the Sunday Eucharist</p>	
	<p>r.w.4.11</p>	<p>Explain the ways Christ is present at Mass</p>	
	<p>r.w.4.12</p>	<p>Explain how in the Mass, we join our prayers to those of Mary and the saints in heaven.</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			
<b>Dignity of the Human Person</b>	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)	
<b>The Human Community</b>	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>	
<b>Grace</b>	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.	
<b>Virtue, Sin, and Forming Conscience</b>	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.	

<b>The Ten Commandments</b>	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.			
<b>Prayer</b>	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)**

<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN STANDARDS</b>	<b>PRIORITY STANDARD</b>
	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	TRUE
	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	TRUE
	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	TRUE

	ca.r.4.5	<p>Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. summarize and sequence the events/plots and explain how past events impact future events, and identify the theme</li> <li>b. describe the personality traits of characters from their thoughts, words, and actions</li> <li>c. describe the interaction of characters, including relationships and how they change</li> <li>d. compare and contrast the adventures or exploits of characters and their roles</li> <li>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</li> </ul>	TRUE
	ca.r.4.6	Read, infer, and draw conclusions to explain structural elements of poetry	
	ca.r.4.7	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. analyze how characters change from the beginning to the end of a play or film</li> <li>b. explain structural elements of dramatic literature</li> </ul>	
	ca.r.4.8	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. use multiple text features to locate information and gain an overview of the contents of text</li> <li>b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure</li> <li>c. interpret and explain factual information presented</li> </ul>	TRUE
	ca.r.4.9	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>c. explain how an author uses language to present information to influence what the reader thinks or does</li> </ul>	TRUE

	ca.r.4.10	Read, infer, and draw conclusions to: 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	TRUE
	ca.r.4.11	Read to develop an understanding of media and its components by: 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	TRUE
	ca.r.4.12	Develop phonics in the reading process by: 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	Read appropriate texts with fluency, with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	TRUE
<b>Writing</b>	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	TRUE
	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	TRUE



	ca.w.4.3	<p>Revise a draft to strengthen:</p> <ul style="list-style-type: none"> <li>a. main idea</li> <li>b. sequence of ideas</li> <li>c. focus</li> <li>d. organizational structure</li> <li>e. word choice</li> <li>f. sentence structure</li> <li>g. transitions</li> <li>h. audience and purpose</li> <li>i. language conventions</li> </ul>	TRUE
	ca.w.4.4	Utilize technology to publish writing	
	ca.w.4.5	<p>Write opinion texts that:</p> <ul style="list-style-type: none"> <li>a. include an introductory paragraph</li> <li>b. state an opinion supported by reasons</li> <li>c. use specific words</li> <li>d. reference the name of the author of a source</li> <li>e. use transitions</li> <li>f. are organized into introductory, supporting, and concluding paragraphs</li> </ul>	TRUE
	ca.w.4.6	<p>Write informative texts that:</p> <ul style="list-style-type: none"> <li>a. include an introductory paragraph</li> <li>b. develop the main idea in supporting paragraphs with facts, details, and quotations</li> <li>c. use specific words</li> <li>d. contain transitions</li> <li>e. utilize text structures</li> <li>f. include a concluding paragraph</li> </ul>	TRUE
	ca.w.4.7	<p>Write narratives that:</p> <ul style="list-style-type: none"> <li>a. establish a setting and introduce characters</li> <li>b. use narrative techniques</li> <li>c. sequences events</li> <li>d. use a variety of transitions</li> <li>e. use specific words</li> </ul>	TRUE

	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	
<b>Language</b>	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	TRUE
	ca.l.4.2	Apply morphology and phonetic rules to spell accurately	TRUE
<b>Speaking &amp; Listening</b>	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	TRUE
	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	TRUE

	ca.sl.4.4	<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"> <li>a. paraphrasing portions of a text read aloud or information presented in diverse media and formats</li> <li>b. using efficient presentation skills with available resources</li> <li>c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic</li> <li>d. giving a formal presentation to classmates, using a variety of media</li> <li>e. speaking with expression and fluency</li> <li>f. adjusting formal/informal language according to context and</li> </ul>	TRUE
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**MATH (Updated 2/2/23)**

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 hundred million</i>	
	m.nsbt.4.1	Round multi-digit whole numbers to 10,000,000	TRUE
	m.nsbt.4.2	Read, write, and identify multi-digit whole numbers up to hundred million using number names, base ten numerals, and expanded form	
	m.nsbt.4.3	Compare two multi-digit numbers up to 100,000,000 using the symbols $>$ , $=$ , $<$ , and justify the solution	TRUE
	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 within the millions	TRUE
	m.nsbt.4.6	Multiply a whole number of up to 4 digits by a one-digit whole number, and multiply two two-digit numbers, and justify the solution	TRUE
	m.nsbt.4.7	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution	TRUE
Number Sense & Operations in Fractions		<i>Extend understanding of fraction equivalence and ordering</i>	

	m.nsof.4.1	Recognize, generate, explain, and illustrate why two fractions are equivalent	
	m.nsof.4.2	Compare two fractions with like and unlike denominators using the symbols $>$ , $<$ , or $=$ and justify the solution	TRUE
		<i>Extend understanding of operations on whole numbers to fraction operations</i>	
	m.nsof.4.3	Understand addition and subtraction of fractions by decomposing a fraction into a sum of fractions with the same denominator	
	m.nsof.4.4	Solve problems involving multiplication of a fraction by a whole number	TRUE
		<i>Understand decimal notation for fractions, and compare decimal fractions (denominators of 10 or 100)</i>	
	m.nsof.4.5	Use decimal notation for fractions with denominators of 10 or 100	
	m.nsof.4.6	Understand that fractions and decimals are equivalent representations of the same quantity	TRUE
	m.nsof.4.7	Read, write, and identify decimals to the hundredths place using number names, base ten numerals, and expanded form	
	m.nsof.4.8	Compare two decimals to the hundredths place using the symbols $>$ , $<$ , or $=$ and justify the solution	TRUE
<b>Relationships &amp; Algebraic Thinking</b>		<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	TRUE
	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	
<b>Geometry &amp; Measurement</b>		<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	TRUE
	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; convert measurements in a larger unit in terms of a smaller unit	TRUE
	m.gm.4.7	Use the four operations to solve problems involving distances, intervals of time, capacity, weight of objects, and money	TRUE
	m.gm.4.8	Apply the area and perimeter formulas for rectangles to solve problems	
<b>Data &amp; Statistics</b>		<i>Represent and analyze data</i>	
	m.ds.4.1	Create a line plot, bar graph, double bar graph, or line graph to display measurement data	TRUE
	m.ds.4.2	Solve problems involving addition and subtraction by using information presented in a data display	TRUE
	m.ds.4.3	Analyze data in a frequency table, line plot, bar graph, double bar graph, or picture graph	TRUE
	m.ds.4.4	Analyze data from graphs to find the mean, median, mode, and range	
<b>SCIENCE</b>			

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Physical Science	s.ps.4.1	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents	
	s.ps.4.2	Provide evidence to construct an explanation of an energy transformation (i.e. temperature change, light, sound, motion, and magnetic effects)	TRUE
	s.ps.4.3	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 product light and sound.]	TRUE
	s.ps.4.4	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.]	
	s.ps.4.5	Develop a model to describe that objects can be seen only when light is reflected off them or when they produce their own light	
	s.ps.4.6	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.]	TRUE

	s.ps.4.7	Develop a model of waves to describe patterns in terms of amplitude or 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.]	TRUE
<b>Life Science</b>	s.ls.4.1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and plant reproduction [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]	TRUE
	s.ls.4.2	Compare and contrast the major organs/organ systems (i.e. support system, digestive, transport/circulatory, excretory, response) that perform similar functions for animals belonging to different vertebrate classes. (Also include Kingdoms, Phylums, Classes.)	TRUE
	s.ls.4.3	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.]	
<b>Earth &amp; Space Science</b>	s.ess.4.1	Obtain and combine information to describe that energy and fuels are derived from natural resources and that 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	TRUE

	s.ess.4.2	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. <u>Assessment is limited to relative time.</u> ]	TRUE
	s.ess.4.3	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.]	TRUE
	s.ess.4.4	Plan and conduct scientific investigations or simulations to provide evidence of how natural processes (i.e. weathering and erosion) shape Earth's surfaces	TRUE
	s.ess.4.5	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.]	
	s.ess.4.6	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.]	TRUE
<b>Engineering Design</b>	s.et.4.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	TRUE



	s.et.4.2	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	TRUE
	s.et.4.3	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	TRUE

### SOCIAL STUDIES

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
<b>Civics</b>	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	
<b>Economics</b>	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	
<b>Geography</b>	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	
<b>History</b>	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	

	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	
<b>Social Science Inquiry</b>	ss.ssi.4.1	Select, analyze, and evaluate primary and secondary social studies sources with guidance and support	TRUE
	ss.ssi.4.2	Analyze and use artifacts to share information on social studies topics	TRUE
	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	TRUE

	ss.ssi.4.4	Create products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding	TRUE
	ss.ssi.4.5	Distinguish between fact and opinion and recognize bias and point of view in social studies topics	TRUE
	ss.ssi.4.6	With assistance, conduct and present social studies research to an audience using appropriate sources	TRUE
	ss.ssi.4.7	Generate compelling research questions about a social studies topic	TRUE
	ss.ssi.4.8	Apply a research process to a compelling social studies question	TRUE
	ss.ssi.4.9	Identify and use appropriate resources for investigating a compelling social studies question	TRUE
	ss.ssi.4.10	Research an appropriate social studies question and share results with an audience	TRUE

### **TECHNOLOGY (Updated 1/11/24)**

		<b>Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN STANDARDS</b>	<b>PRIORITY STANDARD</b>
<b>Empowered Learner</b>	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.	

<b>Digital Citizen</b>	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.	
<b>Knowledge Constructor</b>	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.	
<b>Innovative Designer</b>	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	
<b>Computational Thinker</b>	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.	
<b>Creative Communicator</b>	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.	

<b>Global Collaborator</b>	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)**

<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN STANDARDS</b>	<b>PRIORITY STANDARD</b>
<b>Create</b>	a.cr.4.1	Brainstorm multiple approaches to a creative art or design problem	TRUE
	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	TRUE
	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	TRUE
	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	
<b>Present</b>	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	TRUE
<b>Respond</b>	a.r.4.1	Compare responses to a work of art before and after working in similar media	TRUE
	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	TRUE
	a.r.4.4	Apply one set of criteria to evaluate more than one work of art	TRUE
<b>Connect</b>	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	TRUE

**MUSIC (Updated 2/2/23)**

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
<b>Create</b>	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	TRUE
	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	TRUE
	mu.cr.4.4	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas	TRUE
	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	TRUE
	mu.cr.4.6	Present the final version of personally created music to others, and explain connection to expressive intent	
<b>Perform</b>	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	TRUE
	mu.p.4.9	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre	TRUE
<b>Respond</b>	mu.r.4.1	Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts	TRUE
	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	TRUE
	mu.r.4.4	Evaluate musical works and performances, applying established criteria and explain appropriateness to the context	TRUE
<b>Connect</b>	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	TRUE

<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN STANDARDS</b>	<b>PRIORITY STANDARD</b>
<b>Movement &amp; Manipulative Skills</b>	peh.mms.4.1	Use various locomotor skills in a variety of lead-up activities	TRUE
	peh.mms.4.2	Run for distance with appropriate control and balance	TRUE
	peh.mms.4.3	Combine traveling with manipulative skills in teacher or student-designed practice activities (i.e. dribbling, throwing, catching, and striking)	TRUE
	peh.mms.4.4	Demonstrate balance on different bases of support on apparatus, demonstrating levels and shapes	TRUE
	peh.mms.4.5	Move into and out of balances on apparatus with curling, twisting, & stretching actions	TRUE
	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).	
<b>Strategy &amp; Applying Skills</b>	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	TRUE
<b>Health &amp; Fitness</b>	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	TRUE
	peh.hf.4.3	Identify the components of health-related fitness and activities that contribute to the development of each component	TRUE
<b>Attitude &amp; Behavior</b>	peh.ab.4.1	Exhibit responsible behavior in independent and group activities	TRUE
	peh.ab.4.2	Listen respectfully to corrective feedback from others (i.e. peers, adults)	TRUE
	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
		<b>Novice-Low: With significant teacher support, student can...</b>	
<b>Communication</b>		<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	TRUE
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	TRUE
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	TRUE
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	TRUE
	wl.comm.nl.5	Engage in basic conversations in target language.	
<b>Comprehension</b>		<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	TRUE
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	TRUE
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	TRUE
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	

<b>Vocabulary Acquisition</b>		<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	TRUE
	wl.va.nl.2	cardinal numbers 0-30	TRUE
	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)	TRUE
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	TRUE
	wl.va.nl.9	family	TRUE
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	TRUE
	wl.va.nl.13	definite and indefinite articles	
<b>Geography &amp; Culture</b>		<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	
<b>Grammar Concepts</b>		<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	TRUE
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	TRUE
		<b>Novice-Mid: With moderate teacher support, student can consistently...</b>	

<b>Communication</b>		<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	TRUE
	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	TRUE
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	TRUE
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	TRUE
	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	
<b>Comprehension</b>		<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	TRUE
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	TRUE
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	TRUE
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
<b>Vocabulary Acquisition</b>		<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	TRUE
	wl.va.nm.2	cardinal numbers 0-2,000	TRUE
	wl.va.nm.3	weather	TRUE
	wl.va.nm.4	time (hours + minutes)	TRUE
	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	TRUE
	wl.va.nm.9	singular and plural possessive adjectives	TRUE
	wl.va.nm.10	family	TRUE
	wl.va.nm.11	body	TRUE
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	TRUE
	wl.va.nm.15	definite and indefinite articles	TRUE
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	TRUE
<b>Geography &amp; Culture</b>		<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)	TRUE
	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	TRUE
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
<b>Grammar Concepts</b>		<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	TRUE
	wl.grc.nm.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	TRUE
	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	
		<b>Novice-High: With little to no teacher support, student can independently and consistently...</b>	

<b>Communication</b>		<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	TRUE
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	TRUE
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	TRUE
	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	TRUE
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	TRUE
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
<b>Comprehension</b>		<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	TRUE
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	TRUE
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	TRUE
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
<b>Vocabulary Acquisition</b>		<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	TRUE
	wl.va.nh.3	ordinal numbers first-tenth	TRUE
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	TRUE
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	TRUE

	wl.va.nh.7	singular and plural possessive adjectives and agreement	TRUE
	wl.va.nh.8	family	TRUE
	wl.va.nh.9	body	TRUE
	wl.va.nh.10	descriptive adjectives	TRUE
	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)	TRUE
	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	TRUE
<b>Geography &amp; Culture</b>		<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	TRUE
	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	TRUE
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
<b>Grammar Concepts</b>		<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	TRUE
	wl.grc.nh.2	Apply basic rules of word order (adjectives come after nouns in Spanish)	TRUE
	wl.grc.nh.3	Use all subject pronouns in the target language	TRUE
	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	TRUE
	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	TRUE



	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	TRUE
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	TRUE
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	TRUE