

<b>2ND</b>			
		<b>COMMUNICATION ARTS</b>	
<b>DOMAIN</b>		<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Reading	ca.r.2.1	Develop and demonstrate reading skills in response to text by: a. using text features to make and confirm predictions, explain why not confirmed b. asking and responding to relevant questions c. seeking clarification and using information/facts and details about texts and supporting answers with evidence from text	<b>d</b>
	ca.r.2.2	Develop an understanding of vocabulary by: a. using prefixes, root words, and suffixes to determine the meaning of words b. using knowledge of the meaning of individual words to determine the meaning of compound words c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases f. distinguishing meaning among closely related verbs and adjectives g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases	<b>a</b>
	ca.r.2.3	Determine the relevant connections between: a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to self c. text to world (text ideas regarding experiences in the world)	<input checked="" type="checkbox"/>

	ca.r.2.4	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	
	ca.r.2.5	With assistance, read, infer, and draw conclusions to: a. identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories	<b>a</b>
	ca.r.2.6	Read, infer, and draw conclusions to: a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia	
	ca.r.2.7	Read, infer, and draw conclusions to: a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays	
	ca.r.2.8	Read, infer, and draw conclusions to: a. identify the main idea of sections of text, distinguish the main idea from the topic, and identify key details b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information d. analyze how main ideas and supporting details are related in the text and how this relationship contributes to the author's purpose and point of view	<b>a, f</b>
	ca.r.2.9	Read, infer, and draw conclusions to: a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning	<b>a</b>

	ca.r.2.10	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. explain main ideas and supporting details</li> <li>b. describe the connection between events and retell the sequence of events</li> <li>c. describe the connection between and identify problems and solutions</li> <li>d. identify the author's purpose</li> <li>e. compare and contrast the most important points presented by text on the same topic</li> </ul>	<b>d</b>
	ca.r.2.11	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>a. explaining purposes of media</li> <li>b. describing techniques used to create media messages</li> <li>c. identifying various written conventions for using digital media</li> </ul>	
	ca.r.2.12	<p>Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> <li>a. understanding that sentences are organized into paragraphs to convey meaning</li> </ul>	
	ca.r.2.13	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</li> <li>b. distinguishing long and short vowels when reading regularly spelled one-syllable words</li> <li>c. decoding regularly spelled two-syllable words with long vowels</li> <li>d. decoding words with vowel diphthongs</li> <li>e. decoding words with vowel digraphs</li> <li>f. reading words with common prefixes and suffixes</li> <li>g. using contractions</li> <li>h. using common syllable patterns to decode words including r-controlled vowels</li> <li>i. reading irregularly spelled high-frequency words</li> <li>j. demonstrating decoding skills when reading new words in a text</li> </ul>	

	ca.r.2.14	Apply 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	<input checked="" type="checkbox"/>
	ca.r.2.15	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	<input checked="" type="checkbox"/>
	ca.r.2.16	An ELL can make accurate use of standard English to communicate in grade-appropriate reading, speech, and writing	
Writing	ca.w.2.1	Follow a writing process to plan a first draft by brainstorming and recording ideas using a graphic organizer	<input checked="" type="checkbox"/>
	ca.w.2.2	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating a clear beginning, middle, and end d. addressing an appropriate audience	<input checked="" type="checkbox"/>

	ca.w.2.3	<p>With assistance, reread, revise, and edit drafts to strengthen writing as needed by revising:</p> <ul style="list-style-type: none"> <li>a. main idea</li> <li>b. details</li> <li>c. word choice</li> <li>d. sentence construction</li> <li>e. event order</li> <li>f. audience</li> <li>g. voice</li> <li>h. language conventions</li> </ul>	<input checked="" type="checkbox"/>
	ca.w.2.4	<p>With assistance, use a variety of conventional and digital tools to produce and publish writing</p>	
	ca.w.2.5	<p>Write an opinion text that:</p> <ul style="list-style-type: none"> <li>a. introduces a topic using complete sentences</li> <li>b. states an opinion about the topic and provides reasons for the opinion</li> <li>c. provides evidence of a strong beginning, middle, and concluding statement or section</li> </ul>	<input checked="" type="checkbox"/>
	ca.w.2.6	<p>Write an informative and explanatory text that:</p> <ul style="list-style-type: none"> <li>a. introduces a topic using complete sentences</li> <li>b. uses facts and definitions to develop points</li> <li>c. uses specific words that are related to the topic</li> <li>d. creates a concluding statement</li> </ul>	<input checked="" type="checkbox"/>
	ca.w.2.7	<p>Write a fiction and non fiction narrative and poem that:</p> <ul style="list-style-type: none"> <li>a. establishes a situation or topic based on experience or imagination</li> <li>b. introduces main character and setting</li> <li>c. follows a logical sequence of events</li> <li>d. uses complete sentences to create a beginning, middle, and end</li> <li>e. uses linking and transition words to signal order</li> </ul>	<input checked="" type="checkbox"/>

	ca.w.2.8	<p>Apply the research process to</p> <ul style="list-style-type: none"> <li>a. generate a list of open-ended questions about a topic of interest</li> <li>b. create individual question(s) about a topic</li> <li>c. use the question(s) to find information on a topic</li> <li>d. gather evidence from sources (both literary and informational and conventional and digital)</li> <li>e. record basic information in a simple visual format</li> <li>f. present and evaluate information in written and oral reports and displays using criteria established by the teacher</li> </ul>	<input checked="" type="checkbox"/>
Language	ca.l.2.1	<p>In written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. identify and use common and proper nouns, pronouns, and collective nouns</li> <li>b. identify and use adjectives and adverbs</li> </ul>	<input checked="" type="checkbox"/>
	ca.l.2.2	<p>In written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. identify and use common irregular plural nouns</li> <li>b. identify and use reflexive pronouns</li> <li>c. identify and use verbs, helping verbs, irregular verbs</li> </ul>	
	ca.l.2.3	In writing, distinguish between and correctly use the four types of sentences	<input checked="" type="checkbox"/>
	ca.l.2.4	In written text, write cursive lower case letters legibly using correct sizing, spacing, and connection	<input checked="" type="checkbox"/>
	ca.l.2.5	In written text, write cursive upper case letters legibly using correct sizing, spacing, and connection	<input checked="" type="checkbox"/>
	ca.l.2.6	Apply capitalization and punctuation rules to writing including weeks, days, months, holidays, and abbreviations	<input checked="" type="checkbox"/>
	ca.l.2.7	Apply phonics and spelling rules when writing, including words with irregular spelling patterns	<input checked="" type="checkbox"/>
	ca.l.2.8	In written form, use dialogue that contains quotation marks	
	ca.l.2.9	In written form, use apostrophes correctly for contractions and possessive nouns	
	ca.l.2.10	In written form, use nouns that change their spelling in the plural form	

	ca.l.2.11	In written form, use the plural of nouns by adding "es" when necessary	<input checked="" type="checkbox"/>
	ca.l.2.12	In written form, arrange words in alphabetical order to the second letter	<input checked="" type="checkbox"/>
Speaking & Listening	ca.sl.2.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. following three-step instructions, according to classroom expectations	<input checked="" type="checkbox"/>
	ca.sl.2.2	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 or teacher-assigned) while maintaining eye contact with audience b. recalling and telling a story with details, including a beginning, middle, and end c. using academic language and conventions	<input checked="" type="checkbox"/>
		<b>MATH</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Number Sense & Operations in Base Ten		<i>Understand place value of three digit numbers</i>	<input checked="" type="checkbox"/>
	m.nsbt.2.1	Understand three-digit numbers are composed of hundreds, tens, and ones	
	m.nsbt.2.2	Understand that 100 can be thought of as 10 tens- called a "hundred"	
	m.nsbt.2.3	Count within 1000 by 1s, 2s, 3s, 4s, 5s, 10s, and 100s starting with any number	<input checked="" type="checkbox"/>
	m.nsbt.2.4	Make reasonable estimates for addition and subtraction problems	
	m.nsbt.2.5	Read and write numbers to 1000 using number names, base-ten numerals, and expanded form	
	m.nsbt.2.6	Compare two three-digit numbers using the symbols $>$ , $=$ , or $<$	<input checked="" type="checkbox"/>

		<i>Use place value understanding and properties of operations to add and subtract</i>	<input checked="" type="checkbox"/>
	m.nsbt.2.7	Demonstrate knowledge of adding and subtracting two digit numbers with and without regrouping	<input checked="" type="checkbox"/>
	m.nsbt.2.8	Add up to four two-digit numbers	
	m.nsbt.2.9	Demonstrate knowledge of adding and subtracting three digit numbers with and without regrouping	<input checked="" type="checkbox"/>
	m.nsbt.2.10	Use the relationship between addition and subtraction to solve problems	
	m.nsbt.2.11	Add or subtract mentally 10 or 100 to form a given number within 1000	
		<i>Represent and solve problems involving addition and subtraction</i>	<input checked="" type="checkbox"/>
	m.nsbt.2.12	Use knowledge of adding and subtracting within 100 to solve word problems	<input checked="" type="checkbox"/>
Relationships & Algebraic Thinking		<i>Add and subtract within 20</i>	<input checked="" type="checkbox"/>
	m.rat.2.1	Demonstrate fluency with addition and subtraction within 20	<input checked="" type="checkbox"/>
		<i>Develop foundations for multiplication and division</i>	<input checked="" type="checkbox"/>
	m.rat.2.2	Determine if a set of objects has an odd or even number of members	
	m.rat.2.3	Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends	
	m.rat.2.4	Solve multiplication problems using a rectangular array	<input checked="" type="checkbox"/>
	m.rat.2.5	Determine the unknown whole number in an equation	
Geometry & Measurement		<i>Reason with shapes and their attributes</i>	<input checked="" type="checkbox"/>
	m.gm.2.1	Recognize and draw shapes having specified attributes, such as a given number of angles and sides	<input checked="" type="checkbox"/>
	m.gm.2.2	Count unit squares to determine the area of a rectangle	
	m.gm.2.3	Partition circles and rectangles into two, three, or four equal shares, and describe the shares and the whole	<input checked="" type="checkbox"/>

		<i>Measure and estimate lengths in standard units</i>	<input checked="" type="checkbox"/>
	m.gm.2.4	Measure the length of an object by selecting and using appropriate tools	
	m.gm.2.5	Analyze the results of measuring the same object with different units	
	m.gm.2.6	Estimate lengths using units of inches, feet, yards, centimeters, and meters	<input checked="" type="checkbox"/>
	m.gm.2.7	Measure to determine how much longer one object is than another	
	m.gm.2.8	Estimate and measure the perimeter of a figure	
		<i>Relate addition and subtraction to length</i>	
	m.gm.2.9	Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units	
	m.gm.2.10	Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line	
		<i>Work with time and money</i>	<input checked="" type="checkbox"/>
	m.gm.2.11	Tell and write time from analog and digital clocks to the nearest five minutes	<input checked="" type="checkbox"/>
	m.gm.2.12	Analyze times as A.M. and P.M.	
	m.gm.2.13	Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock	
	m.gm.2.14	Demonstrate the ability to represent a certain value of money up to 99 cents in various ways	
	m.gm.2.15	Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies using \$ and cents appropriately	
	m.gm.2.16	Find combinations of coins that equal a given amount up to five dollars	<input checked="" type="checkbox"/>
	m.gm.2.17	Make exchange between coins	
Data & Statistics		<i>Represent and interpret data</i>	<input checked="" type="checkbox"/>
	m.ds.2.1	Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers	
	m.ds.2.2	Take surveys and collect data and display the data in a line plot	

	m.ds.2.3	Draw a picture graph or a bar graph to represent a data set with up to four categories	
	m.ds.2.4	Draw conclusions and solve problems using line plots, picture graphs, and bar graphs	☑
		<b>SCIENCE</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Physical Science	s.ps.2.1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]	☑
	s.ps.2.2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose [Clarification Statement: Examples of properties could include strength, flexibility, hardness, texture, and absorbency.]	☑
	s.ps.2.3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]	
	s.ps.2.4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]	☑
	s.ps.2.5	Predict and investigate that water can change from a liquid to a solid (freeze) and back again (melt), or from a liquid to a gas (evaporation) and back again (condensation) as the result of temperature changes	☑
Life Science	s.ls.2.1	Plan and conduct investigations on the growth of plants when growing conditions are altered (i.e. dark vs. light, water vs. no water)	☑

	s.ls.2.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants	<input checked="" type="checkbox"/>
	s.ls.2.3	Make observations of plants and animals to compare the diversity of life in different habitats [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]	<input checked="" type="checkbox"/>
	s.ls.2.4	Develop a model to compare and contrast observations on the life cycle of different plants and animals [Clarification Statement: Changes that organisms go through during their life form a pattern.]	<input checked="" type="checkbox"/>
Earth & Space Science	s.ess.2.1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly, and erosion of rocks, which occurs slowly.]	<input checked="" type="checkbox"/>
	s.ess.2.2	Develop a model to represent the shapes and kinds of land and bodies of water in an area	
	s.ess.2.3	Obtain information to identify where water is found on Earth and that it can be solid or liquid	
Engineering Technology	s.et.2.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	<input checked="" type="checkbox"/>
	s.et.2.2	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	<input checked="" type="checkbox"/>
	s.et.2.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	<input checked="" type="checkbox"/>
<b>SOCIAL STUDIES</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Civics	ss.c.2.1	Explain and give examples of how laws and rules are made and changed within a community	<input checked="" type="checkbox"/>

	ss.c.2.2	Examine how individual rights are protected within a community	
	ss.c.2.3	Analyze how being an active and informed citizen makes a difference in your community	
	ss.c.2.4	List the consequences of citizens not actively participating in their communities	
	ss.c.2.5	Describe the character traits, civic attitudes, and contributions of inventors and pioneers who influenced our nation, including Catholic saints	☑
	ss.c.2.6	Describe the importance of the Pledge of Allegiance. Recognize and explain significance of nation symbols, landmarks, parks, and important memorials	☑
	ss.c.2.7	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making	
	ss.c.2.8	Identify and explain the concept of branches and functions of government	☑
Economics	ss.e.2.1	Describe the relationship among consumers, consumption, producers, and production	☑
	ss.e.2.2	Explain the relationship of income, labor, and wages	☑
	ss.e.2.3	Demonstrate how people use money to buy and sell goods and services; demonstrate how people barter to exchange goods and services	
	ss.e.2.4	Describe a personal cost-benefit situation	
Geography	ss.g.2.1	Read and construct maps with titles and keys	☑
	ss.g.2.2	Identify the properties and use of different types of maps for a variety of purposes	
	ss.g.2.3	Name and locate the regions of one's community and of the world	☑
	ss.g.2.4	Identify and describe physical characteristics of the world and of one's region of Missouri, and describe human characteristics of one's region of Missouri	

	ss.g.2.5	Describe different types of communication and transportation and identify their advantages and disadvantages	
	ss.g.2.6	Describe how transportation and communication systems have facilitated the movement of people, products, and ideas	☑
	ss.g.2.7	Define the concept of regions as places that have unifying political, physical, and/or cultural characteristics; identify examples of different regions in Missouri	
	ss.g.2.8	Compare cultural characteristics of regions of Missouri	
	ss.g.2.9	Describe why people of different groups settle more in one place or region than another	
	ss.g.2.10	Explain how geography affects the way people live today	☑
	ss.g.2.11	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States (i.e. Native American legends and European and African American fables and folktales)	
	ss.g.2.12	Describe how regions commemorate cultural heritage	☑
History	ss.h.2.1	Compare the cultures and people in our community across multiple time periods	
	ss.h.2.2	Compare and contrast the changing habitats, resources, art, and daily lives of Native Americans in regions of the U.S.	☑
	ss.h.2.3	Describe how regions celebrate cultural heritage	
Social Science Inquiry	ss.ssi.2.1	With guidance and support, describe and analyze primary and secondary social studies sources in class discussion	
	ss.ssi.2.2	Select and use artifacts to share information on social studies topics	
	ss.ssi.2.3	Use visual tools and informational texts to communicate information	
	ss.ssi.2.4	Explain the difference between fact and opinion in social studies topics	
	ss.ssi.2.5	Explain the concept of point of view in social studies topics	
	ss.ssi.2.6	Share research about a social studies topic	
	ss.ssi.2.7	With assistance, develop supporting questions about social studies topics and describe a process to answer those questions	

	ss.ssi.2.8	Discuss types of sources that would be helpful in exploring social studies questions	
		<b>TECHNOLOGY</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Computing Systems	t.cs.2.1	Select and use a computing device to perform a variety of tasks for an intended outcome	<input checked="" type="checkbox"/>
	t.cs.2.2	Identify the components of a computer system and what the basic functions are (i.e. hard drive and memory) as well as peripherals (i.e. printers, scanners, external hard drives) and external storage features and their uses (i.e. cloud storage)	
	t.cs.2.3	Independently choose appropriate software to perform a variety of tasks	
	t.cs.2.4	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) and discuss problems with peers and adults	
Networks & Internet	t.ni.2.1	Recognize that computing devices can be connected at various scales (i.e. Bluetooth, Wi-Fi, hotspot, LAN, WAN, peer-to-peer)	
	t.ni.2.2	Recognize what passwords are and why we do not share them. Explain why we use them and why we use strong passwords to protect devices and information from unauthorized access	<input checked="" type="checkbox"/>
Data & Analysis	t.da.2.1	With guidance, create, copy, locate, modify, and delete a file on a computing device, use appropriate file-naming conventions, and recognize that the file exists within an organizational structure (i.e. drive, folder, file) - define the information stored as data	
	t.da.2.2	With guidance, collect and present the same information in various formats	<input checked="" type="checkbox"/>
	t.da.2.3	With guidance, construct and interpret data and present it in a chart or graph (visualization) in order to make a prediction, with or without a computing device	

Algorithms & Programming	t.ap.2.1	With guidance, model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language	
	t.ap.2.2	Model the way a computer program manipulates grade level appropriate data (i.e. print, numbers, kinesthetic movement, symbols, robot manipulatives)	
	t.ap.2.3	With guidance, create programs using a programming language, robot device, or unplugged activity that utilize sequencing and simple looping to solve a problem or express ideas both independently and collaboratively	<input checked="" type="checkbox"/>
	t.ap.2.4	Independently or with guidance, create a grade level appropriate document of the plan, ideas, and sequence of events (step-by-step) manner (i.e. story map, storyboard, sequential graphic organizer) to illustrate what the program will do	<input checked="" type="checkbox"/>
	t.ap.2.5	Give credit to ideas, information, creations, and solutions of others while writing and developing programs	
	t.ap.2.6	Independently and collaboratively debug programs, which include sequencing and simple loops, to accomplish tasks as a means of creative expression or problem solving using a programming language and/or unplugged activities	
	t.ap.2.7	Use correct terminology (i.e. debug, program input/output, code) to explain the development of an algorithm to solve a problem in an unplugged activity, hands on manipulatives, or a programming language	
Digital Citizenship	t.dc.2.1	Identify and describe how people use many types of technologies in their daily work and personal lives	<input checked="" type="checkbox"/>
	t.dc.2.2	Develop a code of conduct and explain and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior and know how to report concerns of cyberbullying	<input checked="" type="checkbox"/>
	t.dc.2.3	Identify safe and unsafe examples of online communications. Learn that the information put online leaves a digital footprint	<input checked="" type="checkbox"/>

Innovative designer	t.id.2.1	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems	<input checked="" type="checkbox"/>
	t.id.2.2	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk	<input checked="" type="checkbox"/>
	t.id.2.3	Develop, test, and refine prototypes as part of a cyclical design process	<input checked="" type="checkbox"/>
	t.id.2.4	Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems	<input checked="" type="checkbox"/>
		<b>ART</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Create	a.cr.2.1	Brainstorm, collaboratively, multiple approaches to an art or design problem	<input checked="" type="checkbox"/>
	a.cr.2.2	Make art or design with various materials and tools to explore personal interests, questions, and curiosity	<input checked="" type="checkbox"/>
	a.cr.2.3	Experiment with various materials and tools to explore personal interests in a work of art or design	<input checked="" type="checkbox"/>
	a.cr.2.4	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces	<input checked="" type="checkbox"/>
	a.cr.2.5	Repurpose objects to make something new	<input checked="" type="checkbox"/>
	a.cr.2.6	Discuss and reflect with peers about choices made in creating artwork	
Present	a.p.2.1	Categorize artwork based on a theme or concept for an exhibit	
	a.p.2.2	Distinguish between different materials or artistic techniques for preparing artwork for presentation	
	a.p.2.3	Analyze how art that is exhibited inside and outside of schools (i.e. in museums, galleries, virtual spaces, and other venues) contributes to communities	<input checked="" type="checkbox"/>
Respond	a.r.2.1	Perceive and describe aesthetic characteristics of one's natural world and constructed environments	
	a.r.2.2	Categorize images based on expressive properties	

	a.r.2.3	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form	<input checked="" type="checkbox"/>
	a.r.2.4	Use learned art vocabulary to express preferences about artwork	<input checked="" type="checkbox"/>
Connect	a.co.2.1	Create works of art about events in home, school, or community life	<input checked="" type="checkbox"/>
	a.co.2.2	Compare and contrast cultural uses of artwork from different times and places	<input checked="" type="checkbox"/>
<b>MUSIC</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Create	mu.cr.2.1	Improvise rhythmic and melodic patterns & musical ideas for a specific purpose given tonality (such as major & minor) and meter (such as duple and triple)	<input checked="" type="checkbox"/>
	mu.cr.2.2	Generate musical patterns and ideas within the context of a given tonality (such as major & minor) and meter (such as duple and triple)	<input checked="" type="checkbox"/>
	mu.cr.2.3	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent	
	mu.cr.2.4	Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas	<input checked="" type="checkbox"/>
	mu.cr.2.5	Interpret and apply personal, peer, and teacher feedback to revise personal music	
	mu.cr.2.6	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience	
	mu.cr.2.7	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections	
Perform	mu.p.2.1	Demonstrate knowledge of music concepts (such as tonality and meter) from a variety of cultures selected for performance	
	mu.p.2.2	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation	<input checked="" type="checkbox"/>

	mu.p.2.3	Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent	<input checked="" type="checkbox"/>
	mu.p.2.4	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances	
	mu.p.2.5	Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music	<input checked="" type="checkbox"/>
	mu.p.2.6	Perform music for a specific purpose with expression and technical accuracy	<input checked="" type="checkbox"/>
	mu.p.2.7	Perform appropriately for the audience and purpose	<input checked="" type="checkbox"/>
Respond	mu.r.2.1	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes	
	mu.r.2.2	Describe how specific music concepts are used to support a specific purpose in music	
	mu.r.2.3	Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent	
	mu.r.2.4	Apply personal and expressive preferences in the evaluation of music for specific purposes	
Connect	mu.co.2.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.2.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	<input checked="" type="checkbox"/>
<b>PE &amp; HEALTH</b>			
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
Movement & Manipulative Skills	peh.mms.2.1	Demonstrate locomotor skills in combinations	<input checked="" type="checkbox"/>
	peh.mms.2.2	Demonstrate proper techniques for a variety of fundamental manipulative skills	<input checked="" type="checkbox"/>

	peh.mms.2.3	Distinguish between static and dynamic balance	
	peh.mms.2.4	Demonstrate individually and with a partner manipulative skills both in a stationary position and while moving (i.e. throwing, catching, kicking, striking, volleying, and dribbling)	✓
Strategy & Applying Skills	peh.sas.2.1	Demonstrate a simple dance step in keeping with tempo and following cues	
	peh.sas.2.2	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner	✓
	peh.sas.2.3	Demonstrate motor skills and knowledge of rules while participating in organized games	✓
	peh.sas.2.4	Demonstrate locomotor skills in organized games using patterns, levels, tempo, directions, force, and pathways	✓
Health & Fitness	peh.hf.2.1	Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)	✓
	peh.hf.2.2	Describe and perform appropriate warm-up and cool-down activities	✓
	peh.hf.2.3	Identify activities that contribute to improving fitness	✓
Attitude & Behavior	peh.ab.2.1	Work effectively alone, with a partner, and as part of a team toward a goal	✓
	peh.ab.2.2	Demonstrate respect for all students, rules, and equipment	✓
	peh.ab.2.3	Respond appropriately to and implement feedback	✓
		<b>WORLD LANGUAGES</b>	
<b>DOMAIN</b>	<b>CODE</b>	<b>ARCHDIOCESAN EXPECTATIONS</b>	<b>PRIORITY EXPECTATION</b>
		<b>Novice-Low: With significant teacher support, student can...</b>	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	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)	<input checked="" type="checkbox"/>
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	<input checked="" type="checkbox"/>
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	<input checked="" type="checkbox"/>
	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nl.2	cardinal numbers 0-30	<input checked="" type="checkbox"/>
	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)	<input checked="" type="checkbox"/>
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	<input checked="" type="checkbox"/>

	wl.va.nl.9	family	<input checked="" type="checkbox"/>
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	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		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	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	<input checked="" type="checkbox"/>
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	<input checked="" type="checkbox"/>
		<b>Novice-Mid: With moderate teacher support, student can consistently...</b>	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	<input checked="" type="checkbox"/>
	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	<input checked="" type="checkbox"/>

	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	<input checked="" type="checkbox"/>
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	<input checked="" type="checkbox"/>
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nm.2	cardinal numbers 0-2,000	<input checked="" type="checkbox"/>
	wl.va.nm.3	weather	<input checked="" type="checkbox"/>
	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	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	<input checked="" type="checkbox"/>

	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	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)	<input checked="" type="checkbox"/>
	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	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nm.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	<input checked="" type="checkbox"/>
	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	
		<b>Novice-High: With little to no teacher support, student can independently and consistently...</b>	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	<input checked="" type="checkbox"/>
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	<input checked="" type="checkbox"/>
	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	<input checked="" type="checkbox"/>
	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	

Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	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 suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	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	<input checked="" type="checkbox"/>
	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	<input checked="" type="checkbox"/>
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nh.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nh.3	Use all subject pronouns in the target language	<input checked="" type="checkbox"/>
	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	<input checked="" type="checkbox"/>
	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	<input checked="" type="checkbox"/>
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	<input checked="" type="checkbox"/>
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	<input checked="" type="checkbox"/>
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	<input checked="" type="checkbox"/>