		6TH		

		COMMUNICATION ARTS	

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Reading	ca.r.6.1	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicity, as well as inferences drawn from the text	☑
	ca.r.6.2	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text	
	ca.r.6.3	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning	
	ca.r.6.4	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	
	ca.r.6.5	Compare and contrast texts in different genres that address similar themes or topics	
	ca.r.6.6	*Explain how plot and conflict reflect historical and/or cultural contexts (*Should be taught through the lens of Catholicism)	☑
	ca.r.6.7	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently	☑
	ca.r.6.8	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	
	ca.r.6.9	*Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable) (*Should be taught through the lens of Catholicism)	
	ca.r.6.10	Analyze how a particular sentence, paragraph, section, or image contributes to meaning	

	ca.r.6.11	Explain how an author's point of view or purpose is conveyed in a text	
	ca.r.6.12	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning	
☑	ca.r.6.13	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not	☑
	ca.r.6.14	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation	
☑	ca.r.6.15	Compare and contrast one author's presentation of events with that of another	☑
	ca.r.6.16	*Explain how a text reflects historical and/or cultural contexts (*Should be taught through the lens of Catholicism)	
	ca.r.6.17	Read and comprehend informational text independently and proficiently	
☑	ca.r.6.18	Read a wide range of fiction and nonfiction and classic and contemporary texts: a. to build an understanding of texts and make connections to oneself, to cultures of the United States and of the world, and to other texts b. to acquire new information c. to respond to the needs and demands of society and of the workplace d. for personal fulfillment (*Should be taught through the lens of Catholicism)	☑
	ca.r.6.19	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience (i.e. moral, philosophical, ethical, aesthetic) (*Should be taught through the lens of Catholicism)	☑

	ca.r.6.20	Apply a wide range of strategies to comprehend, interpret, and evaluate texts, including but not limited to: a. drawing on prior knowledge and experience b. interactions with other readers c. word identification strategies	☑
	ca.r.6.21	Participate as knowledgeable, reflective, and creative members of a variety of literacy communities	☑
Writing	ca.w.6.1	Conduct research from several sources to answer a question a. draw on several sources b. integrate information using a standard citation system (MLA, APA) c. gather relevant information from multiple print and digital sources d. assess the credibility of each source e. quote or paraphrase the data and conclusions of others while avoiding plagarism f. provide basic biblographic information for sources	**b,e**
	ca.w.6.2	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate	☑
	ca.w.6.3	Develop narratives--including poems-- about real or imagined experiences with a. clearly identified characters b. well-structured event sequences c. narrative techniques d. relevant descritptive details	☑
	ca.w.6.4	Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details	☑
	ca.w.6.5	Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence	☑
	ca.w.6.6	Organize the content by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows the text	☑
	ca.w.6.7	Choose precise language; establish and maintain appropriate and consistent style; write in complete sentences	☑

	ca.w.6.8	Demonstrate a command of the conventions of standard English grammar and usage	☑
	ca.w.6.9	Use transitions to clarify relationships, connect ideas and claims, and signal time shifts	
	ca.w.6.10	Use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others	
	ca.w.6.11	Review, revise, and edit writing with consideration for the task, purpose, and audience	☑
Language	ca.l.6.1	*Apply conventions of the standard English language*	☑
	ca.l.6.2	Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	☑
	ca.l.6.3	Use pronouns in the proper case (nominative, possessive, objective)	☑
	ca.l.6.4	Use intensive pronouns	
	ca.l.6.5	Recognize and correct inappropriate shifts in pronoun number and person	
	ca.l.6.6	Use pronouns in agreement with their noun antecedents	☑
	ca.l.6.7	Use punctuation to set off nonrestrictive/parenthetical elements	
	ca.l.6.8	Use verbs in agreement with subjects in complex sentences	☑
	ca.l.6.9	Explain and use descriptive and limiting adjectives	☑
	ca.l.6.10	Explain and use adverbs in writing	
	ca.l.6.11	Explain and use periods, commas, semicolons, colons, question marks, exclamation points, quotation marks, apostrophes, and dashes	☑
	ca.l.6.12	*Develop an understanding of and respect for diversity in languages and dialects across cultures, ethnic groups, geographic regions, and social roles (*Should be taught through the lens of Catholicism)	☑
Speaking & Listening	ca.sl.6.1	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	☑

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	ca.sl.6.2	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	☑
	ca.sl.6.3	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing	☑
	ca.sl.6.4	Speak clearly, audibly, to the point, and with appropriate volume using conventions of language as appropriate to task, purpose, and audience when presenting	☑
	ca.sl.6.5	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint	☑
	ca.sl.6.6	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims, findings, and ideas	☑
	ca.sl.6.7	Adjust one's use of spoken, written, and visual language (i.e. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for a variety of purposes	☑

MATH

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Ratios & Proportional Relationships		*Understand and use ratios to solve problems*	
☑	m.rpr.6.1	Understand a ratio as a comparison of two quantities and represent these comparisons	☑
	m.rpr.6.2	Understand the concept of a unit rate associated with ratio, and describe the meaning of the unit rate	

	m.rpr.6.3	Solve problems involving ratios and rates a. Create tables of equivalent ratios, find missing values in the tables, and plot the pairs of values on the Cartesian coordinate plane b. Solve unit rate problems c. Solve percent problems (finding whole given part, the part given the whole, and percentage) d. Convert measurement units within and between two systems of measurements (use ratios to compare sizes of similar figures with different units)	☑
Number Sense & Operations		*Apply and extend previous understandings of multiplication and division to divide fractions by fractions*	
☑	m.nso.6.1	Compute and interpret quotients of positive fractions	☑
		Compute with non-negative multi-digit numbers and find common factors and multiples	
☑	m.nso.6.2	Demonstrate fluency with division of multi-digit whole numbers	☑
☑	m.nso.6.3	Demonstrate fluency with addition, subtraction, multiplication, and division of decimals	☑
☑	m.nso.6.4	Find common factors and multiples a. Find the greatest common factor and the least common multiple b. Use distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers	☑
		Apply and extend previous understanding of numbers to the systems of rational numbers	
	m.nso.6.5	Use positive and negative numbers to represent quantities	
	m.nso.6.6	Locate a rational number as a point on a horizontal and vertical number line	
	m.nso.6.7	Write, interpret, and explain problems of ordering rational numbers	
	m.nso.6.8	Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line	

✓	m.nso.6.9	Understand that the absolute value of a rational number is its distance from 0 on the number line	☑
✓	m.nso.6.10	Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals, and percentages (limited to terminating decimals and/or benchmark fractions of 1/3 and 2/3)	☑
✓	m.nso.6.11	Solve problems involving the four arithmetic operations with integers, fractions, and decimals including order of operations	☑
Expressions, Equations, & Inequalities		*Apply and extend previous understandings of arithmetic to algebraic expressions*	
	m.eei.6.1	Describe the difference between an expression and an equation	
✓	m.eei.6.2	Create and evalute expressions involving variables and whole number exponents a. Identify parts of an expression using mathematical terminology b. Evaluate expressions at specific values of the variables c. Evaluate non-negative rational number expressions d. Write and evaluate algebraic expressions e. Understand the meaning of the variable in the context of a situation	☑
	m.eei.6.3	Identify and generate equivalent algebraic expressions using mathematical properties	
		Reason about and solve one-variable equations and inequalities	
	m.eei.6.4	Use substitution to determine whether a given number in a specified set makes a one-variable equation and/or inequality true	
	m.eei.6.5	Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true	
✓	m.eei.6.6	Write and solve equations using variables to represent quantities, and understand the meaning of the variable in the context of the situation	☑
	m.eei.6.7	Solve one-step equations in one variable involving rational numbers	☑

	m.eei.6.8	Recognize that inequalities may have infinitely many solutions a. Write an inequality of the form x>c , x>c , x ≥ c, or x ≤ c to represent a constraint or condition b. Graph the solution set of an inequality	☑
	m.eei.6.9	Solve one-step inequalities in one variable involving rational numbers	☑
		Represent and analyze quantitative relationships between dependent and independent variables	
	m.eei.6.10	Identify and describe relationships between two variables that change in relationship to one another a. Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable b. Analyze the relationship between the dependent and independent variables using graphs, tables, and equations, and relate these representations to each other	☑
Geometry & Measurement		*Solve problems involving area, surface area, and volume*	
	m.gm.6.1	Find the area and perimeter of polygons by composing or decomposing the shapes into rectangles or triangles	☑
	m.gm.6.2	Find the volume of prisms a. Understand that the volume of a right rectangular prism can be found by filling the prism with multiple layers of the base b. Apply V = l * w * h and V = Bh to find the volume of right rectangular prisms	
	m.gm.6.3	Solve problems by graphing points in all four quadrants of the Cartesian coordinate plane a. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the Cartesian coordinate plane b. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes c. Find distances between points with the same first coordinate or the same second coordinate d. Construct polygons in the Cartesian coordinate plane	☑

	m.gm.6.4	Solve problems using nets a. Represent three-dimensional figures using nets made up of rectangles and triangles b. Use nets to find the surface area of three-dimensional figures whose sides are made up of rectangles and triangles	
Data Analysis, Statistics, & Probability		*Develop unerstanding of statistical variability*	
	m.dasp.6.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers	
	m.dasp.6.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape	
	m.dasp.6.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary from a single number	
		Summarize and describe distributions	
☑	m.dasp.6.4	Display and interpret data a. Use dot plots, histograms, and box plots to display and interpret numerical data b. Create and interpret circle graphs	☑
	m.dasp.6.5	Summarize numerical data sets in relation to the context a. Report the number of observations b. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement c. Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), and describe any overall pattern and any striking deviations from the overall pattern with reference to the context of the data d. Analyze the choice of measures of center and variability based on the shape of the data distribution and/or the context of the data	

		SCIENCE	
DOMAIN	**CODE**	**ARCHDIOCESAN EXPECTATIONS**	**PRIORITY EXPECTATION**
NGSS Space Systems (MO = Earth's Place in the Universe pg 18)	s.ss.6.1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]	☑
	s.ss.6.2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical or conceptual.]	☑
	s.ss.6.3	Analyze and interpret data to determine scale properties of objects in the solar system [Clarification Statement: Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.]	☑

NGSS History of Earth pg 57 (MO = History of Earth pg 19)	s.he.6.1	*Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] (*Should be taught through the lens of Catholicism - As Catholics, we believe that God is the creator of all things, yet there is no conflict between this belief and the scientific understanding of the Earth's age)	
✓	s.he.6.2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.] (*MO standards has this in Earth Materials and Systems)	☑

✓	s.he.6.3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] (*MO standards has this in Earth Materials and Systems)	☑
NGSS Earth's Systems pg 58 (MO = Earth Materials & Systems pg 20)	s.es.6.1	Develop and use a model to illustrate that energy from the Earth's interior drives convection which cycles Earth's crust leading to melting, crystallization, weathering and deformation of large rock formations, including generation of ocean sea floor at ridges, submergence of ocean sea floor at trenches, mountain building and active volcanic chains [Clarification Statement: The emphasis is on large-scale cycling resulting from plate tectonics that includes changes in rock types through erosion, heat and pressure.]	☑
✓	s.es.6.2	Design and develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] (*MO Standards list this under Role of Water)	☑

	s.es.6.3	*Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes and human activity [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).] (MO Standards list this under Natural Resources) (*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)	☑
NGSS Weather & Climate pg 59 (MO separates these into other categories) ☑	s.wc.6.1	Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.] (*MO standards put this in role of water)	☑

	s.wc.6.2	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.] (*MO standards put this in role of water)	
	s.wc.6.3	*Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.] (*MO standards group this with Climate Change...MO leaves out the last statement on "emphasis on major role that human activities play in casuing the rise in global temperatures.") (*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)	☑

NGSS Human Impacts pg 60 (MO = Human Impacts on Earth's Systems pg 24)	s.hi.6.1	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).] (MO Standards has this in Natural Hazards)	☑
	s.hi.6.2	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).] (*Should be taught through the lens of Catholicism. We are called to be good stewards of creation for the common good of all humanity. Refer to Pope Francis' encyclical "Laudato Si" on care for our common home and Catholic Social Teaching.)	☑

	s.hi.6.3	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.] (*Should be taught through the lens of Catholicism. As Catholics, we believe God has provided us with the resources necessary to support human life. It is more of a matter of humanity being good stewards and learning to share those resources equitably. The Church is adamantly against population control methods such as limiting the number of children a family can have through government laws.)	
Engineering Design 6-8 (Must be taught throughout grades 6-8 units	s.ed.6.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	
	s.ed.6.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	
	s.ed.6.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	
	s.ed.6.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	
		SOCIAL STUDIES	

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
		GEOGRAPHY	
Civics (Governmental Systems & Principles)		*Tools of Social Science Inquiry*	
	ss.wg.cgsp.6.1	*Using a geographic lens, analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society (*Should be taught through the lens of Catholicism. Governments can neglect their primary purpose that is to protect people from injustice. They can also enact laws and policies that favor one group over another unfairly. Both of these (neglect and unfairness) harm people.)	
	ss.wg.cgsp.6.2	Analyze current human environmental issues using relevant geographic sources to propose solutions	
		Settlements (World Geography and Cultures)	
	ss.wg.cgsp.6.3	*Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions (*Should be taught through the lens of Catholicism. The Bible is the source of most Western civilizations' moral laws. Jesus gave us the Golden Rule and told us to love our neighbor as ourselves. Many ideas in the United Nations Declaration of Human Rights come from the Church and from a Judeo-Christian world view.)	
	ss.wg.cgsp.6.4	Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws	
Economics		*Tools of Social Science Inquiry*	
	ss.wg.e.6.1	Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society	
		Settlements (World Geography and Cultures)	

	ss.wg.e.6.2	Analyze resource availability to explain its causes and impacts on conflict or cooperation	
	ss.wg.e.6.3	Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions	
	ss.wg.e.6.4	Use economic concepts such as GDP, scarcity, and inflation to describe and compare places and regions	
	ss.wg.e.6.5	Analyze economic systems to explain their impact on peoples' behavior and choices	
Geography		*Tools of Social Science Inquiry*	
	ss.wg.g.6.1	Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends	
	ss.wg.g.6.2	Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture	
	ss.wg.g.6.3	Locate major cities of the world and key world nations, the world's continents and oceans, and major topographical features of the world	
		Settlements (World Geography and Cultures)	
	ss.wg.g.6.4	Describe how physical processes shape the environment of a place	
	ss.wg.g.6.5	Describe a variety of ecosystems, and explain where they may be found	
	ss.wg.g.6.6	Explain how human- environmental interactions shape people and places	
	ss.wg.g.6.7	Explain how the movement of people, goods, and ideas impact world regions	
History (Continuity & Change)		*Tools of Social Science Inquiry*	
	ss.wg.h.6.1	Create and use historical maps and timelines in order to represent continuity and change within and among regions over time	
	ss.wg.h.6.2	Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions	

	ss.wg.h.6.3	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product that applies an aspect of geography to a contemporary issue	
	ss.wg.h.6.4	Using an inquiry lens, develop compelling geographic questions, determine helpful resources, and consider multiple points of views represented in the resources	
	ss.wg.h.6.5	Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem	
		Settlements (World Geography and Cultures)	
	ss.wg.h.6.6	Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place	
	ss.wg.h.6.7	Explain how forces of nature impact historic and current conflicts and cooperation	
	ss.wg.h.6.8	Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions	
		Conflict & Crisis	
	ss.wg.h.6.9	Debate the development of and issues surrounding modern border disputes	
People, Groups, & Cultures		*Tools of Social Science Inquiry*	
	ss.wg.pgc.6.1	Analyze material culture to explain a people's perspective and use of place	
	ss.wg.pgc.6.2	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures	
		Settlements (World Geography and Cultures)	
	ss.wg.pgc.6.3	Compare and contrast the human characteristics within and among regions	
	ss.wg.pgc.6.4	Explain how groups and institutions of a place develop to meet peoples' needs	

	ss.wg.pgc.6.5	Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions	
	ss.wg.pgc.6.6	*Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures (*Should be taught through the lens of Catholicism. Christian communities hold truth in the highest regard - it is from this and from the Bible that we know about natural law. These attributes make Christianity distinct from other religions.)	
	ss.wg.pgc.6.7	Describe how a peoples' culture is expressed through their art, architecture, and literature	
		WORLD HISTORY	
Civics (Governmental Systems & Principles)		*Tools of Social Science Inquiry*	
	ss.wh.c.6.1	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450	
		Settlements (Early Civilizations: Geography's Impact on History)	
	ss.wh.c.6.2	Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties	
	ss.wh.c.6.3	Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires	
	ss.wh.c.6.4	Explain how the codification of law impacted early civilizations	
		Founding (Classical Civilizations: Foundations of Representative Government)	
	ss.wh.c.6.5	Explain the origins, functions, and structure of governmental systems within classical civilizations	

	ss.wh.c.6.6	Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights, and civic duty	
	ss.wh.c.6.7	Explain how the rule of law developed from a written code of laws, as well as concepts of separation of powers and checks and balances	
		Expansion (Regional Interconnectedness and Conflict)	
	ss.wh.c.6.8	Explain the origins, functions, and structure of governmental systems within civilizations	
	ss.wh.c.6.9	Explain how concepts such as the rule of law, limited government, and due process are developed through the Magna Carta and other influential documents	
	ss.wh.c.6.10	Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies	
Economics		*Tools of Social Science Inquiry*	
	ss.wh.e.6.1	Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450	
		Settlements (Early Civilizations: Geography's Impact on History)	
	ss.wh.e.6.2	Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor	
	ss.wh.e.6.3	Explain how standardization affects the early stability of a society	
		Founding (Classical Civilizations: Foundations of Representative Government)	
	ss.wh.e.6.4	Describe trade patterns and how they influence the movement of resources, goods, and services	
	ss.wh.e.6.5	Explain how standardization impacts the stability of a civilization	
	ss.wh.e.6.6	Explain how political and economic stability affects the well-being of individuals and society	
		Expansion (Middle Ages: Regional Interconnectedness and Conflict)	

	ss.wh.e.6.7	Explain how inter- regional trade intensified the exchange of goods, ideas, and people	
Geography		*Tools of Social Science Inquiry*	
	ss.wh.g.6.1	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450	
	ss.wh.g.6.2	Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450	
	ss.wh.g.6.3	Locate the following: major cities of the world and key world nations; the world's continents and oceans; and major topographical features of the world	
		Settlements (Early Civilizations: Geography's Impact on History)	
	ss.wh.g.6.4	Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations	
	ss.wh.g.6.5	Analyze the cultural characteristics of civilizations to explain how they are similar and different	
	ss.wh.g.6.6	Explain how various characteristics of civilizations are connected to identities and cultures	
		Founding (Classical Civilizations: Foundations of Representative Government)	
	ss.wh.g.6.7	Explain the significance of physical geography to the development of classical civilizations	
	ss.wh.g.6.8	Identify the effect of natural forces upon human activities	
History (Continuity & Change)		*Tools of Social Science Inquiry*	
	ss.wh.h.6.1	Create and use tools to analyze a chronological sequence of related events in world history	

	ss.wh.h.6.2	Explain connections between historical context and peoples' perspectives at the time in world history	
	ss.wh.h.6.3	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product that applies an aspect of world history prior to c.1450 to a contemporary issue	
	ss.wh.h.6.4	Using an inquiry lens, develop compelling questions about world history prior to c. 1450 to determine helpful resources and consider multiple points of view represented in the resources	
	ss.wh.h.6.5	Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem	
		Settlements (Early Civilizations: Geography's Impact on History)	
	ss.wh.h.6.6	Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas	
	ss.wh.h.6.7	Analyze the role early civilizations had in shaping concepts of government, law, and social order	
		Founding (Classical Civilizations: Foundations of Representative Government)	
	ss.wh.h.6.8	Analyze the rise and fall of classical civilizations to determine their significance to future societies	
	ss.wh.h.6.9	Trace the impact of conflicts, competition, and cooperation within and among classical civilizations	
		Expansion (Middle Ages: Regional Interconnectedness and Conflict)	
	ss.wh.h.6.10	Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan	
	ss.wh.h.6.11	Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa	
	ss.wh.h.6.12	Analyze how the Crusades and Black Death affected existing societies in Europe, Asia, and Africa	

	ss.wh.h.6.13	Analyze the cultures of civilizations in sub- Saharan Africa, Mesoamerica, and Andean South America	
People, Groups, & Cultures		*Tools of Social Science Inquiry*	
	ss.wh.pgc.6.1	Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created	
	ss.wh.pgc.6.2	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples	
		Settlements (Early Civilizations: Geography's Impact on History)	
	ss.wh.pgc.6.3	Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations	
	ss.wh.pgc.6.4	Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism	
	ss.wh.pgc.6.5	Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies	
	ss.wh.pgc.6.6	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations	
		Founding (Classical Civilizations: Foundations of Representative Government)	
	ss.wh.pgc.6.7	Explain the significance of art, mythology, literature, and philosophy to the culture and social order of classical civilizations	
	ss.wh.pgc.6.8	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations	
	ss.wh.pgc.6.9	Analyze the extent and impact of cultural diffusion that results from empire building	
	ss.wh.pgc.6.10	*From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity (Should be taught through the lens of Catholicism)	
		Expansion (Middle Ages: Regional Interconnectedness and Conflict)	

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	ss.wh.pgc.6.11	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and Mesoamerican civilizations	
	ss.wh.pgc.6.12	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam	
	ss.wh.pgc.6.13	Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions	
	ss.wh.pgc.6.14	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures prior to c. 1450	

		6-8 TECHNOLOGY	
DOMAIN	**CODE**	**ARCHDIOCESAN EXPECTATIONS**	**PRIORITY EXPECTATION**
Computing Systems	t.cs.6-8.1	Evaluate the design of computing devices, based on the characteristics of each device and how users interact with it, to improve the overall user experience	
	t.cs.6-8.2	Design projects that combine hardware and software to collect and exchange data	
	t.cs.6-8.3	Develop a systematic troubleshooting routine to identify the problem, research solutions, and fix problems with computing devices, components, and software	☑
Networks & Internet	t.ni.6-8.1	Model the different ways that data is transferred across a network and the protocols used to transmit the data	
	t.ni.6-8.2	Recognize and determine computer threats and be able to identify programs and methods to protect electronic information	☑
	t.ni.6-8.3	Demonstrate how data is transmitted through multiple methods of encryption	
Data & Analysis	t.da.6-8.1	Represent data using multiple encoding schemes	
	t.da.6-8.2	Collect data using computational tools and display it for the end user in an easy to understand way	☑

Category	Code	Standard	
Algorithms & Programming	t.ap.6-8.1	Analyze methods to refine computational models based on received data	
	t.ap.6-8.2	Design algorithms with flow charts and/or pseudocode to show solutions to complex problems	
	t.ap.6-8.3	Create clearly named variables to store and manipulate information	
	t.ap.6-8.4	Design and develop combinations of control structures, nested loops, and compound conditionals	☑
	t.ap.6-8.5	Decompose problems and sub problems into parts to facilitate the design, implementation, and review of programs	
	t.ap.6-8.6	Create procedures with parameters to organize code and make it easier to reuse	
	t.ap.6-8.7	Use feedback from team members and users to refine solutions to meet user needs	
	t.ap.6-8.8	Use flowcharts and/or pseudocode to solve problems using algorithms	☑
	t.ap.6-8.9	Test and refine programs using a range of test cases	
	t.ap.6-8.10	Manage project tasks and timelines when collaboratively developing computational artifacts	
Digital Citizenship	t.dc.6-8.1	Compare tradeoffs associated with computing technologies that have impacted people's activities, careers, and lives when solving global problems using the power of computing	☑
	t.dc.6-8.2	Give proper attribution to code, media, etc. that are used in projects	☑
	t.dc.6-8.3	Discuss issues of bias and accessibility in the design of existing technologies	
	t.dc.6-8.4	Collaborate through strategies such as crowdsourcing or surveys when creating a computational artifact	
	t.dc.6-8.5	Describe tradeoffs between allowing information to be public and keeping information private and secure	☑
Innovative designer	t.id.6-8.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems	☑

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	t.id.6-8.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk	☑
	t.id.6-8.3	Develop, test, and refine prototypes as part of a cyclical design process	☑
	t.id.6-8.4	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.6.1	Combine concepts collaboratively to generate innovative ideas for creating art	☑
	a.cr.6.2	Formulate an artistic investigation of personally relevant content for creating art	
	a.cr.6.3	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design	☑
	a.cr.6.4	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment	☑
	a.cr.6.5	Design or redesign objects, places, or systems that meet the identified needs of diverse users	
	a.cr.6.6	Reflect on whether personal artwork conveys the intended meaning and revise accordingly	
Present	a.p.6.1	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork	
	a.p.6.2	Individually or collaboratively, develop a visual plan for displaying works of art by analyzing exhibit space and layout, as well as the needs of the viewer	
	a.p.6.3	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community	☑
Respond	a.r.6.1	Identify and interpret works of art or design that reveal how people live around the world and what they value	☑

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	a.r.6.2	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions	☑
	a.r.6.3	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	
	a.r.6.4	Develop and apply relevant criteria to evaluate a work of art	
Connect	a.co.6.1	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making	
	a.co.6.2	Analyze how art reflects changing times, traditions, resources, and cultural uses	☑

MUSIC			
DOMAIN	**CODE**	**ARCHDIOCESAN EXPECTATIONS**	**PRIORITY EXPECTATION**
Create	mu.cr.6.1	Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent	☑
	mu.cr.6.2	Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an efective beginning, middle, and ending, and that convey expressive intent	
	mu.cr.6.3	Use standard notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas	☑
	mu.cr.6.4	Evaluate one's own work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources	
	mu.cr.6.5	Describe the rationale for making revisions to the music based on evaluation criteria and teacher feedback	☑
	mu.cr.6.6	Present the final version of a documented personal composition or arrangement, using craftsmanship and originality to demosntrate an effective beginning, middle, and ending and to convey expressive intent	☑

Perform	mu.p.6.1	Explain and demonstate the structure of contrasting pieces of music selected for performance and how elements of music are used.		☑
	mu.p.6.2	When analyzing selected music, read, identify, and perform standard sympols for rhythm, pitch, articulation, dynamics, and harmonic progression		
	mu.p.6.3	Identify how cultural and historical context inform performances		
	mu.p.6.4	Perform a selected piece of music demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent		
	mu.p.6.5	Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform		
☑	mu.p.6.6	Perform the music with technical accuracy to convey the creator's intent		☑
☑	mu.p.6.7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose		☑
Respond	mu.r.6.1	Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose		
	mu.r.6.2	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and the context (such as personal and social)		
	mu.r.6.3	Identify the context of music from a variety of genres, cultures, and historical periods		
	mu.r.6.4	Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent		☑
	mu.r.6.5	Apply teacher-provided criteria to evaluate musical works or performances		
Connect	mu.r.6.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music		☑

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
	mu.r.6.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	☑
		PE & HEALTH	
Movement & Manipulative Skills	peh.mms.6.1	Demonstrate competency in a variety of motor skills and movement patterns	☑
Strategy & Applying Skills	peh.sas.6.1	Practice strategic thinking skills in a variety of team-oriented games and activities	☑
	peh.sas.6.2	Work cooperatively to apply strategic offensive and defensive strategies in team activities by analyzing which would work best based on opponent's strategies	☑
Health & Fitness	peh.hf.6.1	Analyze the impact of physical activity choices relative to the development of each health-related component of fitness	☑
	peh.hf.6.2	Establish, measure, and monitor a self-selected physical activity goal for health-realted components of fitness	☑
	peh.hf.6.3	Demonstrate appropriate stretching, warm-up, and cool-down activities	
	peh.hf.6.4	Identify the major muscle groups used in a variety of physical activities	☑
	peh.hf.6.5	Identify foods in each basic food group and the importance of selecting appropriate servings and portions	☑
	peh.hf.6.6	Explain the importance of being physically active throughout one's life span	☑
	peh.hf.6.7	Identify positive and negative effects of stress and appropriate strategies to combat and manage/eliminate the negative effects. Implement strategies and reflect on one's progress over time	☑
	peh.hf.6.8	Engage in areobic physical activity in a variety of individual and team-oriented games and activities	
	peh.hf.6.9	Identify the components of skill-related fitness	☑

DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Attitude & Behavior	peh.ab.6.1	Exhibit responsible personal and social behavior that respects self and others (attitude and behavior)	☑
		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	☑