1ST			
		COMMUNICATION ARTS	
DOMAIN	**CODE**	**ARCHDIOCESAN EXPECTATIONS**	**PRIORITY EXPECTATION**
Reading	ca.r.1.1	Develop and demonstrate reading skills in response to reading text and read alouds by: a. predicting what will happen next using prior knowledge b. asking and responding to relevant questions c. seeking clarification and locating facts and details about stories and other texts d. retelling main ideas in sequence including key details e. recognizing/retelling beginning, middle, and end, f. monitoring comprehension and making corrections for comprehension and understanding	☑
	ca.r.1.2	Develop an understanding of vocabulary by: a. using common affixes to figure out the meaning of a word b. identifying common root words and their inflectional endings c. identifying words that name actions and words that name persons, places, or things (nouns and verbs) d. recognizing that compound words are made up of shorter words e. determining what words mean from how they are using context clues f. sorting words into conceptual categories g. distinguishing shades of meaning among verbs and adjectives h. locating words in a dictionary (electronic or print format) i. using words and phrases acquired through conversations, reading and being read to, and responding to texts j. using synonyms and antonyms	☑
	ca.r.1.3	Determine the connection between: a. text to text (text ideas, including similarities and differences in fiction and nonfiction) b. text to self (text ideas and own experiences) c. text to world (text ideas regarding expreriences in the world)	☑

ca.r.1.4	Read independently for multiple purposes over sustained periods of time by: a. engaging with and reading text that is developmentally appropriate b. producing evidence of reading	☑
ca.r.1.5	Read, infer, analyze, and draw conclusions to: a. describe characters, setting, problem, solution, and events in logical sequences b. describe the main idea of a story c. describe sensory details d. explain recurring phrases and why they are used e. explain the actions of the main character and the reasons for those actions f. identify who is telling the story g. compare and contrast adventures and experiences of characters in stories	☑
ca.r.1.6	Read, infer, and draw conclusions to: a. use rhythm, rhyme, and alliteration through identifying a regular beat b. find similarities in word sounds	
ca.r.1.7	Read, infer, and draw conclusions to: a. identify characters and dialogue in plays or performances by actors b. recognize sensory details in literary texts	
ca.r.1.8	Read, infer, and draw conclusions to a. use text features to restate the main idea b. explain facts or details using text features c. distinguish between which facts were provided by pictures and which facts were conveyed via words d. use text features to locate specific information in text e. follow written multi-step directions with picture cues to assist with understanding	☑
ca.r.1.9	Read, infer, and draw conclusions to: a. distinguish between fiction and nonfiction b. identify examples of sensory details	☑

ca.r.1.10	Read, infer, and draw conclusions to: a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic	
ca.r.1.11	With assistance, develop an awareness of media literacy by: a. distinguishing purposes of media b. explaining techniques used in media c. demonstrating ethical media usage	
ca.r.1.12	Develop print awareness in the reading process by: a. recognizing that sentences are comprised of words separated by spaces b. recognizing the punctuation and grammar	
ca.r.1.13	Develop phonemic awareness in the reading process by: a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one - or two - syllable words including consonant blends e. segmenting spoken words of three to five phonemes into individual phonemes	☑

	ca.r.1.14	Develop phonics in the reading process by: a. decoding words in context by using letter-sound knowledge b. identifying letters for the spelling of short and long vowels c. producing consonant blends d. producing consonant digraphs e. combining sounds from letters and common spelling patterns to create and decode recognizable words f. using syllabication patterns to decode words g. reading irregularly spelled words h. reading root words with inflectional endings i. reading contractions and compound words j. reading high frequency words k. demonstrating decoding skills when reading		☑
	ca.r.1.15	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary		
Writing	ca.w.1.1	Follow a writing process to plan a first draft by brainstorming and recording key ideas		☑
	ca.w.1.2	Develop a draft from prewriting (dependant on genre type) by: a. sequencing ideas b. creating sentences from ideas that stay on topic c. creating an opening and closing		☑
	ca.w.1.3	With assistance, reread, revise, and edit drafts by: a. responding to suggestions and questions b. adding details to sentences to clarify meaning and strengthen writing c. editing for language conventions and spacing between words, proper letter formation, left to right sweep, and using proper linear awareness (when applicable)		☑
	ca.w.1.4	With assistance, use a variety of conventional/digital tools to produce and publish writing		☑

	ca.w.1.5	Write opinion texts that: a. introduce a topic b. state an opinion about the topic c. provide a reson for the opinion d. follow a sense of order in writing e. include a closure to the topic	☑
	ca.w.1.6	Write informative/explanatory texts that: a. introduce a topic b. supply facts about the topic c. follow a sense of order in writing d. provide a closure to the topic	☑
☑	ca.w.1.7	Write fiction or nonfiction narratives and poems that: a. Narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/end e. use words that are related to the topic	☑
☑	ca.w.1.8	With assistance, apply research process to: a. generate a list of open-ended questions about topics of interest b. decide what sources of information might be relevant to answer these questions c. gather personal & natural evidence from available sources as well as from interviews with local experts d. organize information found during group or individual research, using graphic organizers or other aids e. make informal presentations of information gathered f. self-evaluate using previously established teacher/student criteria	☑
Language ca.l.1.1		Apply standard English grammar to: a. sentences using nouns and action verbs that designate past, present, and future b. sentences using adjectives, adverbs, common prepositions, and pronouns c. sentences using conjunctions: and, but, and so and articles a, an, and	☑

	ca.l.1.2	In written text: a. print legibly, using correct spacing between words and sentences b. use ending punctuation c. capitalize the first letter of others' first and last names d. use commas to separate single words in a series e. spell words using regular spelling patterns f. spell words phonetically using phonemic awareness and spelling knowledge g. arrange words in alphabetical order to the first letter	**a, c, e, f, g**
Speaking & Listening	ca.sl.1.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others c. following two-step instructions, according to classroom expectations	☑
	ca.sl.1.2	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening, according to classroom expectations	
	ca.sl.1.3	Speak clearly and to the point using conventions of language when presenting individually or with a group by: a. taking turns speaking, according to classroom expectations b. building on others' talk in conversations by responding to comments of others c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions	☑
	ca.sl.1.4	Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group by: a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding b. reciting poetry with a group or individually c. using complete sentences and adjusting voice	

DOMAIN	CODE	MATH	PRIORITY EXPECTATION
		ARCHDIOCESAN EXPECTATIONS	
Number Sense		*Understand and use numbers up to 120*	
	m.ns.1.1	Count to 120, starting at any number less than 120	☑
	m.ns.1.2	Read and write numerals and represent a number of objects with a written numeral	☑
	m.ns.1.3	Count backwards from a given number from 20	
	m.ns.1.4	Count by 2's, 5's, and 10's starting at any number	☑
Number Sense & Operations in Base Ten		*Understand place value of two-digit numbers*	
	m.nsbt.1.1	Understand that 10 can be thought of as a bundle of 10 ones-called a ten	
	m.nsbt.1.2	Understand two-digit numbers are composed of ten(s) and one(s) within 100	☑
	m.nsbt.1.3	Compare two two-digit numbers using symbols <,=, or >	☑
		Use place value understanding to add and subtract	
	m.nsbt.1.4	Add and subtract within 100 without regrouping	☑
	m.nsbt.1.5	Calculate 10 more or 10 less than a given number mentally	
	m.nsbt.1.6	Add or subtract a multiple of 10 from another two-digit number and justify	
Relationships & Algebraic Thinking		Represent and solve problems involving additon and subtraction	
	m.rat.1.1	Use addition and subtraction within 20 to solve word problems	☑
	m.rat.1.2	Solve problems that call for addition of three whole numbers whose sum is within 20	
	m.rat.1.3	Use the equal sign to determine if equations are true or false	
	m.rat.1.4	Determine the unknown whole number in an equation relating 3 whole numbers	☑

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	m.rat.1.5	Understand and apply properties of operations and relationship between add and sub	
	m.rat.1.6	Use properties as strategies to add and subtract	
	m.rat.1.7	Demonstrate that subtraction can be solved as an unknown addend problem	
	m.rat.1.8	Demonstrate fluency with addition and subtraction within 10	
Geometry & Measurement		*Reason with shapes and their attributes*	
	m.gm.1.1	Distinguish between defining and non-defining attributes; build and draw shapes with defining attributes	
	m.gm.1.2	Compose and decompose 2D and 3D shapes	☑
	m.gm.1.3	Recognize 2D and 3D shapes from different perspectives	
	m.gm.1.4	Partition shapes (circles and rectangles) into equal shares (two and four) and describe the shares and whole verbally	☑
	m.gm.1.5	Measure lengths using non-standard and standard units	☑
	m.gm.1.6	Order and compare lengths of two or more objects	
		Work with time and money	
	m.gm.1.7	Understand that there are 12 am hours and 12 pm hours in a day	
	m.gm.1.8	Tell and write time in hours and half-hours using analog and digital clock	☑
	m.gm.1.9	Know the value of a penny, nickel, dime, quarter, and dollar	
Data & Statistics		*Represent and interpret data*	
	m.ds.1.1	Collect, organize, and represent data with up to three categories	☑
	m.ds.1.2	Draw conclusions from object graphs, picture graphs, T-charts, and tallies	

SCIENCE

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION

Physical Science	s.ps.1.1	Identify the source of energy that causes an increase in the temperature of an object (i.e. sun, stove, flame, light bulb)		
	s.ps.1.2	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate		
	s.ps.1.3	Make observations to construct an evidence-based account that objects can be seen only when illuminated		☑
	s.ps.1.4	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light		☑
	s.ps.1.5	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance		
Life Science	s.ls.1.1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs		☑
	s.ls.1.2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive		☑
	s.ls.1.3	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents		☑
Earth & Space Science	s.ess.1.1	Use observations of the sun, moon, and stars to describe patterns that can be predicted		
	s.ess.1.2	Describe the presence of the sun, moon, and stars in the sky over time		
	s.ess.1.3	Make observations at different times of year to relate the amount of daylight to the time of year		☑
	s.ess.1.4	Identify patterns indicating relationships between observed weather data and weather phenomena (i.e. temperature and types of precipitation, clouds, and amounts of precipitation)		☑
Engineering Technology	s.et.1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be		
	s.et.1.2	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		☑

	s.et.1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	☑
		SOCIAL STUDIES	

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

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	ss.g.1.5	Locate a place by pointing it out on a map and by describing its relative location	
	ss.g.1.6	Identify physical characteristics of one's community	
	ss.g.1.7	Describe human characteristics of one's community	
	ss.g.1.8	Describe cultural characteristics of one's school and community	☑
History	ss.h.1.1	Compare and contrast our community from past to present	☑
	ss.h.1.2	Describe the contributions of people associated with holidays and saints' feast days	
	ss.h.1.3	Recount stories about locations, people, and cultural events in one's community	
	ss.h.1.4	Describe how one's community commemorates its cultural heritage	☑
Social Science Inquiry	ss.ssi.1.1	With guidance and support, identify and analyze primary and secondary social studies sources in classroom discussion	
	ss.ssi.1.2	Identify and use artifacts to share information on social studies topics	
	ss.ssi.1.3	Create visual tools to communicate information	
	ss.ssi.1.4	Share findings about a social studies topic	
	ss.ssi.1.5	With assistance, ask supporting questions and find answers about social studies topics	

TECHNOLOGY

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Computing Systems	t.cs.1.1	With guidance, select and use a computing device to perform a variety of tasks for an intended outcome	
	t.cs.1.2	Use appropriate terminology to locate and identify common computing devices and components in a variety of environments (i.e. desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, printer)	☑
	t.cs.1.3	With little support, choose appropriate software to perform a variety of tasks	

	t.cs.1.4	Identify, using accurate terminology, simple hardware and software problems that may occur during use (i.e. app or program is not working as expected, no sound is coming from the device, caps lock turned on)	
Networks & Internet	t.ni.1.1	Recognize that by connecting computing devices together one can share information (i.e. remote storage, printing, the internet)	☑
	t.ni.1.2	Identify what passwords are and explain why they are not shared. Discuss what makes a password strong. Independently use passwords to access technological devices, apps, etc.	
Data & Analysis	t.da.1.1	With guidance, locate, open, modify, and save an existing file, use appropriate file-naming conventions, and recognize that the file exists within an organizational structure (i.e. drive, folder, file)	
	t.da.1.2	With guidance, collect information and present it in different ways	☑
	t.da.1.3	With guidance, identify and interpret data from a chart or graph (visualization) in order to make a prediction, with or without a computing device	
Algorithms & Programming	t.ap.1.1	With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programing language	
	t.ap.1.2	With guidance, model the way that a program accesses stored data using a variable name	
	t.ap.1.3	With guidance, independently or collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing and repetition	☑
	t.ap.1.4	Independently or with guidance, create a grade level appropriate document of the plan, ideas, and sequence of events (step-by- step) manner (e.g., story map, storyboard, sequential graphic organizer) to illustrate what the program will do	☑
	t.ap.1.5	Independently or with guidance give credit to ideas, creations, and solutions of others while writing and/or developing programs	

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	t.ap.1.6	With guidance, independently or collaboratively debug programs using a programming language and/or unplugged activity that includes sequencing and simple loops	
	t.ap.1.7	Use correct terminology (first, second, third) and explain the choices made in the development of an algorithm to solve a simple problem	
Digital Citizenship	t.dc.1.1	Identify how people use different types of technologies in their daily work and personal lives	☑
	t.dc.1.2	With guidance, identify appropriate and inappropriate behavior. Act responsibly while participating in an online community and know how to report concerns of cyberbullying	☑
	t.dc.1.3	Work respectfully and responsibly with others online. Learn what information that is put online is appropriate and contribute to a digital footprint	☑
Innovative designer	t.id.1.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems	☑
	t.id.1.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk	☑
	t.id.1.3	Develop, test, and refine prototypes as part of a cyclical design process	☑
	t.id.1.4	Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems	☑

ART

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	a.cr.1.1	Engage collaboratively in exploration and imaginative play with materials	☑
	a.cr.1.2	Use observation and investigation in preparation for making a work of art	☑
	a.cr.1.3	Explore uses of materials and tools to create works of art or design	☑
	a.cr.1.4	Demonstrate safe procedures for using materials, tools and equipment while making art	☑
	a.cr.1.5	Use art vocabulary to describe choices while creating art	☑

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	a.cr.1.6	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means	
Present	a.p.1.1	Explain why some objects, artifacts, and artwork are valued over others	☑
	a.p.1.2	Ask and answer questions such as where, when, why, and how artwork should be prpared for presentation or preservation	
Respond	a.r.1.1	Identfy the roles and responsibilities of people who work in and visit museums and other art venues	
	a.r.1.2	Select and describe works of art that illustrate daily life experiences of one's self and others	☑
	a.r.1.3	Compare images that represent the same subject	
	a.r.1.4	Interpret art by catergorizing subject matter and identifying the characteristics of form	
Connect	a.co.1.1	Classify artwork based on different reasons for preferences	
	a.co.1.2	Identify times, places, and reasons that students make art outside of school	
	a.co.1.3	Understand that people from different places and times have made art for a variety of reasons	☑

MUSIC

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	mu.cr.1.1	With limited guidance, create musical ideas (such as answering a musical question for a specific purpose)	☑
	mu.cr.1.2	With limited guidance generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple)	
	mu.cr.1.3	With limited guidance, demonstrate & discuss personal reasons for selecting musical ideas that represent expressive intent	
	mu.cr.1.4	With limited guidance, use iconic or standard notation and/or recording technology to document & organize personal musical ideas	☑

	mu.cr.1.5	With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas		
	mu.cr.1.6	With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience		
Perform	mu.p.1.1	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections		
	mu.p.1.2	With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) from a variety of cultures selected for performance		☑
	mu.p.1.3	When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation		☑
	mu.p.1.4	Demonstrate and describe music's expressive qualities (such as dynamics and tempo) that support the creator's expressive intent		
	mu.p.1.5	With limited guidance, apply personal, teacher, and peer feedback to refine performances		
	mu.p.1.6	With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music		
	mu.p.1.7	With limited guidance, perform music appropriately and with expression for a specific purpose and audience		☑
Respond	mu.r.1.1	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes		
	mu.r.1.2	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose		☑
	mu.r.1.3	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent		☑
	mu.r.1.4	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes		

| Connect | mu.co.1.1 | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music | |
| | mu.co.1.2 | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life | ☑ |

PE & HEALTH

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

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	peh.hf.1.4	Identify examples of healthy and unhealthy foods and explain why they are healthy/unhealthy	☑
Attitude & Behavior	peh.ab.1.1	Demonstrate appropriate social skills (i.e. responding to a partner in a positive manner)	☑
	peh.ab.1.2	Respond appropriately to general feedback from the teacher	☑
	peh.ab.1.3	Follow classroom procedures for safe participation and proper use of equipment	
	peh.ab.1.4	Recognize that challenge in physical activities can lead to success	
	peh.ab.1.5	Describe positive feelings and enjoyment that result from participating in physical activities	

WORLD LANGUAGES

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
		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	☑
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	☑
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	☑
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	☑
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		*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	☑

	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	☑
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		*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	☑
	wl.va.nl.2	cardinal numbers 0-30	☑
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	☑
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	☑
	wl.va.nl.9	family	☑
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	☑
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		*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	☑
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	☑
		Novice-Mid: With moderate teacher support, student can consistenly...	
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	☑
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	☑
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	☑
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocaulary 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	☑
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	☑
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		*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	☑
	wl.va.nm.2	cardinal numbers 0-2,000	☑
	wl.va.nm.3	weather	☑
	wl.va.nm.4	time (hours + minutes)	☑
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	☑
	wl.va.nm.9	singular and plural possessive adjectives	☑
	wl.va.nm.10	family	☑
	wl.va.nm.11	body	☑
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	☑
	wl.va.nm.15	definite and indefinite articles	☑
	wl.va.nm.16	general prepositions (i.e. of, with)	

	wl.va.nm.17	common infinitives	☑
Geography & Culture		*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)	☑
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	☑
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		*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	☑
	wl.grc.nm.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	☑
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistenty...	
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	☑

	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	☑
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	☑
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	☑
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	☑
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocaulary 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	☑
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	☑
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	☑
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		*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	☑
	wl.va.nh.3	ordinal numbers first-tenth	☑
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	☑

	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	☑
	wl.va.nh.7	singular and plural possessive adjectives and agreement	☑
	wl.va.nh.8	family	☑
	wl.va.nh.9	body	☑
	wl.va.nh.10	descriptive adjectives	☑
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	☑
	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and sufixes	
	wl.va.nh.16	common infinitives	☑
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	☑
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	☑
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		*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	☑

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