KINDERGARTEN

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

Church History	r.b.k.14	Recognize saints as holy people	
	r.b.k.15	List some good things (virtues) that saints do in their lives and how we can practice virtue like the saints did	
Creed	r.b.k.16	Recognize that God sent His Son, Jesus, to teach us how to live good lives	
	r.b.k.17		
We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments.			
Liturgy/ Liturgical Year	r.w.k.1	*Demonstrate reverent behavior in church*	
	r.w.k.2	Participate in seasonal liturgical activities	
	r.w.k.3	Identify the liturgical seasons of Advent, Christmas, Lent and Easter	
Sacraments	r.w.k.4	Understand sacraments are an opportunity to meet Jesus and grow in our relationship to Him	
	r.w.k.5	Identify Baptism as a sacrament	
	r.w.k.6	Understand that through the Sacrament of Baptism we become a child of God and members of the church	
	r.w.k.7	Identify water as a sign of God's life and an important part of Baptism	
	r.w.k.8	Discuss other symbols and signs of Baptism (i.e. light, oil, white garment)	

Eucharist	r.w.k.9	Understand that Jesus is present at Mass.	
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.k.1	Recognize that all people are made in the image and likeness of God (Gen 1:26)	
	r.l.k.2	Recognize that each person is uniquely special to God	
The Human Community	r.l.k.3	Understand that by doing what is right and good we are obeying God	
	r.l.k.4	Understand that parents, family members, teachers, and other adults in the community are God's helpers in our lives	
Grace	r.l.k.5	Understand that God loves us and is always ready to forgive us.	
Virtue, Sin, and Forming Conscience	r.l.k.6	Discuss the difference between right and wrong	
	r.l.k.7	Affirm that God gives us the freedom to make right choices	
The Ten Commandments	r.l.k.8	Understand that God gives us rules to live by called the Ten Commandments	
	r.l.k.9	Understand that we honor our parents and teachers with respect and obedience	
	r.l.k.10	Understand that we must respect the property of others.	
	r.l.k.11	*Show respect for others in our work and play*	
	r.l.k.12	*Demonstrate respect of the property of others*	

We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.			
Prayer	r.p.k.1	Define prayer as talking to and listening to God	
	r.p.k.2	*Recite traditional prayers in a group (i.e. Sign of the Cross, Meal time prayers, Our Father, Glory Be, Hail Mary, Angel of God, etc.)*	
	r.p.k.3	Identify appropriate times for prayer (morning, before bed, meal times, etc.)	
	r.p.k.4	*Demonstrate spontaneous prayer*	
	r.p.k.5	Identify and explain that the church building is God's house and the place where we come together as God's family to pray	
	r.p.k.6	Understand that Mass is the most important prayer	
	r.p.k.7	*Demonstrate prayer gestures: folding hands to pray and kneeling*	

COMMUNICATION ARTS (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Reading	ca.r.k.1	With assistance, develop and demonstrate reading skills in response to read-aloud by: a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts about a read aloud or familiar story d. recognizing beginning, middle, and end	TRUE

	ca.r.k.2	With assistance develop an understanding of vocabulary by: a. identifying and sorting pictures of objects into conceptual categories b. demonstrating an understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using words and phrases acquired through conversations, reading and being read to, and responding to texts	TRUE
	ca.r.k.3	With assistance, determine the connection between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences to fiction and nonfiction) c. text to world (text ideas regarding experiences in the world)	
	ca.r.k.4	Read independently for sustained periods of time by: a. engaging with text as developmentally appropriate	TRUE
	ca.r.k.5	With assistance, read, infer, and draw conclusions to: a. Identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories g. ask and answer questions about unknown words in text	TRUE
	ca.r.k.6	With assistance, read, infer, and draw conclusions to: a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	
	ca.r.k.7	With assistance, read, infer, and draw conclusions to: a. identify characters in a puppet play or performance by actors	
	ca.r.k.9	With assistance, read, infer, and draw conclusions to: a. respond to examples of sensory details	

	ca.r.k.8	With assistance, read, infer, and draw conclusions to: a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations b. use titles and illustrations to make predictions about text c. identify text features d. identify the meaning of environmental print	
	ca.r.k.10	With assistance, read, infer, and draw conclusions to: a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text	TRUE
	ca.r.k.11	With assistance, develop an awareness of media literacy by: a. using different forms of media as developmentally appropriate	
	ca.r.k.12	Develop print awareness in the reading process by: a. identifying all upper and lower case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one to one correspondence between spoken words and written words	TRUE
	ca.r.k.13	Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rhymes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting spoken words into two or three phonemes	TRUE

	ca.r.k.14	Develop phonics in the reading process by: a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words	TRUE
	ca.r.k.15	With assistance, read appropriate texts with purpose and understanding	
	ca.r.k.16	With assistance, develop an understanding of how a text can influence a reader's moral character	
Writing	ca.w.k.1	With assistance, follow a writing process to design a writing plan by: a. using mentor texts and brainstorming b. telling one's story across pages c. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page	TRUE
	ca.w.k.2	With assistance, connect to genre of choice and create a draft from pre-writing by: a. sequencing a story across pages b. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page	TRUE
	ca.w.k.3	With assistance, revise and edit drafts to: a. reread one's writing piece b. respond to questions and suggestions by adding details in illustration and or writing c. using spaces between words, proper linear awareness (when applicable), printing left to right, and proper letter formation	TRUE
	ca.w.k.4	With assistance, explore a variety of conventional/digital tools to produce and publish writing	TRUE
	ca.w.k.5	With assistance, construct an opinion text that: a. tells an opinion about a topic b. develops and provides logical reasons and suggestions about a topic c. lists specific steps for others to follow or a specific course of action (if applicable)	TRUE

	ca.w.k.6	With assistance, write informative/explanatory texts that name and inform about a topic	TRUE
	ca.w.k.7	With assistance, write fiction and non-fiction narratives and poems that: a. narrate a story or experience that one has had or imagined b. tell the story in order and across pages	TRUE
	ca.w.k.8	With assistance, apply concepts from the research process to: a. formulate a list of open-ended questions about topics of interest b. determine what sources or people can answer these questions c. gather evidence from sources to develop and document research	TRUE
Language	ca.l.k.1	Apply concepts of Standard English grammar (in both speech and written form) when: a. identifying nouns and verbs b. using plural words when speaking c. expressing time and space	TRUE
	ca.l.k.2	Apply concepts of Standard English when: a. demonstrating use of complete sentences in writing and shared language b. formulating sentences using question words	TRUE
	ca.l.k.3	Reproduce and recognize upper and lowercase letters in print	TRUE
	ca.l.k.4	Use correct spelling of own first and last name with proper capitalization	TRUE
	ca.l.k.5	When formulating sentences, recognize that: a. sentences end with punctuation marks b. the first letter of the first word is capitalized c. the pronoun "I" is capitalized	
	ca.l.k.6	When constructing words, use inventive spelling with beginning, final, and medial sounds	TRUE
	ca.l.k.7	In written text: a. write and name letters that match the given sound b. write and name letters for consonant and vowel sounds	

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Speaking & Listening	ca.sl.k.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. continuing a conversation through multiple exchanges c following two step instructions d. demonstrating active listening skills e. demonstrating active listening	TRUE
	ca.sl.k.2	Speak clearly and audibly using conventions of language when presenting individually or with a group by: a. taking turns speaking b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling and asking appropriate questions based on read-alouds or other media d. describing a personal experience using a prop, picture, or other visual aids e. speaking in complete sentences	TRUE

MATH (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Number Sense		*Know number names and count sequence*	
	m.ns.k.1	Count to 100 by ones, fives, and tens	**TRUE**
	m.ns.k.2	Count forward beginning from a given number between 10 and 1	
	m.ns.k.3	Count backwards from any given number between 10 and 1	
		Understand the relationship between numbers and quantities; connect counting to cardinality	
	m.ns.k.4	Read and write numerals and represent a number of objects from 0 to 20	**TRUE**
	m.ns.k.5	Say the number names when counting objects, in standard order, pairing each object with one and only one number name and each number name with one and only object	

	m.ns.k.6	Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of arrangement or the order in which were counted	
	m.ns.k.7	Understand that each successive number name refers to a quantity that is one larger than the previous number	
	m.ns.k.8	Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns	
	m.ns.k.9	Understand that a number can be used to represent "how many" are in a set	**TRUE**
		Compare Numbers	
	m.ns.k.10	Compare two or more sets of objects and identify which set is equal to, more than, or less than the other	**TRUE**
	m.ns.k.11	Compare two numerals, between 1 and 10, and determine which is more than or less than the other	**TRUE**
Number Sense & Operations in Base Ten		*Work with numbers 11-19 to gain foundations for place value*	
	m.nsbt.k.1	Work with numbers 11-19 to gain foundations for place value (Compose and decompose numbers from 11 to 19 into sets of tens with additional ones)	**TRUE**
Relationships & Algebraic Thinking		*Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from*	
	m.rat.k.1	Represent addition and subtraction within 10	**TRUE**
	m.rat.k.2	Demonstrate fluency for addition and subtraction within 5	
	m.rat.k.3	Decompose numbers less than or equal to 10 in more than one way	
	m.rat.k.4	Construct 10 for any number from 1 to 9	
Geometry & Measurement		*Reason with shapes and their attributes*	
	m.gm.k.1	Describe several measurable attributes of objects	
	m.gm.k.2	Compare the measurable attributes of two objects	**TRUE**
		Work with time and money	
	m.gm.k.3	Demonstrate an understanding of concepts of time and devices that measure time, on a clock to the hour and half hour	**TRUE**

	m.gm.k.4	Name the days of the week, months of the year, seasons of the year, and understand that there are 24 hours in a day	
	m.gm.k.5	Identify pictures, values, and verbally name pennies, nickels, dimes, and quarters	**TRUE**
		Analyze squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres	
	m.gm.k.6	Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size	**TRUE**
	m.gm.k.7	Describe the relative positions of objects in space	
	m.gm.k.8	Identify and describe attributes of shapes, and use the attributes to sort a collection of shapes	**TRUE**
	m.gm.k.9	Construct simple 2-dimensional shapes	
	m.gm.k.10	Compose simple shapes to form larger shapes using manipulatives	**TRUE**
Data & Statistics		*Classify objects and count the number of objects in each category*	
	m.ds.k.1	Classify objects into given categories; count the number of objects in each category	
	m.ds.k.2	Compare category counts using appropriate language	**TRUE**

SCIENCE (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Physical Science	s.ps.k.1	Make qualitative observations of the physical properties of objects (i.e. size, shape, color, mass)	**TRUE**
	s.ps.k.2	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other]	**TRUE**
	s.ps.k.3	Describe ways to change the motion of an object (i.e. how to cause an object to go slower, go faster, go farther, change direction, stop)	**TRUE**

	s.ps.k.4	Make observations to determine the effect of sunlight on Earth's surface	**TRUE**
	s.ps.k.5	With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area	**TRUE**
Life Science	s.ls.k.1	Use observations to describe patterns of what plants and animals (including humans) need to survive [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water]	**TRUE**
Earth & Space Science	s.ess.k.1	Make observations during different seasons to relate the amount of daylight to the time of year [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall]	**TRUE**
	s.ess.k.2	Use and share observations of local weather conditions to describe patterns over time	**TRUE**
	s.ess.k.3	With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs	**TRUE**
	s.ess.k.4	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live	**TRUE**
	s.ess.k.5	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things	**TRUE**
	s.ess.k.6	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather	
Engineering Technology	s.et.k.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	**TRUE**
	s.et.k.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	**TRUE**

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
	s.et.k.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses	

SOCIAL STUDIES

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

	ss.g.k.2	Construct a map of a familiar place using symbols and labels	
	ss.g.k.3	Apply positional words to locations within the classroom	
History	ss.h.k.1	Create a timeline using events from one's own life	
	ss.h.k.2	Identify ways people learn about the past and distinguish among the past, present, and future	
	ss.h.k.3	Compare life in the past to life today	
Social Science Inquiry	ss.ssi.k.1	Label and analyze different social studies' sources with guidance and support from an adult	**TRUE**
	ss.ssi.k.2	Use artifacts to share information on social studies topics	**TRUE**
	ss.ssi.k.3	Use visual tools to communicate information	**TRUE**
	ss.ssi.k.4	Share findings about a social studies topic	**TRUE**
	ss.ssi.k.5	Ask questions and find answers about a topic, with assistance	**TRUE**

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

ART

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	a.cr.k.1	Engage in exploration and imaginative play with materials	**TRUE**
	a.cr.k.2	Engage collaboratively in creative art-making in response to an artistic problem	**TRUE**
	a.cr.k.3	Through experimentation, build skills in various media and approaches to art-making	**TRUE**
	a.cr.k.4	Identify safe and non-toxic art materials, tools and equipment	**TRUE**
	a.cr.k.5	Create art that represents natural and constructed environments	
	a.cr.k.6	Explain the process of making art while creating	
Present	a.p.k.1	Select art objects for personal portfolio and display, explaining why they were chosen	
	a.p.k.2	Explain the purpose of a portfolio or collection	**TRUE**
	a.p.k.3	Explain what an art museum is and distinguish how an art museum is different from other buildings	
Respond	a.r.k.1	Identify uses of art within one's personal environment	
	a.r.k.2	Describe what an image represents	**TRUE**

	a.r.k.3	Interpret art by identifying subject matter and describing relevant details	
Connect	a.co.k.1	Explain reasons for selecting a preferred artwork	
	a.co.k.2	Create art that tells a story about a life experience	TRUE
	a.co.k.3	Identify a purpose of an artwork	

MUSIC

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Create	mu.cr.k.1	With guidance, explore and experience music concepts (such as beat and melodic contour)	TRUE
	mu.cr.k.2	With guidance, generate musical ideas (such as movements or motives)	TRUE
	mu.cr.k.3	With guidance, demonstrate and choose favorite musical ideas	
	mu.cr.k.4	With guidance, organize personal musical ideas using iconic notation and/or recording technology	TRUE
	mu.cr.k.5	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas	
	mu.cr.k.6	With guidance, demonstrate a final version of personal musical ideas to peers	
Perform	mu.p.k.1	With guidance, demonstrate and state personal interest in varied musical selections	
	mu.p.k.2	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance	TRUE
	mu.p.k.3	With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent	TRUE
	mu.p.k.4	With guidance, apply personal, teacher, and peer feedback to refine performances	
	mu.p.k.5	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music	
	mu.p.k.6	With guidance, perform music with expression	
	mu.p.k.7	Perform appropriately for the audience	TRUE

Respond	mu.r.k.1	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others	
	mu.r.k.2	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music	**TRUE**
	mu.r.k.3	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent	**TRUE**
	mu.r.k.4	With guidance, apply personal and expressive preferences in the evaluation of music	
Connect	mu.co.k.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.k.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life	**TRUE**

PE & HEALTH (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
Movement & Manipulative Skills	peh.mms.k.1	Demonstrate manipulative skills in a stationary position (i.e. rolling, throwing, catching, kicking)	**TRUE**
	peh.mms.k.2	Demonstrate ways to balance on different body parts at different levels	**TRUE**
	peh.mms.k.3	Demonstrate introductory individual stunts (i.e. crab walk, bear walk, inch worm)	
	peh.mms.k.4	Demonstrate selected non-locomotor skills (i.e. push, pull, bend, twist, stretch, turn)	**TRUE**
	peh.mms.k.5	Demonstrate the ability to use one object to manipulate another object	
Strategy & Applying Skills	peh.sas.k.1	Demonstrate simple movements to music (i.e. march to beat)	**TRUE**
	peh.sas.k.2	Demonstrate safe use of general and personal space	**TRUE**

Health & Fitness	peh.hf.k.1	Identify major body parts and their relationship with one another (i.e. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	**TRUE**
	peh.hf.k.2	Explain that food provides fuel and energy for the body and that healthy foods provide the best energy	**TRUE**
	peh.hf.k.3	Explain that being active is important for good health and that people are healthy when they are not sick	**TRUE**
Attitude & Behavior	peh.ab.k.1	Demonstrate the ability to share, be cooperative, and safe with others	**TRUE**
	peh.ab.k.2	Follow directions in a group setting in a timely and safe manner	**TRUE**
	peh.ab.k.3	Acknowledge the challenges and enjoyment of physical activities	

WORLD LANGUAGES (Updated 2/1/23)

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD
		Novice-Low: With significant teacher support, student can...	
Communication		*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		*Vocabulary Topics:*	
		Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation	
	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