PRE K 3

RELIGION

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

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

	r.b.pk3.11	Build an awareness of the Church as the family of God		
	r.b.pk3.12	Identify Mary as the Mother of Jesus (the Second Person of the Trinity).		
Creed				
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.pk3.1	Participate in faith experiences such as prayer services in the classroom and/or in church. Mass participation may be included where appropriate		
	r.w.pk3.2	Experience signs, symbols, and sacramentals of the Church (ex. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water)		
	r.w.pk3.3	Recognize that Jesus is with us in a special way at Mass		
Sacraments				
Eucharist				

We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace				
Dignity of the Human Person	r.l.pk3.1	Recognize his/her own goodness		
	r.l.pk3.2	Recognize that they are special to God and God wants them to be the best person they can be		
	r.l.pk3.3	Discuss that he/she belongs to a human family and God's family		
	r.l.pk3.4	Discuss that each person has feelings		
	r.l.pk3.5	*Identify own feelings and emotions and how to express them in a developmentally appropriate manner*		
The Human Community	r.l.pk3.6	*Exhibit the ability to share, care for, love and forgive others*		
	r.l.pk3.7	Identify those who love us		
	r.l.pk3.8	*Respect the feelings of others*		
	r.l.pk3.9	*Demonstrate respect for the world and all living things*		
Grace	r.l.pk3.10	Understand that God loves us and is always ready to forgive us.		
Virtue, Sin, and Forming Conscience	r.l.pk3.11	*Develop a sense of right and wrong behavior*		
	r.l.pk3.12	Discuss the virtues as habits of appropriate behavior		
	r.l.pk3.13	*Discuss appropriate ways to express sorrow, anger, happiness and love*		
	r.l.pk3.14	Discuss consequences of inappropriate behavior		
The Ten Commandments	r.l.pk3.15	Understand that God gives us rules to teach us how to love God and others		

We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer.				
Prayer	r.p.pk3.1	Recognize the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life		
	r.p.pk3.2	Know that prayer is talking and listening to God		
	r.p.pk3.3	Know that God listens to our prayer		
	r.p.pk3.4	Understand that there are different forms of prayer		
	r.p.pk3.5	*Recite simple prayers (i.e., the sign of the cross, blessing before meals, Angel of God, Hail Mary, Glory Be)*		
	r.p.pk3.6	*Verbalize spontaneous, personal prayers*		
	r.p.pk3.7	Understand that he/she may pray at any time or in any place		
COMMUNICATION ARTS (Updated 2/1/23)				
DOMAIN	**CODE**	**ARCHDIOCESAN STANDARDS**	**PRIORITY STANDARD**	
Social Emotional	ca.se.pk3.1	Respect and respond to others in an appropriate manner	TRUE	
	ca.se.pk3.2	Participate in small and large group activities	TRUE	
	ca.se.pk3.3	Help take care of environment and school (i.e. care for toys, supplies, classroom, etc.)	TRUE	
	ca.se.pk3.4	Develop friendships with peers in class	TRUE	
	ca.se.pk3.5	Gain understanding of and are respectful of others' personal space and group spaces	TRUE	
	ca.se.pk3.6	Express feelings and disappointments appropriately	TRUE	
	ca.se.pk3.7	Maintain interest in activity with distractions present	TRUE	
	ca.se.pk3.8	Finish work that was started	TRUE	
	ca.se.pk3.9	Have a "can do" attitude	TRUE	
	ca.se.pk3.10	Stay focused in a small group setting	TRUE	
	ca.se.pk3.11	Share feelings of pride (express feeling appropriately in varied situations)	TRUE	

	ca.se.pk3.12	Respond well to enthusiasm	TRUE	
	ca.se.pk3.13	Help clean up after activities	TRUE	
	ca.se.pk3.14	Maintain activity or project until complete	TRUE	
	ca.se.pk3.15	Follow directions	TRUE	
Fine & Gross Motor		*Increasingly develop and refine fine motor skills*		
	ca.fm.pk3.1	Copy horizontal and vertical lines	TRUE	
	ca.fm.pk3.2	Copy the shapes: circle and cross	TRUE	
	ca.fm.pk3.3	Attempt to color within the lines	TRUE	
	ca.fm.pk3.4	Develop scissor skills: a. place scissors on fingers and hold it b. open and close scissors c. snip materials d. hold paper for cutting e. cut a 1 1/2" wide paper in two f. cut a 5-inch wide paper in two	TRUE	
	ca.fm.pk3.5	Thread beads onto string	TRUE	
	ca.fm.pk3.6	Assemble simple age-appropriate puzzles	TRUE	
	ca.fm.pk3.7	Build a tower with 6, 7, 8, 9, and 10 blocks	TRUE	
	ca.fm.pk3.8	Manipulate small pieces: zippers, buttons, and snaps	TRUE	
	ca.fm.pk3.9	Use small manipulatives with increasing strength and dexterity	TRUE	
	ca.fm.pk3.10	Draw a person with some body parts	TRUE	
	ca.fm.pk3.11	Paint, paste, glue, and play with play dough and clay	TRUE	
	ca.fm.pk3.12	Trace numerals 1-10	TRUE	
		Increasingly develop and refine gross motor skills		
	ca.gm.pk3.1	Increase strength and dexterity for upper extremities	TRUE	
Reading	ca.r.pk3.1	Apply early reading skills: show interest in books and reading, handle books appropriately, pretend to read easy or predictable books, comprehend and respond to text, develop	TRUE	
	ca.r.pk3.2	Use concepts of print: recognize name and find their name in a group, recognize environmental print and symbols, recognize uppercase and some lowercase letters, and recognize that print represents spoken words	TRUE	

	ca.r.pk3.3	Use phonological awareness: learning rhymes, simple songs, poems, fingerplays, participate in word games, and discriminate sounds in words	TRUE	
Writing		*Use writing as a means of expression and communication*		
	ca.w.pk3.1	Use scribbles, shapes, pictures, and letter-like forms to write	TRUE	
	ca.w.pk3.2	Experiment with writing tools and materials	TRUE	
	ca.w.pk3.3	Tell others about marks and intended meaning of drawing or writing	TRUE	
	ca.w.pk3.4	Use a variety of resources to facilitate writing	TRUE	
		Develop pre-writing skills		
	ca.w.pk3.5	Copy letters from their name (upper or lower)		
	ca.w.pk3.6	Draw/write with increasing control (watch for dexterity, precision & control, coordination, grasp of instrument)		
	ca.w.pk3.7	Develop pencil grasp		
Speaking & Listening	ca.sl.pk3.1	Represent feelings and ideas through a variety of ways: pretend play, movement, music, art, and construction	TRUE	
	ca.sl.pk3.2	Listen for different purposes such as: to understand others, to comprehend sounds in environment, to decipher complex sentences, to follow directions, to respond to stories and books, and to engage in conversations with others	TRUE	
	ca.sl.pk3.3	Use language to communicate and to initiate conversations with children and adults through words and gestures.	TRUE	
	ca.sl.pk3.4	Develop and expand expressive and receptive language to acquire vocabulary, to be understood by others, and to use complete sentences of varying lengths	TRUE	

MATH

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD	
Number Sense		*Use numbers to show quantity*	TRUE	
	m.ns.pk3.1	Show interest in counting and quantity		
	m.ns.pk3.2	Participate in experiences that involve counting		
	m.ns.pk3.3	Develop an increasing ability to rote count in sequence to 10	TRUE	
	m.ns.pk3.4	Count up to 8 objects with understanding	TRUE	
		Uses language to represent number of objects		

	m.ns.pk3.5	Combine and name how many		
	m.ns.pk3.6	Separate and name how many		
	m.ns.pk3.7	Use language to compare number (i.e. more/less, greater/fewer, equal to)		
		Solve problem using numbers		
	m.ns.pk3.8	Name how many there are in a group (up to eight objects)	TRUE	
	m.ns.pk3.9	Use one-to-one correspondence when counting objects	TRUE	
	m.ns.pk3.10	Use one-to-one correspondence to compare the size of a group of objects		
Relationships & Algebraic Thinking		*Use language to represent number of objects*		
	m.rat.pk3.1	Combine and separate groups and name how many		
		Use numerical representations		
	m.rat.pk3.2	Use drawings to represent number		
Geometry, Measurement, & Data		*Make comparisons using measurement*		
	m.gmd.pk3.1	Explore, compare, and describe objects using measurable features	TRUE	
	m.gmd.pk3.2	Order three or more objects according to length or size differences		
		Investigate positions and locations		
	m.gmd.pk3.3	Take apart, create, and build	TRUE	
	m.gmd.pk3.4	Use actions and words to indicate position, location, movement, and orientation	TRUE	
		Explore shapes in the environment		
	m.gmd.pk3.5	Investigate and talk about the characteristics of shapes	TRUE	
	m.gmd.pk3.6	Identify and trace shapes and symbols (line, x, circle, square, triangle)	TRUE	
		Demonstrate an understanding of time through classroom routine		
	m.gmd.pk3.7	Verbally name the days of the week by rote and by cueing from a calendar or song		
SCIENCE				

DOMAIN	CODE	ARCHDIOCESAN STANDARDS	PRIORITY STANDARD	
Physical Science	s.ps.pk3.1	Explore physical properties of objects and materials using senses and simple tools	TRUE	
	s.ps.pk3.2	Investigate properties of objects and materials through questions and experiments	TRUE	
	s.ps.pk3.3	Solve problems involving physical properties of objects and materials	TRUE	
	s.ps.pk3.4	Represent observations of the physical world in a variety of ways: pretend play, music and movement, art and construction, and conversation	TRUE	
Life Science	s.ls.pk3.1	Explores characteristics of living things through senses	TRUE	
	s.ls.pk3.2	Investigate characteristics of living things through questions and collecting information	TRUE	
	s.ls.pk3.3	Solve problems related to living things	TRUE	
	s.ls.pk3.4	Represent observations about living things in a variety of ways: pretend play, music and movement, art and construction, and conversation	TRUE	
Earth & Space Science	s.ess.pk3.1	Explore properties of earth and sky using senses and simple tools	TRUE	
	s.ess.pk3.2	Investigate properties of earth and sky through questions and experiments	TRUE	
	s.ess.pk3.3	Solve problems involving earth and sky	TRUE	
	s.ess.pk3.4	Represent observations about earth and sky in a variety of ways: pretend play, music and movement, art and construction, and conversation	TRUE	
SOCIAL STUDIES				
DOMAIN	**CODE**	**ARCHDIOCESAN STANDARDS**	**PRIORITY STANDARD**	
Civics	ss.c.pk3.1	Identify reasons for rules in the home/school/classroom		
	ss.c.pk3.2	Articulate questions about the classroom and school		
	ss.c.pk3.3	Retell and explain personal history		
	ss.c.pk3.4	Describe fair ways for groups to make decisions	TRUE	
	ss.c.pk3.5	Articulate ways to peacefully resolve conflicts	TRUE	

	ss.c.pk3.6	Demonstrate fairness when sharing classroom and playground	TRUE	
	ss.c.pk3.7	Name family members, including grandparents, and their roles		
	ss.c.pk3.8	Show interest in community and culture	TRUE	
	ss.c.pk3.9	Take turns and listen to peers who are talking during group time	TRUE	
	ss.c.pk3.10	Name community workers, their jobs, and tools of their trade	TRUE	
	ss.c.pk3.11	Identify our country's flag and its characteristics (colors, stars, stripes)		
	ss.c.pk3.12	Practice reciting the Pledge of Allegiance as a class		
Economics	ss.e.pk3.1	Identify the difference between wants and needs	TRUE	
	ss.e.pk3.2	Name objects one buys at a store in exchange for money		
Geography	ss.g.pk3.1	Name the town/city in which one lives and name one's school	TRUE	
History	ss.h.pk3.1	Describe the contributions of people associated with holidays	TRUE	
	ss.h.pk3.2	Use words to show time order such as before, now, later	TRUE	
ART				
DOMAIN	**CODE**	**ARCHDIOCESAN STANDARDS**	**PRIORITY STANDARD**	
Create	a.c.pk3.1	Show visual interest and engagement in surroundings	TRUE	
	a.c.pk3.2	Show an interest in mark making and creative art	TRUE	
	a.c.pk3.3	Explore and experiment with a range of media through sensory exploration and using whole body	TRUE	
	a.c.pk3.4	Use a range of materials and media to represent an idea	TRUE	
	a.c.pk3.5	Use creative art to express thoughts, feelings, experiences, or knowledge	TRUE	
MUSIC				
DOMAIN	**CODE**	**ARCHDIOCESAN STANDARDS**	**PRIORITY STANDARD**	
Create	mu.cr.pk3-4.1	Explore and experience a variety of music, especially Catholic Christian songs	TRUE	
	mu.cr.pk3-4.2	Explore musical ideas (such as movements, vocalizations, or instrumental accompaniments)		
Perform	mu.p.pk3-4.1	Sing and dance to a variety of songs	TRUE	
	mu.p.pk3-4.2	Perform music with expression		

	mu.p.pk3-4.3	Apply teacher feedback to refine performances	TRUE	
	mu.p.pk3-4.4	Repeat patterns using instruments (i.e. rhythmic sticks)	TRUE	
Respond	mu.r.pk3-4.1	State personal interests and communicate why they prefer some music selections over others		
	mu.r.pk3-4.2	Respond to musical contrasts in songs (i.e. changes in harmony and rhythm)	TRUE	
Connect	mu.co.pk3-4.1	Explore how music brings joy to daily life	TRUE	
	mu.co.pk3-4.2	Begin to understand that music is a gift from God	TRUE	
PE & HEALTH				
DOMAIN	**CODE**	**ARCHDIOCESAN STANDARDS**	**PRIORITY STANDARD**	
Movement & Manipulative Skills	peh.mms.pk3-4.1	Demonstrate gross motor skills with purpose	TRUE	
	peh.mms.pk3-4.2	Demonstrate fine motor skills with purpose	TRUE	
Strategy & Applying Skills	peh.sas.pk3-4.1	Respond to sensory input to function in the environment (i.e. body awareness, spatial awareness)	TRUE	
Health & Fitness	peh.hf.pk3-4.1	Practice healthy behaviors (i.e. finish healthy food before eating treats, demonstrate self-care and independence in restroom, use kleenex, etc.)	TRUE	
Attitude & Behavior	peh.ab.pk3-4.1	Practice safe behaviors while playing with peers (i.e. follow playground rules, be gentle, stay with class when moving through the building/campus, etc.)	TRUE	
	peh.ab.pk3-4.2	Follow classroom rules and procedures	TRUE	
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		*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	