

KINDERGARTEN			
		COMMUNICATION ARTS	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Reading	ca.r.k.1	With assistance, develop and demonstrate reading skills in response to read-aloud by: a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts about a read aloud or familiar story d. recognizing beginning, middle, and end	<input checked="" type="checkbox"/>
	ca.r.k.2	With assistance develop an understanding of vocabulary by: a. identifying and sorting pictures of objects into conceptual categories b. demonstrating an understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using words and phrases acquired through conversations, reading and being read to, and responding to texts	<input checked="" type="checkbox"/>
	ca.r.k.3	With assistance, determine the connection between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences to fiction and nonfiction) c. text to world (text ideas regarding experiences in the world)	
	ca.r.k.4	Read independently for sustained periods of time by: a. engaging with text as developmentally appropriate	<input checked="" type="checkbox"/>

	ca.r.k.5	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. Identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories g. ask and answer questions about unknown words in text 	<input checked="" type="checkbox"/>
	ca.r.k.6	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds 	
	ca.r.k.7	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. identify characters in a puppet play or performance by actors 	
	ca.r.k.8	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations b. use titles and illustrations to make predictions about text c. identify text features d. identify the meaning of environmental print 	
	ca.r.k.9	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. respond to examples of sensory details 	
	ca.r.k.10	<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text 	<input checked="" type="checkbox"/>
	ca.r.k.11	<p>With assistance, develop an awareness of media literacy by:</p> <ul style="list-style-type: none"> a. using different forms of media as developmentally appropriate 	

	ca.r.k.12	<p>Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> a. identifying all upper and lower case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one to one correspondence between spoken words and written words 	<input checked="" type="checkbox"/>
	ca.r.k.13	<p>Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rimes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting spoken words into two or three phonemes 	<input checked="" type="checkbox"/>
	ca.r.k.14	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words 	<input checked="" type="checkbox"/>
	ca.r.k.15	Read with support, appropriate texts with purpose and understanding	
	ca.r.k.16	With assistance, develop an understanding of how a text can influence a reader's moral character	

Writing	ca.w.k.1	<p>With assistance, follow a writing process to design a writing plan by:</p> <ul style="list-style-type: none"> a. using mentor texts and brainstorming b. telling one's story across pages c. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page 	✓
	ca.w.k.2	<p>With assistance, connect to genre of choice and create a draft from pre-writing by:</p> <ul style="list-style-type: none"> a. sequencing a story across pages b. illustrating pictures and labeling (using letters or words and/or form words) to create sentences on each page 	✓
	ca.w.k.3	<p>With assistance, revise and edit drafts to:</p> <ul style="list-style-type: none"> a. reread one's writing piece b. respond to questions and suggestions by adding details in illustration and or writing c. using spaces between words, proper linear awareness (when applicable), printing left to right, and proper letter formation 	✓
	ca.w.k.4	<p>With assistance, explore a variety of conventional/digital tools to produce and publish writing</p>	✓
	ca.w.k.5	<p>With assistance, construct an opinion text that:</p> <ul style="list-style-type: none"> a. tells an opinion about a topic b. develops and provides logical reasons and suggestions about a topic c. lists specific steps for others to follow or a specific course of action (if applicable) 	✓
	ca.w.k.6	<p>With assistance, write informative/explanatory texts that name and inform about a topic</p>	✓
	ca.w.k.7	<p>With assistance, write fiction and non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. narrate a story or experience that one has had or imagined b. tell the story in order, across pages 	✓
	ca.w.k.8	<p>With assistance, apply concepts from the research process to:</p> <ul style="list-style-type: none"> a. formulate a list of open-ended questions about topics of interest b. determine what sources or people can answer these questions c. gather evidence from sources to develop and document research 	✓

Language	ca.l.k.1	Apply concepts of Standard English grammar (in both speech and written form) when: a. identifying nouns and verbs b. using plural words when speaking c. expressing time and space	<input checked="" type="checkbox"/>
	ca.l.k.2	Apply concepts of Standard English when: a. demonstrating use of complete sentences in writing and shared language b. formulating sentences using question words	<input checked="" type="checkbox"/>
	ca.l.k.3	Reproduce and recognize upper and lowercase letters in print	<input checked="" type="checkbox"/>
	ca.l.k.4	Use correct spelling of own first and last name with proper capitalization	<input checked="" type="checkbox"/>
	ca.l.k.5	When formulating sentences, recognize that: a. sentences end with punctuation marks b. the first letter of the first word is capitalized c. the pronoun "I" is capitalized	
	ca.l.k.6	When constructing words, use inventive spelling with beginning, final, and medial sounds	<input checked="" type="checkbox"/>
	ca.l.k.7	In written text: a. write and name letters that match the given sound b. write and name letters for consonant and vowel sounds	
Speaking & Listening	ca.sl.k.1	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. continuing a conversation through multiple exchanges c. following two step instructions, according to classroom expectations d. demonstrating active listening skills, according to classroom expectations e. demonstrating active listening, according to classroom expectations	<input checked="" type="checkbox"/>

	ca.sl.k.2	<p>Speak clearly and audibly using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling and asking appropriate questions based on read-alouds or other media d. describing a personal experience using a prop, picture, or other visual aids e. speaking in complete sentences 	☑
--	-----------	---	---

MATH			
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Number Sense		<i>Know number names and count sequence</i>	
	m.ns.k.1	Count to 100 by ones, fives, and tens	☑
	m.ns.k.2	Count forward beginning from a given number between 10 and 1	
	m.ns.k.3	Count backwards from any given number between 10 and 1	
		<i>Understand the relationship between numbers and quantities; connect counting to cardinality</i>	
	m.ns.k.4	Read and write numerals and represent a number of objects from 0 to 20	☑
	m.ns.k.5	Say the number names when counting objects, in standard order, pairing each object with one and only one number name and each number name with one and only object	
	m.ns.k.6	Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of arrangement or the order in which were counted	
	m.ns.k.7	Understand that each successive number name refers to a quantity that is one larger than the previous number	
	m.ns.k.8	Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns	

	m.ns.k.9	Understand that a number can be used to represent "how many" are in a set	<input checked="" type="checkbox"/>
		<i>Compare Numbers</i>	
	m.ns.k.10	Compare two or more sets of objects and identify which set is equal to, more than, or less than the other	<input checked="" type="checkbox"/>
	m.ns.k.11	Compare two numerals, between 1 and 10, and determine which is more than or less than the other	<input checked="" type="checkbox"/>
Number Sense & Operations in Base Ten		<i>Work with numbers 11-19 to gain foundations for place value</i>	
	m.nsbt.k.1	Work with numbers 11-19 to gain foundations for place value (Compose and decompose numbers from 11 to 19 into sets of tens with additional ones)	<input checked="" type="checkbox"/>
Relationships & Algebraic Thinking		<i>Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from</i>	
	m.rat.k.1	Represent addition and subtraction within 10	<input checked="" type="checkbox"/>
	m.rat.k.2	Demonstrate fluency for addition and subtraction within 5	
	m.rat.k.3	Decompose numbers less than or equal to 10 in more than one way	
	m.rat.k.4	Construct 10 for any number from 1 to 9	
Geometry & Measurement		<i>Reason with shapes and their attributes</i>	
	m.gm.k.1	Describe several measurable attributes of objects	
	m.gm.k.2	Compare the measurable attributes of two objects	<input checked="" type="checkbox"/>
		<i>Work with time and money</i>	
	m.gm.k.3	Demonstrate an understanding of concepts of time and devices that measure time, on a clock to the hour and half hour	<input checked="" type="checkbox"/>
	m.gm.k.4	Name the days of the week, months of the year, seasons of the year, and understand that there are 24 hours in a day	

	m.gm.k.5	Identify pictures, values, and verbally name pennies, nickels, dimes, and quarters	<input checked="" type="checkbox"/>
		<i>Analyze squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres</i>	
	m.gm.k.6	Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size	<input checked="" type="checkbox"/>
	m.gm.k.7	Describe the relative positions of objects in space	
	m.gm.k.8	Identify and describe attributes of shapes, and use the attributes to sort a collection of shapes	<input checked="" type="checkbox"/>
	m.gm.k.9	Construct simple 2-dimensional shapes	
	m.gm.k.10	Compose simple shapes to form larger shapes using manipulatives	<input checked="" type="checkbox"/>
Data & Statistics		<i>Classify objects and count the number of objects in each category</i>	
	m.ds.k.1	Classify objects into given categories; count the number of objects in each category	
	m.ds.k.2	Compare category counts using appropriate language	<input checked="" type="checkbox"/>
		SCIENCE	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Physical Science	s.ps.k.1	Make qualitative observations of the physical properties of objects (i.e. size, shape, color, mass)	<input checked="" type="checkbox"/>
	s.ps.k.2	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other]	<input checked="" type="checkbox"/>
	s.ps.k.3	Describe ways to change the motion of an object (i.e. how to cause an object to go slower, go faster, go farther, change direction, stop)	<input checked="" type="checkbox"/>

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

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

	ss.h.k.2	Identify ways people learn about the past and distinguish among the past, present, and future	
	ss.h.k.3	Compare life in the past to life today	✓
Social Science Inquiry	ss.ssi.k.1	With guidance and support, label and analyze different social studies' sources	
	ss.ssi.k.2	Use artifacts to share information on social studies topics	
	ss.ssi.k.3	Use visual tools to communicate information	
	ss.ssi.k.4	Share findings about a social studies topic	
	ss.ssi.k.5	With guidance, ask questions and find answers	
		TECHNOLOGY	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Computing Systems	t.cs.k.1	Identify computing devices and with guidance, follow directions and make appropriate choices to use computing devices to perform a variety of tasks	
	t.cs.k.2	Use appropriate terminology in naming and describing the function of common computing devices and components (i.e. mouse is used to control the cursor, desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, printer)	✓
	t.cs.k.3	With guidance, choose appropriate software to perform a variety of tasks	
	t.cs.k.4	Recognize that computing systems might not work as expected and learn to use accurate terminology to identify simple hardware or software problems (i.e. volume turned down on headphones, monitor turned off, keyboard not working, mouse not working)	
Networks & Internet	t.ni.k.1	Discuss that computing devices can be connected together (i.e. printers connect to devices, phone/tablet share information)	
	t.ni.k.2	Discuss what passwords are and why we do not share them with others; with guidance, use passwords to access technological devices, apps, etc.	

Data & Analysis	t.da.k.1	With guidance, locate, open, modify, and save an existing file with a computing device	
	t.da.k.2	With guidance, collect information and present it	<input checked="" type="checkbox"/>
	t.da.k.3	With guidance, draw conclusions and make predictions based on picture graphs or patterns (i.e. make predictions based on weather data presented in a picture graph or complete a pattern)	
Algorithms & Programming	t.ap.k.1	With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language	
	t.ap.k.2	With guidance, recognize that computers represent different types of data using numbers or other symbols	
	t.ap.k.3	With guidance, independently or collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing (i.e. emphasizing the beginning, middle, and end)	
	t.ap.k.4	With guidance, create a grade-level appropriate artifact to illustrate thoughts, ideas or sequence of events (step-by-step) manner (i.e. story map, storyboard, sequential graphic organizer)	
	t.ap.k.5	Independently or with guidance give credit to ideas, creations, and solutions of others while developing algorithms	
	t.ap.k.6	With guidance, independently or collaboratively debug algorithms using a programming language and/or unplugged activity that includes sequencing	
	t.ap.k.7	Use correct terminology (beginning, middle, end) in the development of an algorithm to solve a simple problem	
Digital Citizenship	t.dc.k.1	Discuss different ways in which types of technologies are used in daily life	<input checked="" type="checkbox"/>
	t.dc.k.2	With guidance, identify appropriate manners and behaviors while participating in an online environment	<input checked="" type="checkbox"/>

	t.dc.k.3	Exhibit good digital citizenship using technology safely, responsibly, and ethically	<input checked="" type="checkbox"/>
Innovative designer	t.id.k.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.k.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.k.3	Develop, test, and refine prototypes as part of a cyclical design process	<input checked="" type="checkbox"/>
	t.id.k.4	Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems	<input checked="" type="checkbox"/>
		ART	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	a.cr.k.1	Engage in exploration and imaginative play with materials	<input checked="" type="checkbox"/>
	a.cr.k.2	Engage collaboratively in creative art-making in response to an artistic problem	<input checked="" type="checkbox"/>
	a.cr.k.3	Through experimentation, build skills in various media and approaches to art-making	<input checked="" type="checkbox"/>
	a.cr.k.4	Identify safe and non-toxic art materials, tools and equipment	<input checked="" type="checkbox"/>
	a.cr.k.5	Create art that represents natural and constructed environments	
	a.cr.k.6	Explain the process of making art while creating	
Present	a.p.k.1	Select art objects for personal portfolio and display, explaining why they were chosen	
	a.p.k.2	Explain the purpose of a portfolio or collection	<input checked="" type="checkbox"/>
	a.p.k.3	Explain what an art museum is and distinguish how an art museum is different from other buildings	
Respond	a.r.k.1	Identify uses of art within one's personal environment	
	a.r.k.2	Describe what an image represents	<input checked="" type="checkbox"/>
	a.r.k.3	Interpret art by identifying subject matter and describing relevant details	

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

	mu.p.k.7	Perform appropriately for the audience	<input checked="" type="checkbox"/>
Respond	mu.r.k.1	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others	
	mu.r.k.2	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music	<input checked="" type="checkbox"/>
	mu.r.k.3	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent	<input checked="" type="checkbox"/>
	mu.r.k.4	With guidance, apply personal and expressive preferences in the evaluation of music	
Connect	mu.co.k.1	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	
	mu.co.k.2	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life	<input checked="" type="checkbox"/>
PE & HEALTH			
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Movement & Manipulative Skills	peh.mms.k.1	Demonstrate manipulative skills in a stationary position (i.e. rolling, throwing, catching, kicking)	<input checked="" type="checkbox"/>
	peh.mms.k.2	Demonstrate ways to balance on different body parts at different levels	<input checked="" type="checkbox"/>
	peh.mms.k.3	Demonstrate introductory individual stunts (i.e. crab walk, bear walk, inch worm)	
	peh.mms.k.4	Demonstrate selected non-locomotor skills (i.e. push, pull, bend, twist, stretch, turn)	<input checked="" type="checkbox"/>
	peh.mms.k.5	Demonstrate the ability to use one object to manipulate another object	
Strategy & Applying Skills	peh.sas.k.1	Demonstrate simple movements to music (i.e. march to beat)	<input checked="" type="checkbox"/>
	peh.sas.k.2	Demonstrate safe use of general and personal space	<input checked="" type="checkbox"/>

Health & Fitness	peh.hf.k.1	Identify major body parts and their relationship with one another (i.e. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	✓
	peh.hf.k.2	Explain that food provides fuel and energy for the body and that healthy foods provide the best energy	✓
	peh.hf.k.3	Explain that being active is important for good health and that people are healthy when they are not sick	✓
Attitude & Behavior	peh.ab.k.1	Demonstrate the ability to share, be cooperative, and safe with others	✓
	peh.ab.k.2	Follow directions in a group setting in a timely and safe manner	✓
	peh.ab.k.3	Acknowledge the challenges and enjoyment of physical activities	
WORLD LANGUAGES			
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
		Novice-Low: With significant teacher support, student can...	
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)	✓
	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		<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	✓

	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	✓
	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 consistently...	
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	✓
	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 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	
		Novice-High: With little to no teacher support, student can independently and consistently...	
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	<input checked="" type="checkbox"/>
	wl.va.nh.3	ordinal numbers first-tenth	<input checked="" type="checkbox"/>
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	<input checked="" type="checkbox"/>

	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	✓
	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		<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	✓

	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"/>