SIXTH GRADE			
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			
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.6.1	*Develop practices to build an ongoing relationship with our loving God*	
	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	*Demonstrate reverent behavior in church*	
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	*Connect the seven sacraments to life experiences*	

Eucharist	r.w.6.10	Reflect upon the Eucharist as both a sacrament and a sacrifice	
	r.w.6.11	*Illustrate how Christ's sacramental presence in the Eucharist is significant for you, in the Church, and throughout the world today*	
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	*Identify ways in which God is presently calling one to virtue, holiness and witness.*	
The Human Community	r.l.6.5	*Associate and practice Reconciliation as a key part of the Christian moral life using the Examen of Consciousness (The Daily Examen) as an example.*	
	r.l.6.6	*Integrate the skills of justice and peacemaking into one's own actions*	
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	*Establish personal and moral choices as indicators of a Christian life directed to the call to sainthood*	
	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	
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	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)	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	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,	
	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	*Review and practice all prayers previously learned/memorized*	
	r.p.6.7	*Understand and recite the "Anima Christi"*	
	r.p.6.8	*Recognize scripture as a source of prayer using an introduction of Lectio Divina as an example*	

COMMUNICATION ARTS (Updated 9/19/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	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	TRUE
	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)	TRUE
	ca.r.6.7	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently	TRUE
	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	
	ca.r.6.11	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to	
	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	TRUE
	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	TRUE
	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)	TRUE
	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)	TRUE
	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	TRUE
	ca.r.6.20	Participate as knowledgeable, reflective, and creative members of a variety of literary communities	TRUE

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	TRUE
	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	TRUE
	ca.w.6.4	Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details	TRUE
	ca.w.6.5	Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence	TRUE
	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	TRUE
	ca.w.6.7	Choose precise language; establish and maintain appropriate and consistent style; write in complete sentences	TRUE
	ca.w.6.8	Demonstrate a command of the conventions of standard English grammar and usage	TRUE
	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	TRUE
Language	ca.l.6.1	*Apply conventions of the standard English language*	**TRUE**

	ca.l.6.2	Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	**TRUE**
	ca.l.6.3	Use pronouns in the proper case (nominative, possessive, objective)	**TRUE**
	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	**TRUE**
	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	**TRUE**
	ca.l.6.9	Explain and use descriptive and limiting adjectives	**TRUE**
	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	**TRUE**
	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)	**TRUE**
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	**TRUE**
	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	**TRUE**
	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	**TRUE**
	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	**TRUE**
	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	**TRUE**

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	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	**TRUE**
	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	**TRUE**

MATH (Updated 2/3/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Ratios & Proportional Relationships		*Understand and use ratios to solve problems*	
	m.rpr.6.1	Understand a ratio as a comparison of two quantities and represent these comparisons	TRUE
	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 (finding whole given part, the part given the whole, and percentage) d. Convert measurement units within and between two systems of measurements (use ratios to compare sizes of similar figures with different units)	TRUE
Number Sense & Operations		*Apply and extend previous understandings of multiplication and division to divide fractions by fractions*	
	m.nso.6.1	Compute and interpret quotients of positive fractions	TRUE
		Compute with non-negative multi-digit numbers and find common factors and multiples	
	m.nso.6.2	Demonstrate fluency with division of multi-digit whole numbers	TRUE
	m.nso.6.3	Demonstrate fluency with addition, subtraction, multiplication, and division of decimals	TRUE

	m.nso.6.4	Find common factors and multiples a. Find the greatest common factor and the least common multiple 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	TRUE
		Apply and extend previous understanding of numbers to the systems of rational numbers	
	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	
	m.nso.6.7	Write, interpret, and explain problems of ordering rational numbers	
	m.nso.6.8	Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line	
	m.nso.6.9	Understand that the absolute value of a rational number is its distance from 0 on the number line	TRUE
	m.nso.6.10	Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals, and percentages (limited to terminating decimals and/or benchmark fractions of 1/3 and 2/3)	TRUE
	m.nso.6.11	Solve problems involving the four arithmetic operations with integers, fractions, and decimals including order of operations	TRUE
Expressions, Equations, & Inequalities		*Apply and extend previous understandings of arithmetic to algebraic expressions*	
	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	TRUE
	m.eei.6.3	Identify and generate equivalent algebraic expressions using mathematical properties	
		Reason about and solve one-variable equations and inequalities	
	m.eei.6.4	Use substitution to determine whether a given number in a specified set makes a one-variable equation and/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	TRUE
	m.eei.6.7	Solve one-step equations in one variable involving rational numbers	TRUE
	m.eei.6.8	Recognize that inequalities may have infinitely many solutions a. Write an inequality of the form x>c , x>c , x ≥ c, or x ≤ c to represent a constraint or condition b. Graph the solution set of an inequality	TRUE
	m.eei.6.9	Solve one-step inequalities in one variable involving rational numbers	TRUE
		Represent and analyze quantitative relationships between dependent and independent variables	

	m.eei.6.10	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	TRUE
Geometry & Measurement		*Solve problems involving area, surface area, and volume*	
	m.gm.6.1	Find the area and perimeter of polygons by composing or decomposing the shapes into rectangles or triangles	TRUE
	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	TRUE
	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		*Develop understanding of statistical variability*	

	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	
	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	
		Summarize and describe distributions	
	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	TRUE
	m.dasp.6.5	Summarize numerical data sets in relation to the context a. Report the number of observations b. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement c. Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), and describe any overall pattern and any striking deviations from the overall pattern with reference to the context of the data 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	

SCIENCE

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
NGSS Space Systems (MO = Earth's Place in the Universe pg 18)	s.ss.6.1	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.]	TRUE

	s.ss.6.2	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	TRUE
	s.ss.6.3	Analyze and interpret data to determine scale properties of objects in the solar system [Clarification Statement: 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.]	TRUE
NGSS History of Earth pg 57 (MO = History of Earth pg 19)	s.he.6.1	*Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 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.] (*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	
	s.he.6.2	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	TRUE

	s.he.6.3	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).] (*MO	TRUE
NGSS Earth's Systems pg 58 (MO = Earth Materials & Systems pg 20)	s.es.6.1	Develop and use a model to illustrate that energy from the Earth's interior drives convection which cycles Earth's crust leading to melting, crystallization, weathering and deformation of large rock formations, including generation of ocean sea floor at ridges, submergence of ocean sea floor at trenches, mountain building and active volcanic chains [Clarification Statement: The emphasis is on large-scale cycling resulting from plate tectonics that includes changes in rock types	TRUE
	s.es.6.2	Design and 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.] (*MO Standards list this under Role of Water)	TRUE

	s.es.6.3	*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 and human activity [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).] (MO Standards list this under Natural Resources) (*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.)	
			TRUE
NGSS Weather & Climate pg 59 (MO separates these into other categories)	s.wc.6.1	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	
			TRUE

	s.wc.6.2	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.] (*MO standards put this in role of water)	
	s.wc.6.3	Analyze evidence of the factors that have caused the change 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, graph, 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.)	TRUE

NGSS Human Impacts pg 60 (MO = Human Impacts on Earth's Systems pg 24)	s.hi.6.1	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	
			TRUE
	s.hi.6.2	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).] (*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.)	
			TRUE

	s.hi.6.3	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.] (*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.)	
Engineering Design 6-8 (Must be taught throughout grades	s.ed.6.1	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	
	s.ed.6.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	
	s.ed.6.3	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	
	s.ed.6.4	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 2/3/23)	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		WORLD GEOGRAPHY	
Civics (Governmental Systems & Principles)		*Tools of Social Science Inquiry*	
	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.	TRUE
		Settlements (World Geography and Cultures)	
	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).	TRUE
	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		*Tools of Social Science Inquiry*	
	ss.wg.e.6.1	Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	TRUE
		Settlements (World Geography and Cultures)	
	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		*Tools of Social Science Inquiry*	
	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	TRUE
	ss.wg.g.6.2	Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture	TRUE
	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.	
		Settlements (World Geography and Cultures)	
	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 &		*Tools of Social Science Inquiry*	
	ss.wg.h.6.1	Create and use historical maps and timelines in order to represent continuity and change within and among regions	TRUE
	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	TRUE
	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	TRUE

	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	TRUE
	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	TRUE
		World Geography and Cultures	
	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.	
		Conflict & Crisis	
	ss.wg.h.6.9	Debate the development of and issues surrounding modern border disputes.	
People, Groups, & Cultures		*Tools of Social Science Inquiry*	
	ss.wg.pgc.6.1	Analyze material culture to explain a people's perspective and use of place.	TRUE
	ss.wg.pgc.6.2	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	TRUE
	ss.wg.pgc.6.3	Compare and contrast the human characteristics within and among contemporary and historic regions over time.	TRUE
		Settlements (World Geography and Cultures)	
	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.	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	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)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Note- The technology standards are adopted ISTE Standards for Students. The coding matches the ISTE coding	
Empowered Learner	1.1	*Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.*	
	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	*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.*	
	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	*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.*	
	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	*Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.*	
	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	*Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*	
	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	*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.*	
	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	*Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*	
	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.	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	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	TRUE
	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	TRUE
	a.cr.6.4	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment	TRUE
	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	TRUE
	a.r.6.1	Identify and interpret works of art or design that reveal how people live around the world and what they value	TRUE
	a.r.6.2	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions	TRUE

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	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	TRUE

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	TRUE
	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	TRUE
	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	TRUE
	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	TRUE
Perform	mu.p.6.1	Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music	TRUE
	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	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	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	TRUE
	mu.p.6.7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose	TRUE
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	TRUE
	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	TRUE
	mu.r.6.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	TRUE

PE & HEALTH (Updated 2/3/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.6.1	Demonstrate competency in a variety of motor skills and movement patterns	TRUE
Strategy & Applying Skills	peh.sas.6.1	Practice strategic thinking skills in a variety of team-oriented games and activities	TRUE
	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	TRUE
Health & Fitness	peh.hf.6.1	Analyze the impact of physical activity choices relative to the development of each health-related component of fitness	TRUE
	peh.hf.6.2	Establish, measure, and monitor a self-selected physical activity goal for health-related components of fitness	TRUE
	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	TRUE
	peh.hf.6.5	Identify foods in each basic food group and the importance of selecting appropriate servings and portions	TRUE
	peh.hf.6.6	Explain the importance of being physically active throughout one's life span	TRUE
	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	TRUE
	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	TRUE
Attitude & Behavior	peh.ab.6.1	Exhibit responsible personal and social behavior that respects self and others (attitude and behavior)	TRUE

		WORLD LANGUAGES (Updated 2/3/23)	
DOMAIN	**CODE**	**ARCHDIOCESAN STANDARDS**	**PRIORITY STANDARD**
		Novice-Low: With significant teacher support, student can...	
Communication		*Engage in conversations, providing and obtaining information in the target language*	
	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.	
Comprehension		*Understand written and spoken text in the target language on a variety of topics*	
	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	
Vocabulary Acquisition		*Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation*	
		Vocabulary Topics:	
	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	

Geography & Culture		*Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken*	
	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		*Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking*	
	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
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		*Engage in conversations, providing and obtaining information in the target language*	
	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	
Comprehension		*Understand written and spoken text in the target language on a variety of topics*	
	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	
Vocabulary Acquisition		*Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation*	
		Vocabulary Topics:	
	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
Geography & Culture		*Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken*	
	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	
Grammar Concepts		*Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking*	
	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	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		*Engage in conversations, provide and obtain information in the target language*	
	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	
Comprehension		*Understand written and spoken text in the target language on a variety of topics*	
	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	
Vocabulary Acquisition		*Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation*	
		Vocabulary Topics:	
	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
Geography & Culture		*Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken*	
	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	
Grammar Concepts		*Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking*	
	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